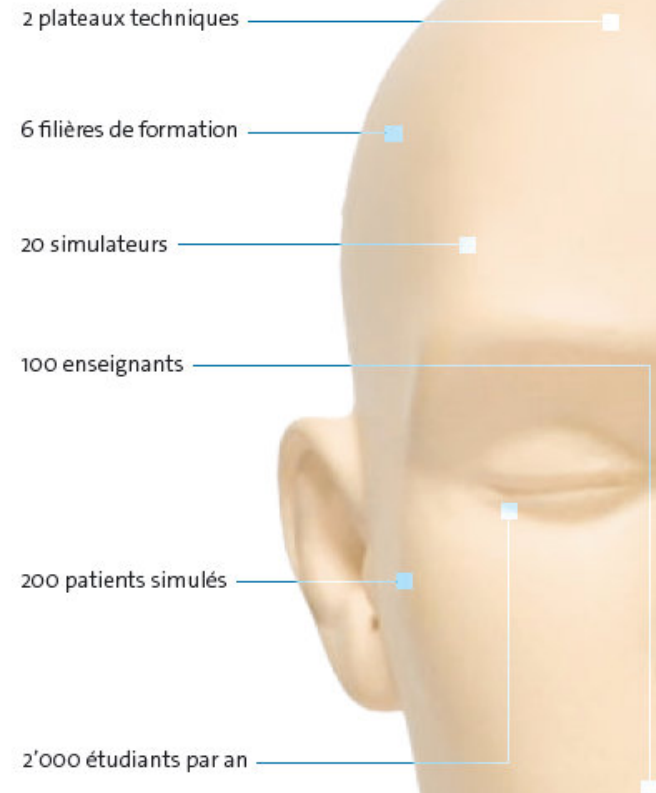# CiS — Centre interprofessionnel de simulation

THE CIS:
a winning example and a winning team

PD Dr med E. Van Gessel

Directrice du CiS

Université de Geneva

On behalf of the Geneva IP group

2 plateaux techniques

6 filières de formation

20 simulateurs

100 enseignants

200 patients simulés

2'000 étudiants par an

www.cis-ge.ch

Le CiS, un centre conjoint

Hes·so GENÈVE
h e d s

HUG Hôpitaux Universitaires Genève

UNIVERSITÉ DE GENÈVE
FACULTÉ DE MÉDECINE

« Interprofessional education and collaborative practice are considered as high priorities in the agendas of numerous organizations and training institutions both at the national and international levels »

IPE: two or more professions learn with, from, and about each other

There is a general consensus that the silos structure in education lead to:

➢ **suboptimal use of workforce,**

➢ **poorly functioning healthcare teams,**

➢ **more frequent adverse events and**

➢ **poorer patient outcomes**

Model	Pre-secondary education	Post-secondary education		Practice
Dominant	Common	Doctor of Medicine (MD)		Teamwork
		Nursing		
		Public health		
		Other		
Interprofessional	Common	Core and specific competencies	Systematic teamwork	Teamwork
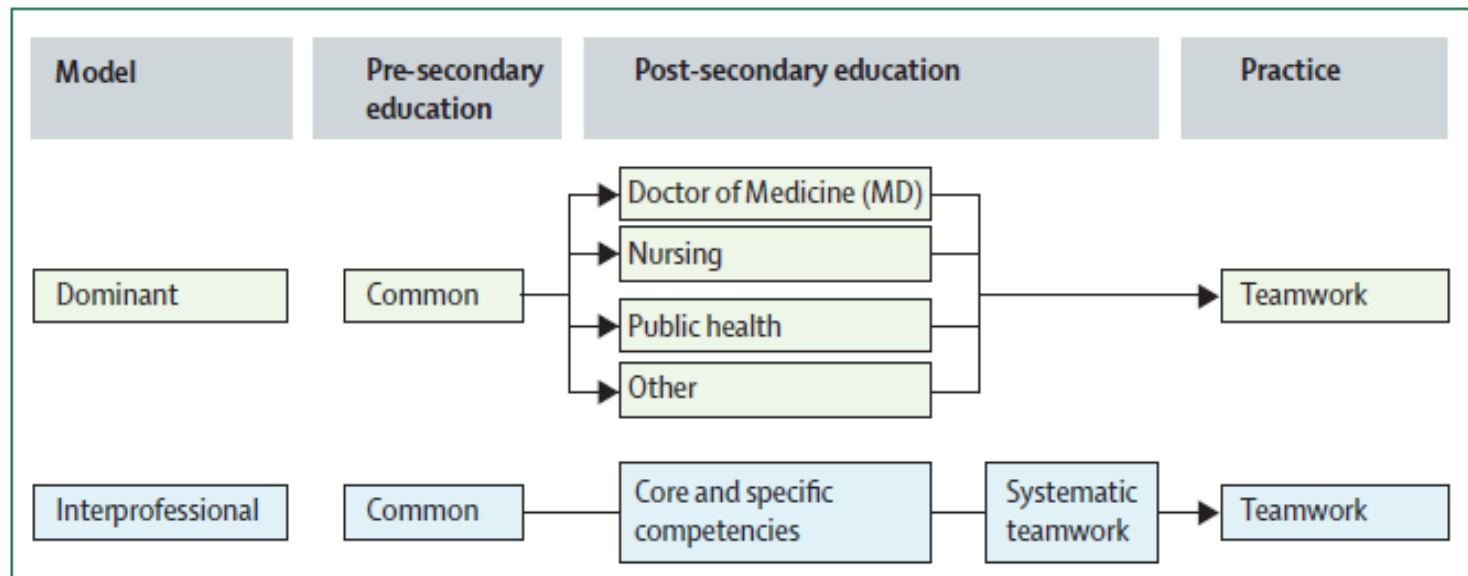
The changes in Healthcare today!

