Playing Together in the Sandbox: An Interprofessional Simulation to Teach Collaborative Communication Skills in a Family Meeting (FR466)

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Objectives

- Identify core competencies for interprofessional collaboration within the context of a family meeting simulation.
- Apply simulation strategies to teach collaborative communication skills to interprofessional palliative care trainees.

Simulation to teach communication has become established practice in palliative care education, but rarely are communication skills taught in interprofessional team settings, and rarely at the graduate level. Nurse practitioners (NPs) and medical residents frequently work in parallel fashion. However the family meeting is a common encounter in which medical and advanced practice nursing providers must collaborate to ensure smooth, professional, and compassionate communication. An interprofessional simulation was developed that pairs 2nd-year residents and 2nd-year NP students and requires them to collaboratively lead a family meeting to establish goals of care for a patient with a poor prognosis. Details of the case are provided to students before the family meeting. Students then hold a prebriefing before the family meeting to articulate and negotiate their respective roles in the meeting. The MD/NP team is filmed as they lead a family discussion to communicate bad news and discuss goals of care in a seriously ill, intubated patient. This pilot program ran from May to July 2014.

Using established models for breaking bad news and the Core Competencies for Interprofessional Collaborative Practice, the following objectives were developed:

1. Students will articulate and negotiate interprofessional roles within a family meeting.
2. Students will demonstrate the skills needed for collaboratively breaking bad news and establishing goals of care with families of a medically complex patient.

Outcomes of the exercise will be measured by the Readiness for Interprofessional Learning (RIPLE) scale, an evaluation scale for standardized patients, and a faculty skills evaluation checklist. Quantitative data and subjective responses will be reported. Implications for future practice will be discussed. The program developers hypothesize that a graduate-level interprofessional communication simulation will enhance participants’ collaborative skills in leading family meetings to break bad news and establish goals of care.