
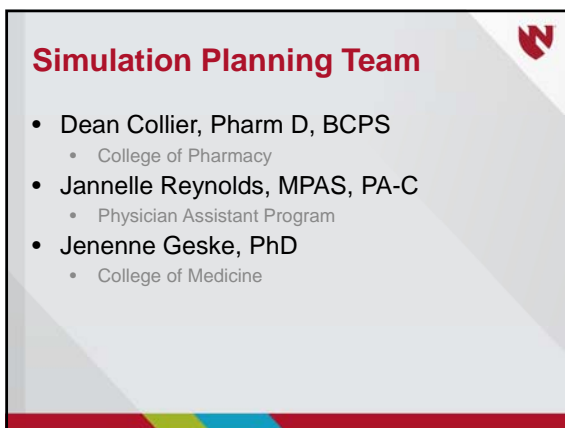


**Interprofessional
Telehealth
Simulation**

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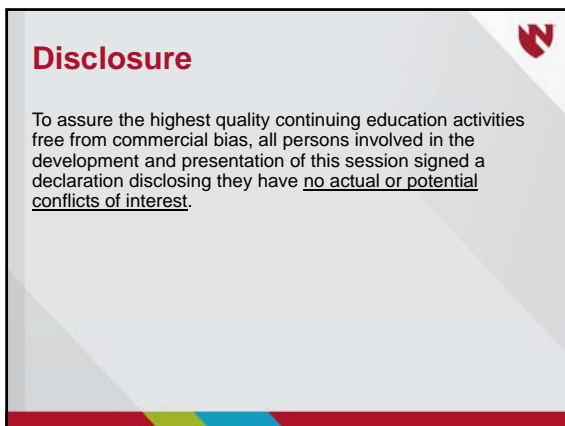
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Simulation Planning Team

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 - College of Pharmacy
- Janelle Reynolds, MPAS, PA-C
 - Physician Assistant Program
- Jenenne Geske, PhD
 - College of Medicine

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Disclosure

To assure the highest quality continuing education activities free from commercial bias, all persons involved in the development and presentation of this session signed a declaration disclosing they have no actual or potential conflicts of interest.

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Presentation Objectives

Upon completion of this session, participants should be able to:

- Identify the importance of integration of telehealth simulation into health professions education
- Learn how to develop an interprofessional telehealth simulation event
- Critically appraise student feedback for program improvement


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Inclusion of Telehealth in Health Professions Curriculum

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Interprofessional Telehealth Simulation in Literature

- ❖ IPE- development of collaboration & communication skills
= decrease in patient care errors/injuries
- ❖ Telehealth offers alternative tool, addresses barriers in education
- ❖ Telehealth is rapidly evolving, bridging gaps in patient care as well
- ❖ Early exposure to telehealth in education increases comfort in clinical training and practice



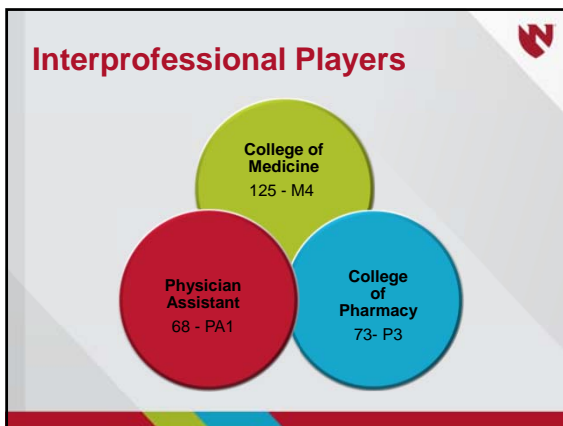
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Slide 8

HMJ1 Pam- does this fit better with the "creation of idea" slide #9 above?
Hyde, Mia J, 6/10/2021

Development of Event

Physician Assistant, COM, COP
Development of common objectives:

- Identify basic telehealth concepts and patient encounter techniques to ensure effective and patient-centered care.
- Demonstrate communication and interview skills with patients through telehealth.
- Deliver an oral case presentation to members of the interprofessional health care team via telehealth.
- Demonstrate interprofessional communication and collaboration skills with members of the health care team through a telehealth consultation.