Recognized gap between the training of professionals and the identified social and population needs in healthcare

- Type of patients
  - Aging
  - Long term Chronic conditions
  - Ethical dilemmas
- Type of teamwork:
  - Community-centered care collaborative practices
  - In different contexts of care
  - Shared decision-making by dispersed/asynchronous teams

The Lancet 2010, vol 376; pp 1923–58
D. Benor 2014, rmmj, vol 5
Thomas EJ, BMJ Qual & Saf 2011
Van Schaik et al, Med Educ 2014

A Team reflection

- Dimensions to consider:
  - Future orientation of health practices
  - Knowledges, competencies, capabilities and practices
  - Teaching, learning and assessment approaches and practices
  - Institutional delivery

Dahlberg J et al ICED 2014

What made it happen in Geneva

The Swiss frameworks

- Based on the CIHC 2010 (Canada)
- Integrated in the following:
  - ➤ Principles regulating training in the health schools of HES-SO
  - ➤ Rectors conference for HES (KFH 2009)
  - ➤ LP San and LP Med
  - ➤ OFSP/BAG 2013: Report of the WG on Interprofessionalism
  - ➤ Report of Federal Council: « Santé 2020 »
  - ➤ ASSM charter

Institutional support from educational leaders and administrators

- Promoting IPE
- Access to **resources and external funding**
- **Project management and partnerships = CiS**
- Not "out of hours" or "add-on" activities
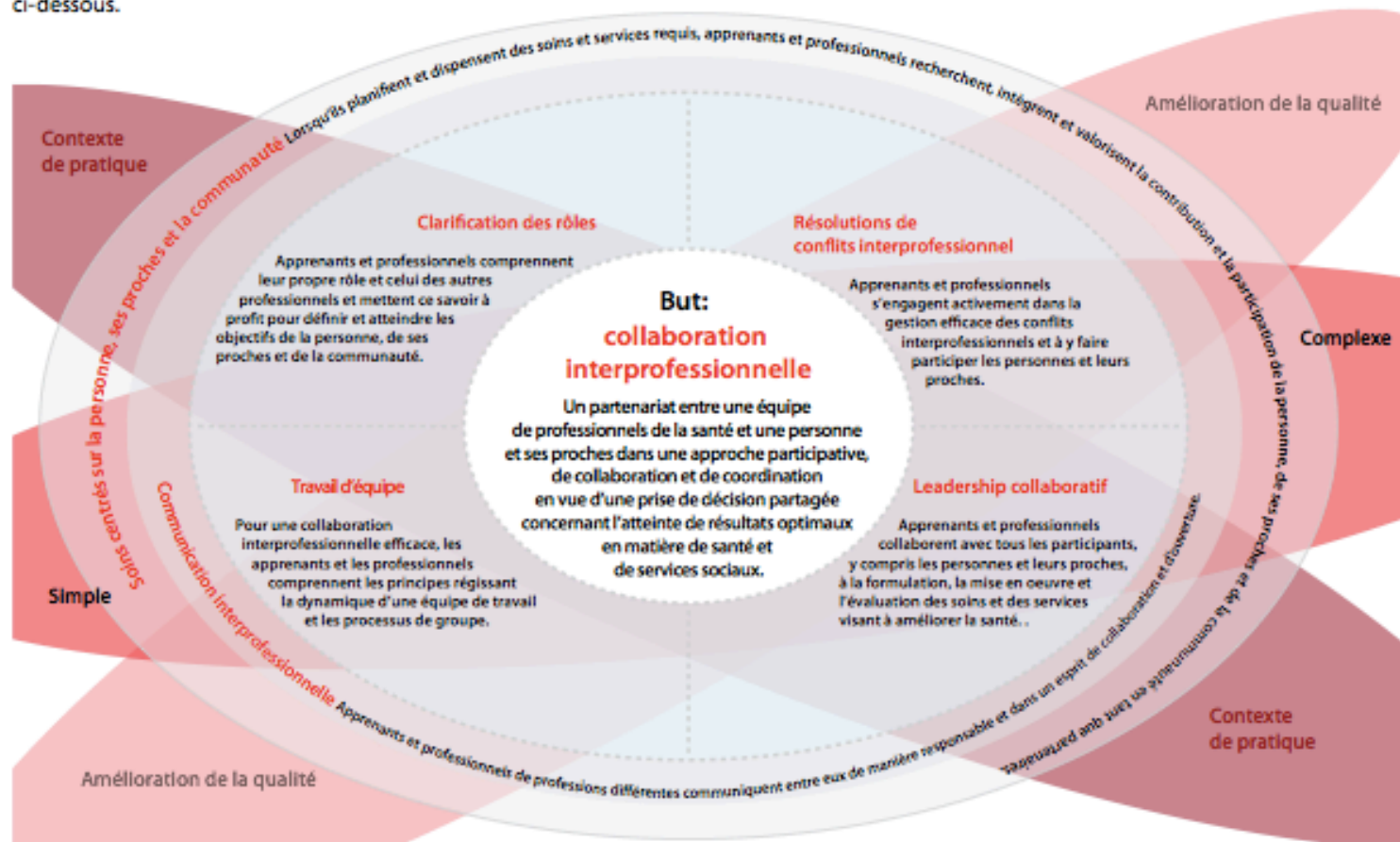- Aligning timetables

Team characteristics?

- 2 parallel groups and common reflections on content and process of IP as well as tools (CiS)

- **Dedicated group of highly motivated interprofessional teachers and coordinators in and around the CiS:**
