



# Interprofessional Ethical Simulation and Debriefing to Develop Team Trust and Confidence



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## BACKGROUND

Values and Ethics is one of the IPEC Core Competencies for Interprofessional Collaborative Practice.<sup>1</sup> It is estimated that healthcare teams encounter an ethical issue on a daily basis. Currently, there is limited literature on interprofessional learning outcomes in healthcare ethics and even fewer studies on interprofessional collaboration regarding complex ethics cases and the impact of debriefing.

## PURPOSE

To simulate common ethical issues encountered in practice and allow for interprofessional team discussion of ethical dilemmas and critical reflection.

## METHODS

A case-based ethics simulation activity between third-year pharmacy and nurse practitioner students and standardized patients was developed and evaluated. A total of 195 students participated in the activity. Students were paired and assigned 1 of 5 case studies.<sup>2</sup> Cases were designed to match the level of learners. Student teams interacted with a standardized patient to discuss and address healthcare and ethical issues encountered during the simulation. The 20-minute simulations were moderated by 19 faculty volunteers. The 20-minute post-simulation debriefs of each student team were facilitated by a faculty expert in Ethics. All debrief sessions were recorded and transcribed for theme analysis.



*Faculty with Ethics expertise developed interprofessional cases covering topics addressed in each school's curricula. Using a telehealth format, 140 pharmacy students were paired with 55 nurse practitioner students and met with a standardized patient at specified times in a virtual room. The healthcare team interviewed their patient, privately discussed ethical issues, and mutually worked toward a resolution. Quantitative evaluation of student teams' participation in an interprofessional activity was assessed using the Creighton Interprofessional Collaborative Evaluation (C-ICE<sup>®</sup>) instrument. The interprofessional teams met for debrief sessions to reflect on their interactions. Post-experience theme analysis of student feedback was conducted.*

## RESULTS

Qualitative analysis of student comments from the debrief sessions identified four themes: the benefit of collaborating with healthcare teams and patients, the importance of patient-centered care while respecting patient autonomy, the ability to adapt clinical recommendations considering ethical issues, and the need for trust between healthcare partners and patients.

### Representative Quote

**“Different professions have different skills and insights, and each profession supports one another and improves their patient’s care.”**

**“When you have an ethical situation in a family you really have to look at patient autonomy, and as a healthcare professional my responsibilities are to the patient.”**

**“The healthcare team comes to the table with different knowledge, and we were helping our patient through a rapidly developing situation. With ethical dilemmas you have to adapt pretty quickly, rely on each other, and come to a solution.”**

**“We’re collaboratively working for our patient’s goals, and we want them to be successful in their health. There has to be trust between the healthcare team, the patient and the family.”**

The C-ICE<sup>®</sup> instrument includes a score for Values and Ethics which was analyzed.<sup>3</sup> Eighty-four percent of the teams received all points for the Values and Ethics score.

## CONCLUSION

Providing interprofessional team simulations to address ethical dilemmas of patients before students enter clinical practice may enhance student appreciation of ethical issues in clinical practice, student confidence, and trust among team members.

### REFERENCES:

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3. Iverson, L, Todd, M., Ryan-Haddad, A., Packard, K., Begley, K., Doll, J., Hawkins, K., Laughlin, A., Manz, J., & Wichman, C. (2018). The Development of an Instrument to Evaluate Interprofessional Student Team Competency. Journal of Interprofessional Care. DOI: 10.1080/13561820.2018.1447552.

Scan the QR Code to Find the C-ICE<sup>®</sup> Tool and Other Resources

