Crossing the Chasm: A Pilot Study for Preparing PT's for Telehealth through IPE and Simulation

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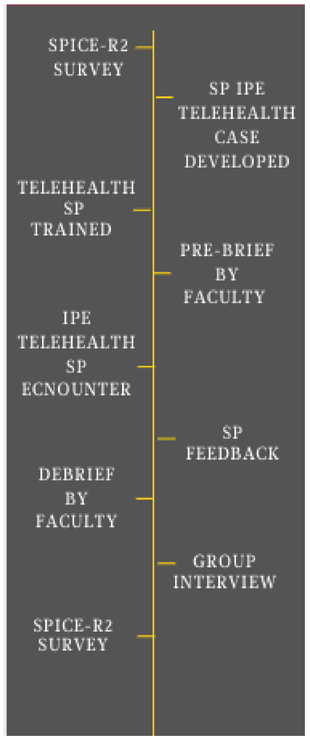
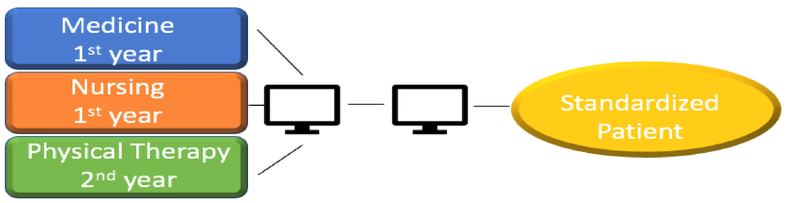
PURPOSE

The COVID-19 pandemic has shined light on the necessity of implementing educational training opportunities for PT students on the use of telehealth enabled clinical care. While existing education literature supports both interprofessional education (IPE) and simulation as beneficial training platforms for health profession students, less is known regarding the utility of these approaches in training learners in the performance of telehealth. Further, the impact and value of the triangulation of IPE, simulation and telehealth is relatively unknown. This poster presentation will describe the development, implementation and assessment of a pilot study for simulated interprofessional education (IPE) telehealth experiences between health profession students in the fields of physical therapy, nursing, and medicine.

METHODS

Faculty from physical therapy, nursing and medicine developed a clinical case designed for a specific learner level using the *International Nursing Association for Clinical Simulation and Learning Standards of Best Practice: Simulation* as a guiding framework. Interprofessional student teams representing the fields of PT (2nd year learner), Nursing (1st year learner) and Medicine (1st year learner) engaged in completing a health history on a standardized patient (SP) using a telehealth delivery format. The interprofessional simulation experience included a pre-brief by faculty, interprofessional telehealth patient interview with a standardized patient, SP feedback, a post-experience debrief by faculty, and engagement in a semi-structured group interview. Assessment of learner's attitudes toward interprofessional teams and team-based care was measured using the SPICE-R2 survey distributed pre and post the IPE simulated telehealth experience and through thematic analysis of learner responses to the semi-structured post-experience interview questions.





SURVEY RESULTS

SPICE-R2 Survey	Pre IPE Telehealth Simulation (Student Agreeance)	Post IPE Telehealth Simulation (Student Agreeance)
Working with students from different disciplines enhances my education	X	X
Patient/client satisfaction is improved when care is delivered by an IP team	X	X
Health professional students from different disciplines should be educated to establish collaborative relationships with one another	X	X
during their education, health professional students should be involved in teamwork with students from different disciplines in order to understand their respective roles.	X	X
Participating in educational experiences with students from different disciplines enhances ability to work on IP team		X
I understand the roles of other health professionals within an IP team		X
Patient/client-centeredness increases when care is delivered by an IP team		X

CONCLUSIONS

Based on both survey result and focus group interviews, the interprofessional students (PT, Nursing, Medicine) engaged in the interprofessional simulation telehealth pilot training study believe these types of learning activities should be formally integrated into their educational programs. Learners felt this type of training would prepare them in their future roles as healthcare providers and have an overall positive impact on patient/client experience. A key lesson learned from these training experiences was the importance of providing students opportunities to discuss their individual professional roles/skills prior to engaging in a "live" IPE simulation session. This pilot study serves to fill a gap in the educational literature by shedding light on the impact and value of using interprofessional simulation experiences to train future healthcare profession students in the use of telehealth. This pilot study represents how a skill-based educational training experience can influence learner attitudes and beliefs about team-based practice.

References available upon request

GROUP INTERVIEW RESULTS

Based on qualitative assessment of the group interview responses, it was identified that the learners believed interprofessional simulation-based telehealth training should be integrated into their educational programs as they saw this as a required skill for their future roles as a healthcare provider. Specifically, students felt the interprofessional simulated telehealth experiences provided an experiential based opportunity to: develop communication skills for collegial team-based interactions, learn how to streamline redundancy in clinical care through collaborative provider interactions with patients, and develop strategies such as tag-teaming to both support and learn from adjunctive providers. Learners did identify a gap in their understanding of the roles/skills of other disciplines prior to the experience, a concept supported in the pre-experience SPICE-R2 survey results. There was also strong support by learners that these types of learning experiences are warranted to enhance understanding of respective roles.

KEY THEMES