  - Realistic aims and objectives
  - Faculty development

It has to be a Co-Construction

What knowledge or competencies?

La figure 1 illustre l'agencement des domaines et met en évidence trois éléments contextuels qui influencent la manière dont le référentiel de compétences peut être appliqué dans différentes situations. Les domaines de compétences et les éléments contextuels sont décrits ci-dessous.
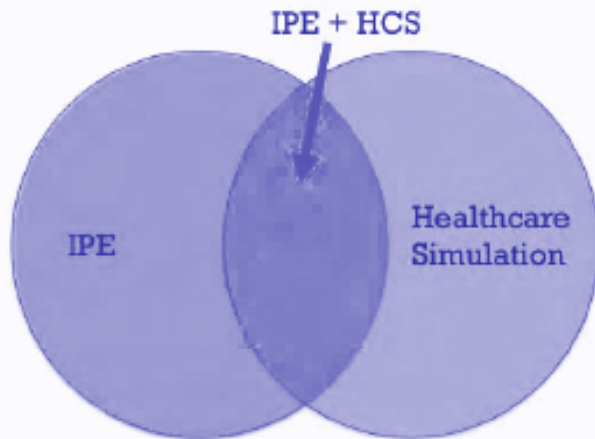
Figure 1. Référentiel national de compétences en matière d'interprofessionnalisme.

Lorsqu'ils planifient et dispensent des soins et services requis, apprenants et professionnels recherchent, intègrent et valorisent la contribution et la participation de la personne, de ses proches et de la communauté.

Amélioration de la qualité

Contexte de pratique

Complexe

Clarification des rôles

Apprenants et professionnels comprennent leur propre rôle et celui des autres professionnels et mettent ce savoir à profit pour définir et atteindre les objectifs de la personne, de ses proches et de la communauté.

Résolutions de conflits interprofessionnel

Apprenants et professionnels s'engagent activement dans la gestion efficace des conflits interprofessionnels et à y faire participer les personnes et leurs proches.

But: collaboration interprofessionnelle

Un partenariat entre une équipe de professionnels de la santé et une personne et ses proches dans une approche participative, de collaboration et de coordination en vue d'une prise de décision partagée concernant l'atteinte de résultats optimaux en matière de santé et de services sociaux.

