Background

Interprofessional education (IPE) occurs when two or more professions learn with, from, and about each other to improve collaboration and the quality of care (CAIPE, 2002).

There is a need to increase interprofessional communication in healthcare to reduce medical errors (IOM, 2003; IOM, 2010).

Simulation is considered a safe, effective venue to teach IPE competencies including teamwork and communication (National League for Nursing, n.d.) Educators are encouraged to integrate IPE into curricula, but there is a need to use reliable tools to measure team performance.

A literature review related to IPE and simulation found that quality and rigor are often lacking in existing tools (Palaganos, Brunette, & Winslow, 2016).

Methods

CATS tool was reviewed for appropriateness of use in pre-licensure simulation.

Statements to assess global Frequency and Quality of Teamwork performance were added to the CATS tool.

Simulated asthma scenarios were conducted with teams of nursing, respiratory therapy, and medical students. Three educators served as raters. Consensus was established by observing simulations and discussing descriptions of teamwork behaviors.

Results

Three main raters assessed four cases per day for 12 days (total=48 observations).

Same three raters assessed all the cases 67% of the time.

Only two raters assessed the other 33%.

Inter-rater reliability for Frequency of Teamwork was 0.811.

Inter-rater reliability for Quality of Teamwork was 0.757.

Conclusions

An adapted version of the CATS tool can be used reliably to evaluate the performance of pre-licensure students during a simulated acute care case.

Additional validation of the tool is needed in different settings and with different groups of students.

Students found the IPE simulation experience rewarding and realistic to future practice.

Students need more practice with SBAR, thinking aloud, and closed loop communication.