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Psychosocial Simulation: A Novel Approach To Interprofessional Training

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Introduction

Primary aims, to assess:

- the impact of psychosocial simulations on participant knowledge of other professionals' responsibilities and capabilities
- confidence and competence of psychosocial team members in collaborating and communicating with other psychosocial team members.
- participant satisfaction

Methods

- Single-site study
- Participants: social workers, chaplains, and child life specialists who attended a psychosocial simulation education module
- Pre- and post-survey design using the Psychosocial Simulation Participant Survey (PSPS), developed by the research team
- Responses were summarized and compared using standard statistical analysis methods.

PSPS Questions	
Learning and Performance	
1	I enjoy learning in simulated environments.
2	I perform well in simulated environments.
Benefits of Training	
1	Learning with other professionals will make me a more effective member of the psychosocial health care team.
2	Shared learning with other psychosocial care professionals will increase my ability to understand clinical problems.
3	Shared learning will help me to understand my own professional limitations.
4	Shared learning will help me think positively about other psychosocial professionals.
5	I don't want to waste time learning with other psychosocial professionals.
6	It is not necessary for psychosocial care professionals to learn together.
Communication	
1	I prefer to work with team members who ask questions about information I provide.
2	It is nearly impossible to train individuals how to be better communicators.
3	Shared learning with other psychosocial care professionals will help me to communicate better with patients and other professionals.
Cooperation	
1	Individuals in my profession make every effort to understand the capabilities and contributions of other professions.
2	Individuals in my profession are willing to share information and resources with other professionals.
3	Individuals in my profession have good relations with people in other professions.
4	Individuals in my profession think highly of other members of the psychosocial team.
5	Individuals in my profession work well with each other.
6	Individuals in other professions often seek the advice of people in my profession.
Post-Session	
1	I was satisfied with my simulation experience.
2	The post scenario discussion (debriefing) helped me to understand, reflect, and think critically.

Participant Demographics	
Characteristic	n (%)
Role (n=118)	
Participant	58 (49.2)
Observer	60 (50.8)
Participated in Simulation in the Past (n=123)	
Yes	78 (63.4)
No	45 (36.6)
Role in the Past (n=74)	
Participant	48 (64.9)
Observer	26 (35.1)
Gender (n=123)	
Female	118 (95.9)
Male	5 (4.1)
Discipline (n=123)	
Social Worker	80 (65.0)
Child Life Specialist	34 (27.6)
Chaplain	9 (7.3)
Age (n=123)	
15-24	4 (3.3)
25-34	62 (50.4)
35-44	38 (30.9)
45-54	8 (6.5)
55-64	10 (8.1)
65+	1 (0.8)
Years at Institution (n=123)	
<1 year	21 (17.1)
1-3 years	37 (30.1)
3-5 years	19 (15.5)
5-10 years	25 (20.3)
>10 years	21 (17.1)

Simulation training with psychosocial professionals is an effective means of teaching new competencies and of promoting interprofessional collaboration.

Results

Changes in Outcomes					
Outcomes*	n	Possible Range	Pre-Survey mean (sd)	Post-Survey mean (sd)	p-value
Learning and Performance	106	2-10	5.54 (1.90)	6.68 (1.98)	<0.0001
Benefits	112	6-30	24.99(3.43)	26.13 (3.40)	<0.0001
Communication 1	113	1-5	3.97 (0.67)	4.35 (0.67)	<0.0001
Communication 2	114	1-5	1.68 (0.68)	1.81 (0.97)	0.0992
Communication 3	113	1-5	4.20 (0.71)	4.49 (0.54)	<0.0001
Cooperation	108	6-30	26.75(2.59)	27.15 (2.66)	0.0391

- Participants showed significant improvement in the subscales of Learning and Performance, Benefits of Training, and Cooperation. Two of the three Communication subscale questions showed significant improvements.
- Previous and current role as participant or observer, past experience with simulation, gender, discipline, age, years at institution, and area of regular assignment were not related to improvement in any of the outcomes.
- Over **90%** of the participants agreed or strongly agreed with the statement "I was satisfied with my simulation experience" and "The post scenario discussion (debriefing) helped me to understand, reflect, and think critically."



Discussion

- The use of simulation training with psychosocial disciplines provides a robust and creative opportunity for interprofessional education.
- Simulation training provides a significant means of teaching new competencies and interprofessional collaboration.
- Further research efforts could include evaluation of the impact of simulation on patient outcomes and patient satisfaction and evaluation of simulations scenarios that utilize other clinical disciplines, language and cultural differences, and inter-staff conflict.