Travail d'équipe

Pour une collaboration interprofessionnelle efficace, les apprenants et les professionnels comprennent les principes régissant la dynamique d'une équipe de travail et les processus de groupe.

Leadership collaboratif

Apprenants et professionnels collaborent avec tous les participants, y compris les personnes et leurs proches, à la formulation, la mise en œuvre et l'évaluation des soins et des services visant à améliorer la santé.

Soins centrés sur la personne, ses proches et la communauté

Communication interprofessionnelle Apprenants et professionnels de professions différentes communiquent entre eux de manière responsable et dans un esprit de collaboration et d'ouverture

Simple

Amélioration de la qualité

Contexte de pratique

CIHC : Référentiel national de compétences en matière d'interprofessionnalisme, février 2010

SSH: Why Simulation?

Figure 1: Relationship between IPE and Healthcare Simulation

IPE + HCS

IPE

Healthcare Simulation

"…believes that simulation is an effective vehicle for achieving and evaluating the IP competencies."

- Frequently reported teaching method for patient safety (JHCO)
- Bridge a gap between education and clinical placements/clerkships
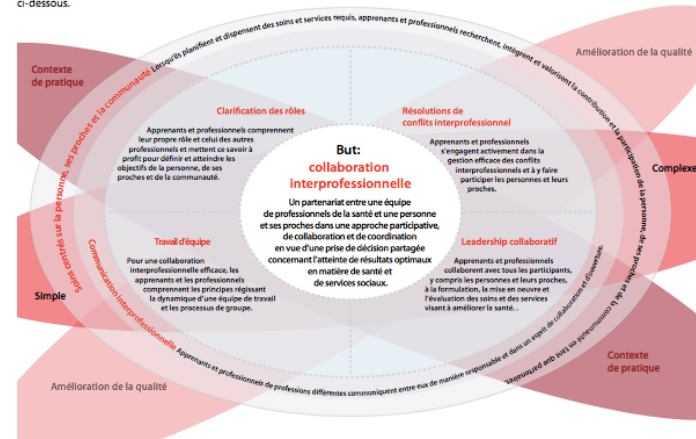
Undergraduate IPE in Geneva

➢ **3 elements**

- Structured core program
- IP simulations
- Experiential learning in the field (community and family medicine, emergency care)

➢ **AIM**: lead future health professionals to understand and build their professional identity but at the same time to give them an <u>understanding of the roles</u> and responsibilities of the other professionals of a team and some <u>competences in team working</u>

IPE over 3/6 years

2 ECTS
- Roles and responsibilities of health professionals
- Different contexts of care and collaboration
- Communication, methodologies and collaborative tools (e-health)
- **UASH 1st BA and Med 2nd BA** **+ 2019 2ème BA Pharma**

4 ECTS
- Methodology and project management in health
- IP simulation workshops: work on roles and responsibilities
- **UASH 2nd BA and Med 1st MA**

2 ECTS
- IP simulation workshops: team working in different contexts of practice (acute to chronic, simple to complex)
- Emphasize the axis of quality and safety of care
- **UASH 3rd BA and Med 3rd MA** **+ 2019 2ème MA Pharma**

Organisation IPE 3ème module

10 scénarios
- Plusieurs variantes/étapes par scénario
- Préparation des étudiants en fonction du rôle

7 sessions parallèles
- Divers environnements, dont une salle de radiologie
- 2 tuteurs
- 8-10 étudiants (3-4 professions)

500 étudiants
- 2 simulations par étudiant
- 1 situation aigue, 1 chronique

+ 2ème MA-Pharma

5 jours
- 59 groupes
- 58 tuteurs différents
- 18 Patients Simulés
- 4 mannequins HF