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Measurable Objectives

- Communication via Telehealth
- Patient Safety/ Appropriate Use of Telehealth
- Data Collection/ Assessment via Telehealth
- Ethical/Legal Practices of Telehealth

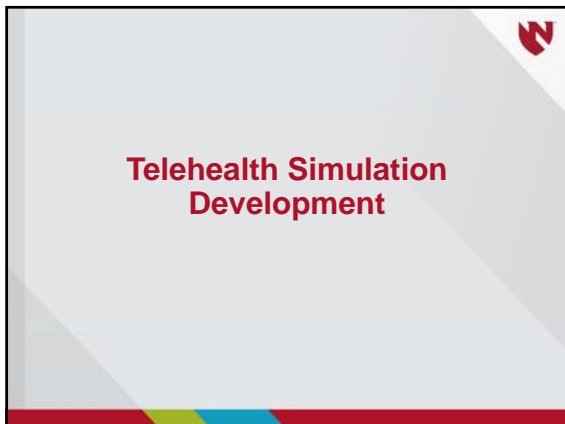
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Feedback

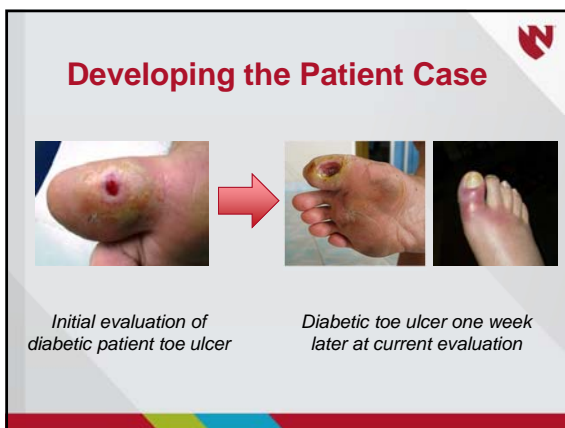
✓ Student perceptions of value of IPE telehealth simulation in the didactic phase

- Pre-Event Survey
 - Experience
- Post-Event Survey
 - Value in Application
- Reflective Exercise

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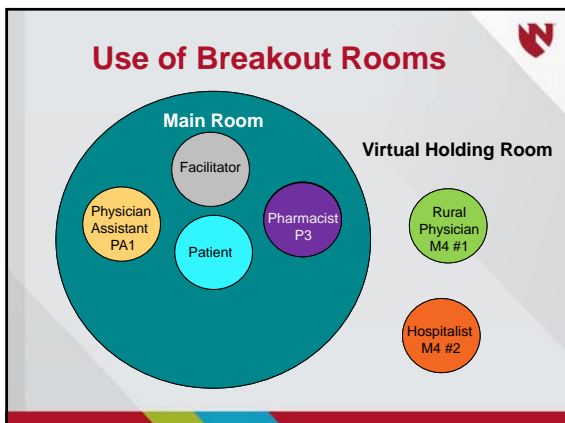


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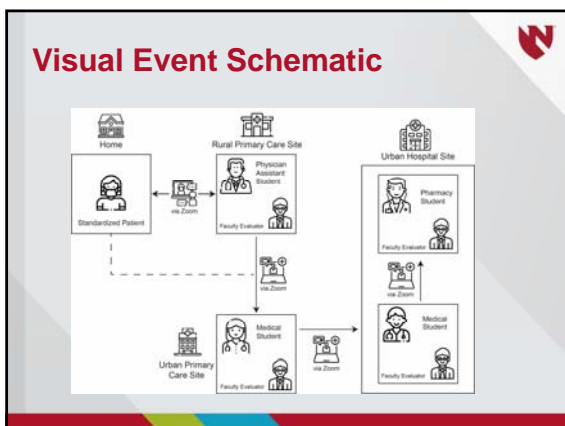
Sample of the Schedule

