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## INTERPROFESSIONAL EDUCATION
EAST COMMON ROOM, Hart House - Saturday, May 23, 2009

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**Does the Value of Team Based Disclosure of Error Translate into Practice? Perspectives from Nurses, Doctors and Disclosure Coaches Participating in a Simulation (Paper)**

Sherry Espin, Lianne Jeffs, Lorelei Lingard, Wendy Levinson, Maria Maione, Olga Gladkova, Lisa Rorabeck, and Chris Hayes, Saint Michael’s Hospital

**Background:** Disclosure is a collaborative effort where the healthcare team must communicate effectively, address issues of blame and responsibility, reconcile conflicting perspectives about what happened, and decide whether and how to disclose information to the patient. Few healthcare providers or coaches have had disclosure training and may be unprepared for these difficult conversations. In this context, a study was undertaken to explore the experiences and perceptions associated with an educational simulation intervention for team-based disclosure of errors. **Methods:** The study employed a mixed qualitative research design that included a thematic analysis of interviews conducted using a semi-structured interview guide. The study sample consisted of 27 participants; 24 healthcare professionals and three disclosure coaches. **Results:** The coding scheme that emerged from the interviews involved the following categories: disciplinary roles, conditions of disclosure, education of healthcare professionals, tensions and beliefs around perceptions of error, and the advantages and disadvantages of team based disclosure. **Discussion:** Collectively, the interplay between the disciplinary roles, conditions of disclosure, perceptions of errors and the advantages/disadvantages of team based disclosure created the parameters and boundaries associated with whether team based disclosure was initially valued and subsequently enacted in the simulation. Thus future work is required to explore in-depth how and when team based disclosure occurs in practice.
Evaluating an Interprofessional Obstetrics Educational Module Using Simulation (Paper)

Marian Luctkar-Flude, Cynthia Baker, and Jennifer Medves, Queens University

**Background:** High-fidelity simulation has been shown to be effective in health sciences education for learning new skills and practicing team approaches to managing complex care. Obstetrics (OB) is an example of a healthcare setting where interprofessional collaboration is essential and contributes to patient well-being. The purpose of this study is to evaluate an interprofessional educational module developed to prepare learners to participate in a normal vaginal delivery and postpartum hemorrhage. **Methods:** Nursing and medical students in the experimental group attended two one-hour high-fidelity simulations related to interprofessional management of a normal vaginal delivery and a postpartum hemorrhage. Students were assigned the roles of nurse, nursing student, OB resident, medical student, and birthing partner. Participants were observed by an experienced OB nurse and evaluated using a check-list developed to evaluate performance of basic OB assessment skills and tasks and team skills, such as communication and role clarity. Participants completed a survey regarding their confidence performing OB skills and their perceptions of interprofessional communication and collaboration. **Results:** Evaluation of results is ongoing. It is anticipated that participation in the new module will improve performance of team skills, such as communication, and increase comfort with interprofessional collaboration. **Discussion:** Interprofessional education is the foundation upon which learners become skilled at being safe and effective obstetrical team members. High-fidelity simulation is one strategy that may be used to teach interprofessional teamwork in obstetrics.
Promoting Interprofessional Clinical Education Using Blended Learning Strategies (Paper)

Saras Henderson and Megan Dalton, Griffith University

**Background:** Health professionals may be experts in their field, but this does not always translate into expertise in clinical education. To assist health professionals to become competent clinical educators, academics at Griffith University developed a graduate certificate program in health professions education. The teaching team included staff from various health disciplines and the program was taught to multidisciplinary students. **Methods:** A blended learning method was used. We used online learning with two intensive workshops as our mode of instruction. Students engaged with us on a weekly basis where they had to do the required reading and participate in discussion questions. Marks were allocated to the discussion questions, which tested students' knowledge, understanding, application, evaluation, and synthesis of the readings. In one workshop the principles of concept mapping were taught; students practiced what they learned in a collaborative and interprofessional environment to develop a concept map of their clinical teaching plan. **Results:** The online learning motivated students to keep up with their learning. The workshops provided a forum for clarification, explanation, and expansion of the course content. **Discussion:** Through using blended learning students developed analytical, supportive, and empowering helping skills to enable them to problem-solve various challenging interprofessional issues in relation to learning and teaching in clinical practice.
Walking in Your Student's Shoes: Simulation of the Month (Paper)

Carol Butler, Harold Sobel, and Gail Brown, Fanshawe College

Background: Faculty are often interested in expanding their teaching repertoire by involving students in simulation activities, but are hesitant to proceed due to discomfort with high fidelity mannequins and lack experience in conducting simulation activities with students. Interprofessional simulation is seen as even more daunting as many faculty are unsure about how to bring students from different programs together, and what an interprofessional scenario should look like. They anticipate barriers in relation to scheduling and working with faculty from other disciplines. Methods: Simulation of the Month is a unique method in the use of interprofessional simulation for faculty development. Simulation of the Month is intended to increase simulation use as well as promote interprofessional teaching by increasing faculty comfort and familiarity with the technology and the process. Faculty attend small group sessions where development and application of templates are discussed; they participate in simulation scenarios followed by debriefings. Results: Participants reported that the sessions were fun, relevant, and increased their comfort with the technology and running of simulation scenarios.