

# Use of a Standardized Patient Team Experience to Improve Learner Interprofessional Collaboration and Teamwork

Center for Interprofessional Practice and Education  
at Washington University Medical Campus

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## Background

The Center for Interprofessional Practice and Education (CIPE) at Washington University Medical Campus' curriculum contains a Standardized Patient Team Experience (SPTe). The SPTe meets the educational requirements of each program. In AY22-23, a total of 392 learners and 45 facilitators participated in one of six SPTe sessions. Teams of 3 to 7 learners collaborate with each other and with a standardized patient – who plays the role of a patient who has had a stroke – to create an admission or discharge plan.

## SPTe Structure

**Target Audiences:** 2nd-, 3rd- and 4th-year learners from medicine, nursing, occupational therapy, pharmacy and physical therapy

**Duration:** 1.5 hours

**Goals:** Team members practice and demonstrate effective communication skills to develop an integrated, interprofessional admission or discharge plan that reflects the roles and strengths of each member of the care team and the needs of the patient.

**Learning Objectives:** The team establishes an environment of collaboration, trust, and appreciation for diversity and differing opinions.



Nursing and medicine students examine a patient on admission (left).  
Source: Beckie Guillot-Beinke/Office of Education, School of Medicine.



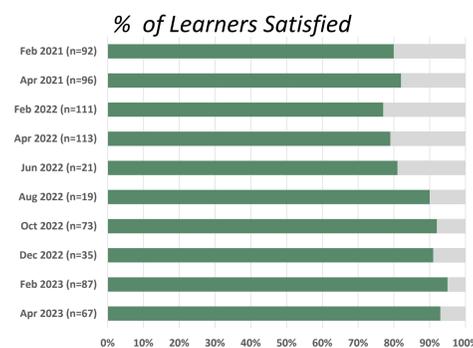
Interprofessional learner team meeting with patient to discuss discharge plan (right).

## Methods

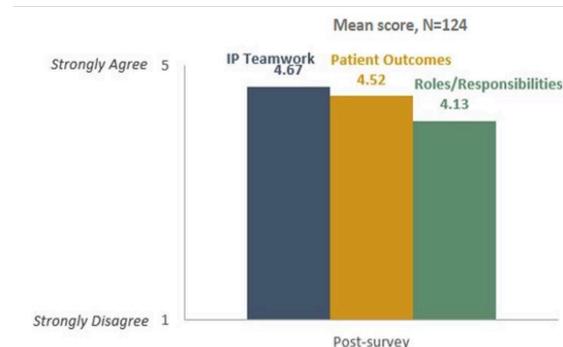
- A mixed-methods evaluation was completed for two sessions: December 2022 (admission) and February 2023 (discharge).
- Students completed a post-survey that assessed:
  - Attitudes toward interprofessional teams with the **Student Perceptions of Interprofessional Clinical Education Revised 2 (SPICE-R 2)**;
  - The extent to which objectives were met;
  - Satisfaction;
  - Expectation clarity;
  - Facilitator and activity strengths and ideas for improvement;
  - Learner reports for most important thing learned about interprofessional teams;
  - Feedback for teammates that need further coaching.

## Results

- Learners gained a better understanding of the unique roles and responsibilities of the differing professions:
- Learners observed the importance of interprofessional teamwork for improving patient outcomes:

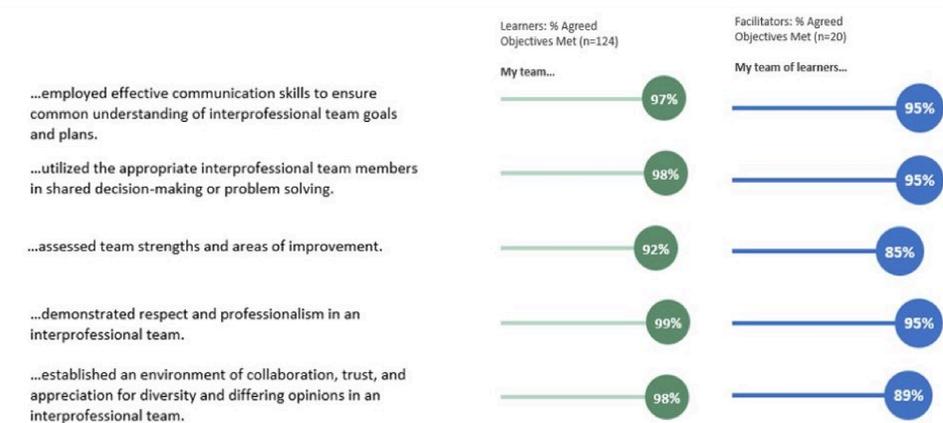


Learner satisfaction has improved with adjustments to learner preparation and facilitator training.



SPICE R-2 findings: Learners reported higher agreement with items in the Interprofessional Teamwork subscale, followed by Patient Outcomes; Learners reported slightly less agreement with items in the Roles/Responsibilities subscale.

Learners (97%) and facilitators (95%) agreed objectives were met



## Conclusions and Next Steps

- SPICE R-2 scores showed strong positive attitudes toward interprofessional collaboration.
- Strong evidence that learners enjoyed:
  - The collaboration with other professionals;
  - Practicing teamwork skills; and
  - Gaining insights about how other professions approach evaluation and discharge planning.
- The SPTe allows learners to practice and apply skills to clinical cases, and both learners and facilitators perceived the experience as meeting established goals.
- Learner Recommendations:
  - More time for team introductions and standardized patient interactions.
  - Feedback at the individual learner level, rather than for the whole team.

Use the QR code to Read more about SPTe on the CIPE's website