Thématiques
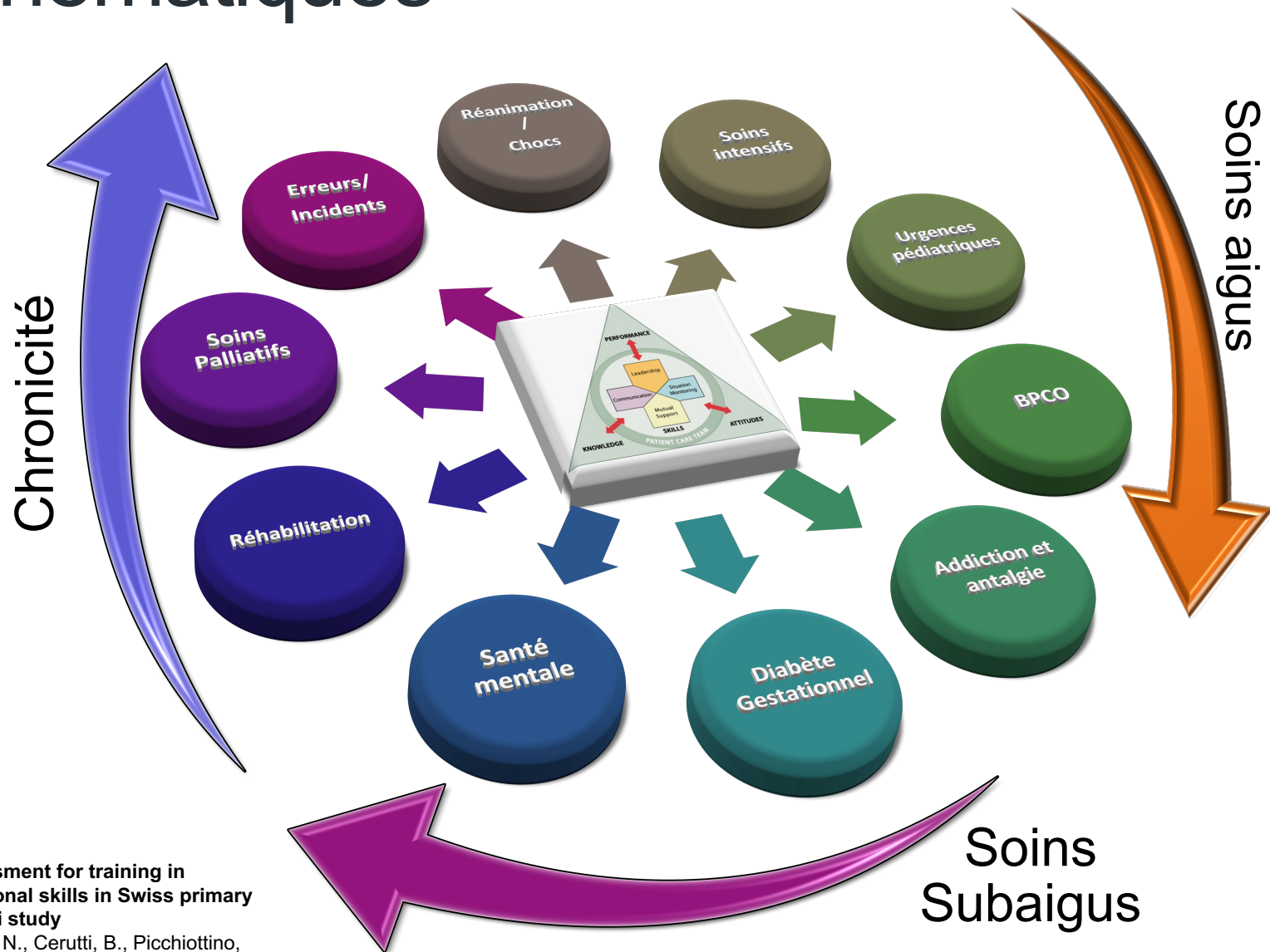
Needs assessment for training in interprofessional skills in Swiss primary care: a Delphi study
Junod Perron, N., Cerutti, B., Picchiottino, P., Empeyta, S., Cinter, F., van Gessel, E. (2014). *J Interprof Care*, *28*(3), 273-5.

IPE 3rd module

2 ECTS

- •IP simulation workshops: team working in different contexts of practice (acute to chronic, simple to complex)
- •Emphasize the axis of quality and safety of care
- •**UASH 3rd BA and Med 3rd MA**

