

### Brief, Encounter, Huddle, Debrief: Developing Collaborative Practice-Ready Healthcare Providers through an Interprofessional Discharge Planning Simulation with Standardized Patients

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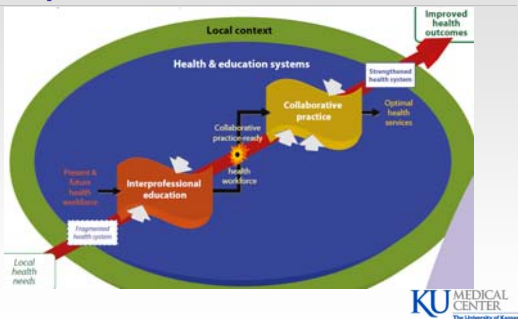


### Outline

- Interprofessional Education and Practice Model
- Barney 2.5
  - Overview
  - Logistics
  - Schedule
  - Student Instructions
  - Debriefing
  - Assessment



### Interprofessional Education



World Health Organization (WHO). Framework for action on interprofessional education & collaborative practice. Geneva: World Health Organization, 2010.

### Barney 2.5 Overview

- Third part of a 6-part progressive encounter for a patient (Barney) with multiple myeloma. Part of the medical school curriculum.
- Patient hospitalized due to acute bout of pneumonia and delirium
- Case developed through IP faculty collaboration
- Interprofessional Discharge Planning
  - Medical, PT, OT, SLP students
- Use trained standardized patients



### Barney 2.5 Logistics

- 1 half-day per month
- 10 sessions total
  - 5 sessions per half-day
  - 2 sessions running simultaneously in two different rooms
- Up to 40 students per half-day (1 student from each of the 4 professions/session)
- All sessions recorded
- 2 additional rooms used by faculty to view each session



### Barney 2.5 Schedule

- Students sent the case about 1 week before the encounter

Barney Smith 2.5 - SP - Thursday, September 3rd				
Schedule	2 North	2 South	# per Team	
8:15 - 8:30: Group Chart Review	M3	M3		
8:30 - 8:55: Group Encounter	PT	PT		
8:00 - 9:15: Group Discussion	OT	OT		
8:15 - 9:30: Faculty Debriefing	SLP	SLP		
8:45 - 9:00, Group Chart Review	M3	M3		
8:00 - 9:25, Group Encounter	PT	PT		
8:30 - 9:45, Group Discussion	OT	OT		
8:45 - 10:00, Faculty Debriefing	SLP	SLP		

Debrief Huddle



## Barney 2.5 Student Instructions

- Identify Barney's Discharge Needs as an interprofessional team via chart review and patient/family encounter
  - Communicate your findings to the patient/family
  - Document your findings as appropriate (if required by program)
- \* There is no designated leader on the team



## Barney 2.5 Debriefing

- Both simultaneous sessions debrief together with IP faculty
- Interprofessional focus
- Approaches used:
  - What went well? What would you do differently? What is your take-away?
  - Advocacy Inquiry for specific observations



## Barney 2.5 Debriefing Themes

- Team Structure and Planning
- Roles and Responsibilities
  - Shared competency / Role overlap
  - Clarification and understanding
  - Learning from one another
- Prioritization during the encounter
- Interprofessional communication, language used, interactions during the encounter
- Benefits and challenges of working as an interprofessional team for providers and patient/family



## Barney 2.5 Assessment

- An opportunity
- Quantitative and Qualitative
  - Learner perspectives and knowledge gain – IPEC competencies
  - Rubrics for assessing IP teaming (observation/rating by faculty)
  - Comments/themes during the debriefing sessions
  - Faculty development - debriefing



## A Different Approach...



"We envision a healthcare system in which learners and practitioners across the professions are working collaboratively with patients, families, and communities and with each other to accomplish the Triple Aim."

Consensus Vision  
Joseph M. J. Foundation  
Conference Recommendations  
January 2013

Triple Aim: Better Care, Better Health, Lower Costs



Image from [http://forces4quality.org/sites/default/files/patient\\_centered\\_care.jpg](http://forces4quality.org/sites/default/files/patient_centered_care.jpg). Accessed 9/15/15.

11

## Thank you.

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- Questions?  
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