Group	Room	Start Time	PK Student	MS Student 1	MS Student 2	PharmD Student	Facilitator	Feedback	End Time
1	1	1:00 PM	1	1	10	1	A	1:30 PM	1:45 PM
1	2	1:00 PM	2	2	10	2	B	1:30 PM	1:45 PM
1	3	1:00 PM	3	3	17	3	C	1:30 PM	1:45 PM
1	4	1:00 PM	4	4	18	4	D	1:30 PM	1:45 PM
1	5	1:00 PM	5	5	18	5	E	1:30 PM	1:45 PM
1	6	1:00 PM	6	6	20	6	F	1:30 PM	1:45 PM
1	7	1:00 PM	7	7	21	7	G	1:30 PM	1:45 PM
1	8	1:00 PM	8	8	22	8	H	1:30 PM	1:45 PM
1	9	1:00 PM	9	9	23	9	I	1:30 PM	1:45 PM
1	10	1:00 PM	10	10	24	10	J	1:30 PM	1:45 PM
1	11	1:00 PM	11	11	25	11	K	1:30 PM	1:45 PM
1	12	1:00 PM	12	12	26	12	L	1:30 PM	1:45 PM
1	13	1:00 PM	13	13	27	13	M	1:30 PM	1:45 PM
1	14	1:00 PM	14	14	28	14	N	1:30 PM	1:45 PM
		1:40 PM	BREAK	BREAK	BREAK	BREAK	BREAK		1:50 PM

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Pilot Run

Opportunity to identify areas of weakness

- Test time allotments
- Test presentation of case and materials in virtual setting
- Test use of breakout sessions

Incorporated planning faculty members, current PA/MD/Pharmacy students

- Solicited feedback from students on recommendations for improvements


A hand is shown holding a white sign with the text 'THIS IS A TEST' in bold red letters. The background is a blurred blue and green bokeh.

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Student Preparation

Recorded voiced over PPT video for students to watch prior to the Telemedicine activity

- Purpose of the Telemedicine activity
- Provided the patient scenario
- Roles of each student profession
- Patient hand-offs (SBAR)
- Instructions on breakout rooms
- Pre- and Post-activity surveys and debrief



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Facilitator Training

- Group training session via Zoom
- Event overview and tutorial regarding debriefing session, breakout room function and facilitator observation checklist



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Simulation in Action



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Student Debrief Session

All students and facilitator at end of session, following feedback from SP:

Initial Discussion:

- What surprised you about this activity?
- What are your perceptions of how the health care team communicated?
- What went well?
- What would you do different in future Telehealth visits?

Feedback from Facilitator based on Observation List:

- Telehealth Use (roles, teamwork)
- Data Collection (relevant history, differential, management plan)
- Communication (eye contact, compassion, active listening, open-ended questions, closed-loop communication, hand-off)
- Ethical / Legal (informed consent, privacy)

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Qualitative Feedback

Communication Challenges of Telehealth

"If there is any clinical doubt between providers pertaining to diagnosis, treatment plan, or potential interventions, it is more difficult to articulate this in a telehealth visit. For example, during in-person handoffs, it is often easy to pick up on body language or even facial expression that may lead you to ask more questions about the assessment and plan."

"Telehealth and handoffs are often like the telephone game. There sometimes are small pieces of information that are not passed on or are missed when handing off from one professional to the next, so it is important to ensure that the pertinent information for each team member is remembered and passed on when using telehealth."