Issues and problems in the field

Complex situations

Transposition

Teamwork aspects

Clinical Validity

Highlighting team problems

Team writing with experts
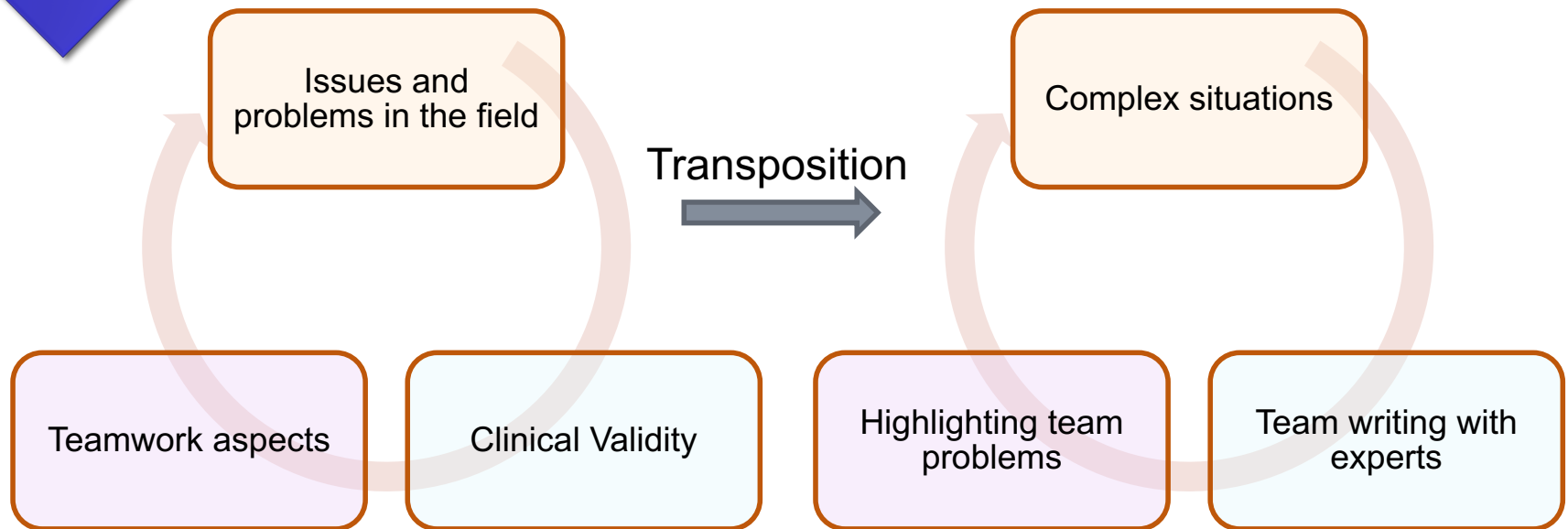
Mots clés : Emergency situations – chronicity – difficult patient – end of life discussions the patient and/or the family as partners in decision-making

The Toolkit

TeamSTEPPS stands for: *Team **S**trategies and **T**ools to **E**nhance **P**erformance and **P**atient **S**afety*.

Team Structure

Identification of the components of a multi-team system that must work together effectively to ensure patient safety

Communication

Structured process by which information is clearly and accurately exchanged among team members

Leadership

Ability to maximize the activities of team members by ensuring that team actions are understood, changes in information are shared, and team members have the necessary resources
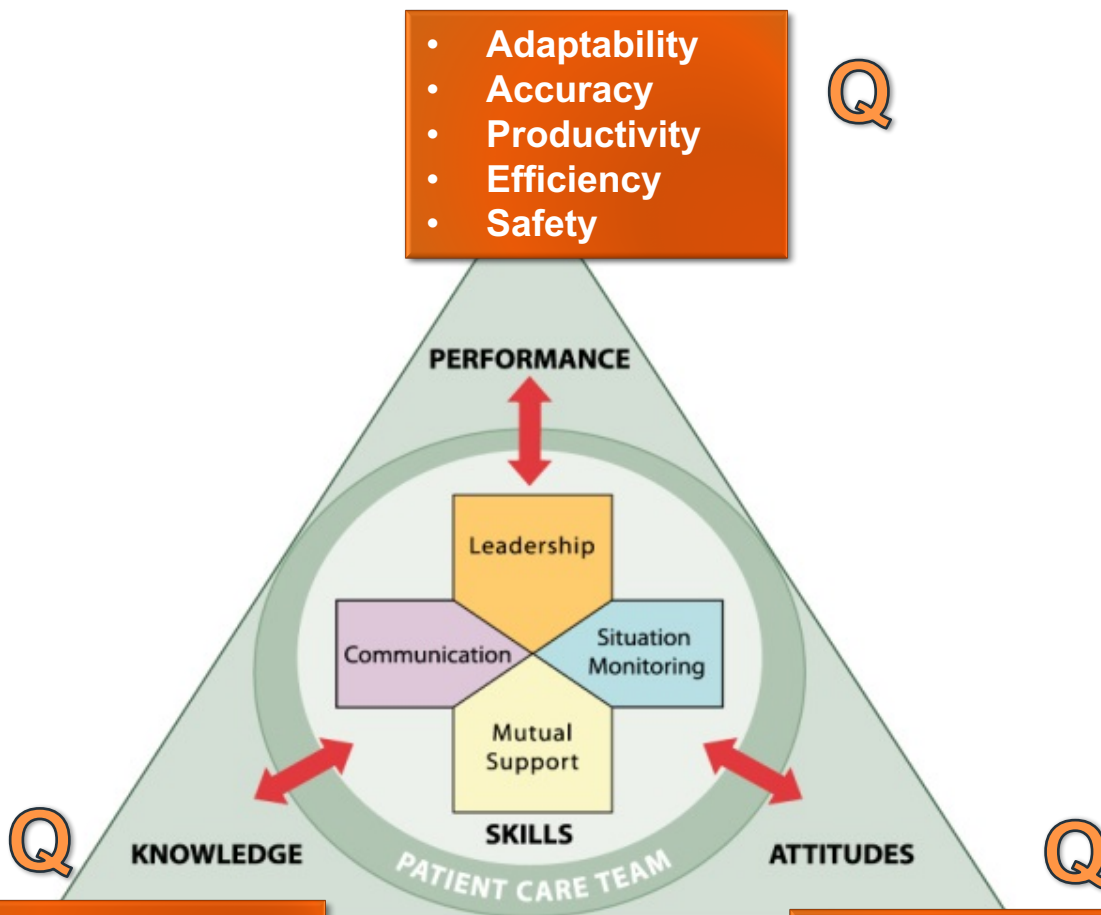
Situation Monitoring

