


Interprofessional Objective Structured Teaching Experience Faculty Preceptor Instructions

Welcome! Thank you for participating in this Objective Structured Teaching Experience as a training tool for interprofessional faculty development. After completing this high-fidelity simulation, you will be better prepared to:


- ✓ Facilitate a small group of interprofessional students, even in the face of reluctant and disruptive behavior
- ✓ Precept an interprofessional team of students, even when the team is dysfunctional and dominated by one voice
- ✓ Evaluate team-based communication and patient care, offering up difficult yet timely feedback

Below you will find the schedule, timeline, and key information you will need to prepare for each scenario you may encounter during the simulation session.

Schedule and Timeline

ROUND ONE		90 minutes
<u>Faculty #1</u>	<u>Faculty #2</u>	
Scenario 1: Facilitate a small group of interprofessional students, even in the face of reluctant and disruptive behavior.	Observes and Evaluates 	(20 min.)
Debrief with peer observer(s): Discuss feedback of the faculty in the simulation and the observers who completed the evaluation form during the scene.		(10 min.)
Scenario 2: Precept an interprofessional team of students, even when the team is dysfunctional.		(20 min.)
Debrief with peer observer(s): Discuss feedback of the faculty in the simulation and the observers who completed the evaluation form during the scene.		(10 min.)
Scenario 3: Evaluate team-based communication, offering up difficult yet timely feedback		(20 min.)
Debrief with peer observer(s): Discuss feedback of the faculty in the simulation and the observers who completed the evaluation form during the scene.		(10 min.)



ROUND TWO		90 minutes
<u>Faculty #2</u>	<u>Faculty #1</u>	(20 min.)
Scenario 1	Observes and Evaluates 	(10 min.)
Debrief with peer observer(s)		(20 min.)
Scenario 2		(10 min.)
Debrief with peer observer(s)		(20 min.)
Scenario 3		(10 min.)
Debrief with peer observer(s)		(20 min.)
Facilitator-led large group debriefing		20 minutes

Key Information

Scenario 1: Interprofessional Small Group Facilitation

You and your interprofessional small group of learners consisting of a medical, pharmacy, and nursing student have just finished observing an interprofessional huddle in the hospital. Clinicians from the unit came to the huddle to discuss a patient that was on the family medicine inpatient service after having an ischemic stroke. The team discussed many aspects of the patient’s care including the medical management for secondary stroke prevention, rehabilitation, home needs, etc., while planning for a transition of care for the patient. You are about to facilitate a debriefing session with the interprofessional learners and you are going to ask them to reflect on the interprofessional team process. Note that you are starting the debriefing from the beginning with the group of learners. One place to start is to ask, “What could the interprofessional team improve related to their process?”

Scenario 2: Interprofessional Precepting

An interprofessional team of learners composed of medical, nursing, and pharmacy students has just completed their encounter with a patient in clinic. The team has huddled to develop a plan and is ready to present it to you. You do not know the patient and have not had any previous visits with the patient in the past. You will begin the scenario by letting the interprofessional team know you are ready for them to present.



Scenario 3: Interprofessional Team Observation and Feedback

You are about to observe a student team composed of a medical, pharmacy, and nursing student. This team is finishing their visit with a patient, Mr. Jack Newman – you heard about him in Scenario 2. The team has already checked out their plan with you. The plan is below for you to refer to as you listen to how the team communicates, educates and closes the encounter with this patient.

Since the plan was already established with the team and vetted by you, you are observing how the collaborative care plan is communicated and looking at how the team communicates with one another and the patient. Please observe the team's performance. Once you have finished evaluating them, you will meet with the student team in person to provide them with feedback on their performance.

The **Assessment and Plan** is:

Mr. Jack Newman is a 54 y/o male with history of obesity, hypertension, Type 2 DM and hyperlipidemia here to establish care.

Diabetes Mellitus Type II, not at goal

- Continue insulin at current dose of Lantus 20 units at night.
- Restart Metformin 500 mg to be taken twice daily with meals.
 - o Educate patient that he is not allergic to Metformin. Diarrhea is a side effect
 - o Counsel him to take this medication with meals.
- Labs today: A1C, CMP, TSH, fasting Lipid panel, Urine microalbumin/creatinine ratio
- Encourage blood glucose monitoring once a day and to bring log to next clinic visit.
- Follow up visit is in 1 month.

Hypertension, not at goal

- Add a new medication, Chlorthalidone 25 mg a day.
- Continue Lisinopril 40 mg a day.
- Discontinue HCTZ 25 mg a day.
- Encourage BP monitoring and bringing log to next clinic visit.

Hyperlipidemia

- Continue Lipitor 40 mg daily.

Health Maintenance

- Pneumovax and Tdap today.



Scenario 3: Interprofessional Team Observation Form

While watching and listening to the team in the video, use this form to guide your evaluation. Formulate your feedback and prepare to present it in person to the team.

Faculty Preceptor: _____

Interprofessional Patient-centered Communication	Not Observed	Observed		Comments
		Needs Improvement	Exemplary	
1. Each team member introduced self and professional role to patient.	0	1	2	
2. The team demonstrated empathy to the patient.	0	1	2	
3. The team negotiated a treatment plan with the patient.	0	1	2	
4. The team communicated to the patient in terms the patient could understand.	0	1	2	
Interprofessional Team-based Communication	Not Observed	Observed		Comments
		Needs Improvement	Exemplary	
5. The team was organized in their approach.	0	1	2	
6. Everyone on the team contributed to communicating the plan (including education) to the patient.	0	1	2	
7. The team was respectful to all professions' ideas.	0	1	2	
8. If needed, the team utilized conflict resolution to achieve team consensus with patient care plan.	0	1	2	

Care Plan	Not Observed	Observed		Comments
		Needs Improvement	Exemplary	
9. Team addressed concern for health literacy.	0	1	2	
10. Team addressed need for patient education.	0	1	2	
11. Team developed appropriate clinical care plan (e.g., labs, diagnostic tests, medications, referrals).	0	1	2	