- Rapport
- Empathy
- Body language
- Lack of information

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Qualitative Feedback

Successes of Encounter/ Skills Used

"It was nice to be able to bring in the perspectives and skills of not only other healthcare professionals, but healthcare providers from different backgrounds. I liked that we all asked each other things like 'is there anything else you would like to add?' 'Anything else you think I should know?' I think we worked well as a group and we were very respectful of everyone else's opinions and perspectives. I wish that maybe we had had more of a group call where instead of acting like a telephone game we could all just discuss as a group."

"I was very impressed with the professionalism and mutual respect displayed by the med student and PA student I was with. During my personal interaction with the med student, she mentioned that she respected my opinion and trusted my judgement on my therapy recommendations. A small statement like that can go a long way in communicating with other interprofessional team members in showing them that their role on the team is valued."

- Mutual respect
- Professionalism
- Good patient care
- Collaboration

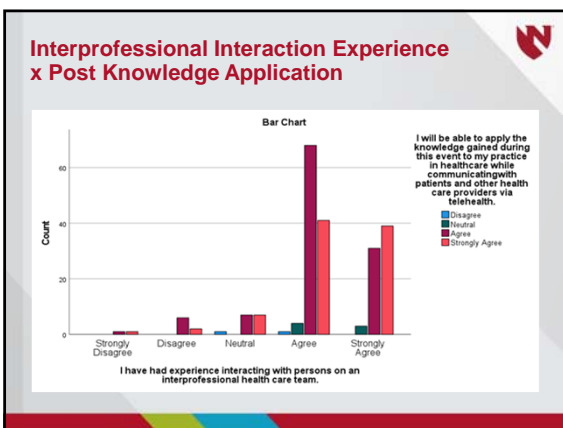
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Rating of Activity

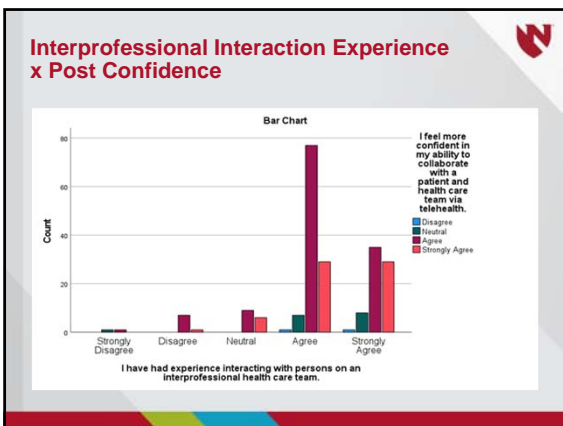
96.7% of student respondents (n=244) considered this activity satisfactory or better

satisfactory (37.7)
 more than satisfactory (34.4)
 outstanding (24.6)