Process of actively scanning and assessing situational elements to gain information or understanding, or to maintain awareness to support team functioning

Mutual Support

Ability to anticipate and support team members' needs through accurate knowledge about their responsibilities and workload

TeamSTEPPS ® 2.0

- **Adaptability**
- **Accuracy**
- **Productivity**
- **Efficiency**
- **Safety**

Shared Mental Model
Safety Culture

Mutual Trust
Team Orientation
Patient as Partner

PERFORMANCE

Leadership

Communication   Situation Monitoring

Mutual Support

SKILLS

PATIENT CARE TEAM

KNOWLEDGE   ATTITUDES

Modifications in the perception of teamworking

- Better definition of roles and responsibilities of the different team members (83.7%);
- Use of structured communication tools such as SBAR (82.4%);
- To be assertive and acknowledged in case of a safety breech (81.5%).

75.8% ARE READY TO USE THESE COMPETENCIES IN CLINICAL PRACTICE

83.7% BELIEVE THAT HAVING TUTORS FROM DIFFERENT PROFESSIONS GIVES THEM INSIGHT AND HELP THEM UNDERSTAND KEY ELEMENTS OF AN IP BEHAVIOR

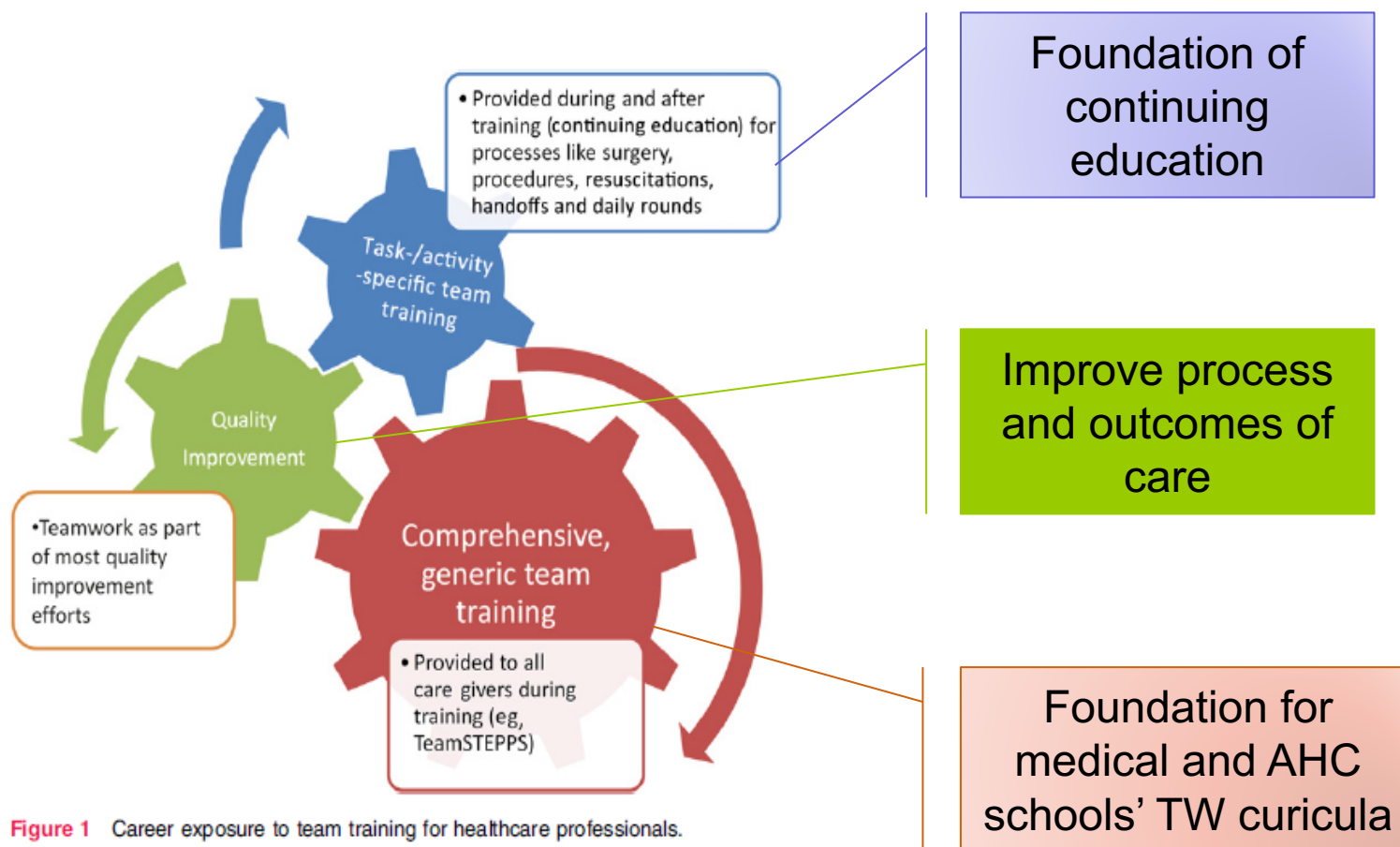# 2016 - Perception des étudiants concernant les attitudes propices au travail d'équipe
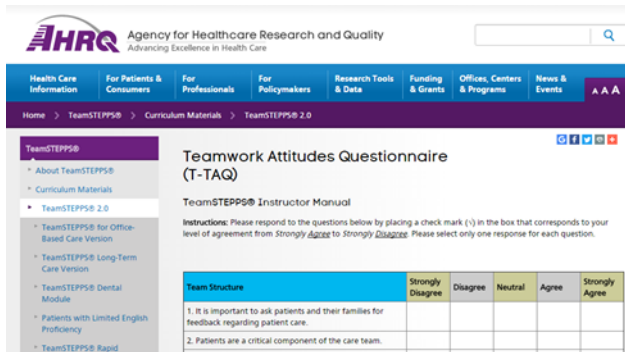
- « TeamSTEPPS Teamwork Attitude Questionnaire » (T-TAQ) **avant** et **une semaine après** la fin du module

- 30 questions/items portant sur les **5 domaines** du concept TeamSTEPPS

- Analyse utilisant la technique du test non paramétrique du Wilcoxon

	Pré-test		Post-test		
	N	Moyenne	N	Moyenne	p
Les équipes hautement performantes dans les soins (santé) ont des caractéristiques communes avec des équipes hautement performantes dans d'autres types d'industrie	250	4	102	4,4	<0,0001
La mission de l'équipe est plus grande que les objectifs individuels des membres de l'équipe	269	3,9	109	4,2	0,0055
Le suivi/monitorage des patients apporte une contribution importante à la performance d'une équipe efficace	261	4,4	111	4,6	0,009
Il est important de surveiller l'état émotionnel et psychique des autres membres de l'équipe	267	4,4	110	4,6	0.009
Offrir à un collègue de l'équipe l'aide pour effectuer ses taches est une manière efficace pour améliorer la performance de l'équipe	263	4,3	105	4,5	0.0418
Il y a lieu de continuer à faire valoir sa préoccupation concernant la sécurité du patient, jusqu'à être certain d'avoir été entendu	265	4,5	108	4,7	0,0096
Il est important de disposer d'une méthode structurée d'échange d'informations lors du transfert d'un patient	265	4,7	111	4,8	0,0777

Summary

- No reason not to do it: support!
- Adopt a structured approach

Thomas EJ, BMJ Qual & Saf 2011

- Provided during and after training (continuing education) for processes like surgery, procedures, resuscitations, handoffs and daily rounds

Task-/activity-specific team training

Quality Improvement

- Teamwork as part of most quality improvement efforts

Comprehensive, generic team training

- Provided to all care givers during training (eg, TeamSTEPPS)

Figure 1 Career exposure to team training for healthcare professionals.

Foundation of continuing education

Improve process and outcomes of care

Foundation for medical and AHC schools' TW curicula

MERCI