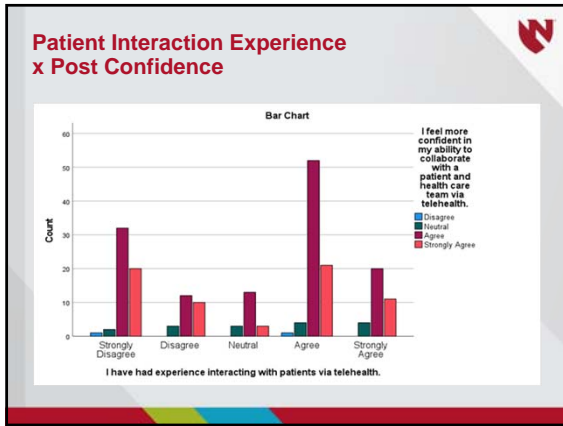
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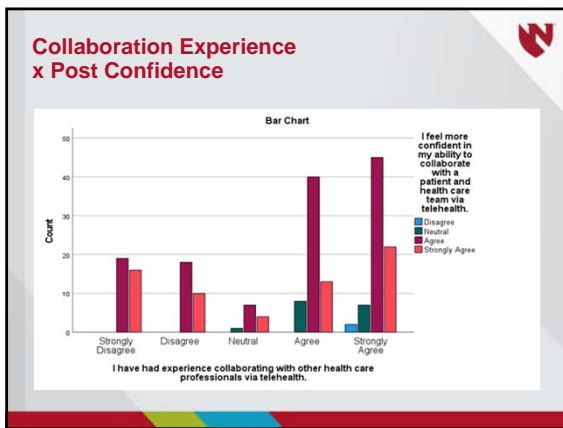
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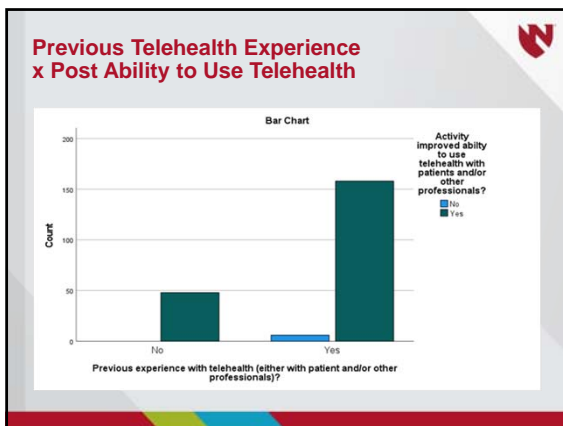
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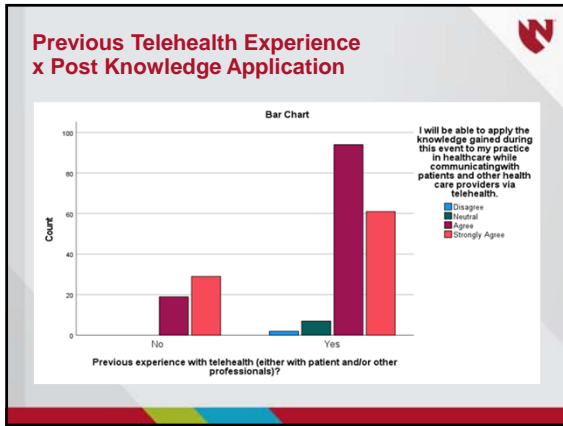
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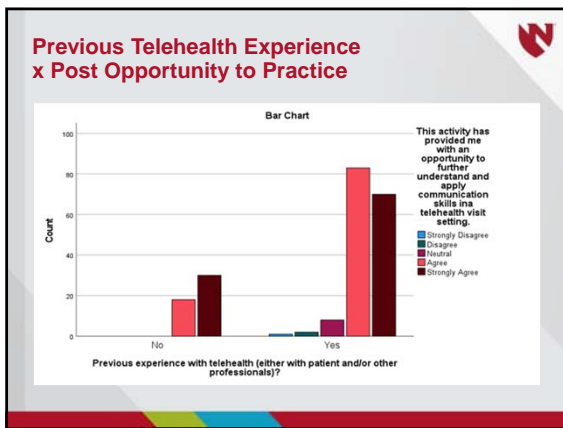
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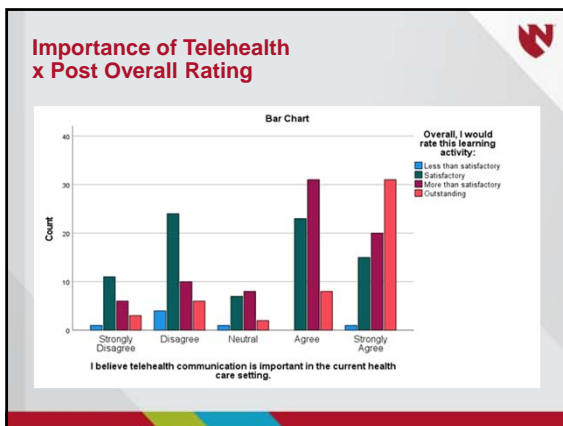
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