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Use of 360-Degree Assessment During Interprofessional Simulation to Enhance Formative Feedback

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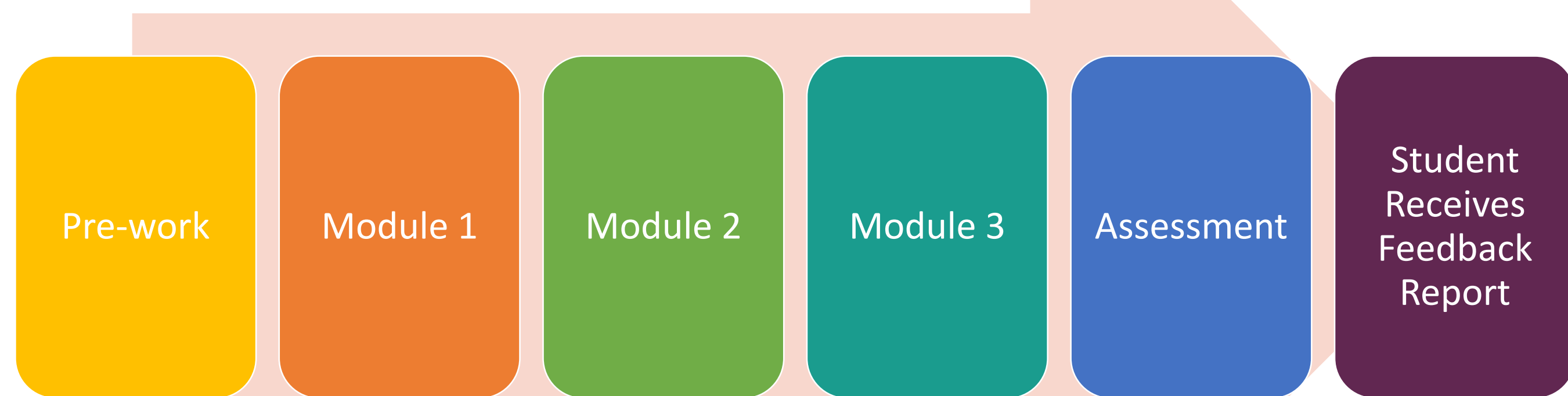
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Background

- Effective interprofessional teamwork is essential for quality patient care [1], and within-team feedback improves team performance [2].
- Learners trained to assess peers are more confident and skilled at evaluating others and better prepared to provide meaningful feedback to their colleagues when they enter the workforce [3,4].
- This is particularly important in interprofessional teams where tensions between professional groups can create unique challenges [5].

Educational Activity



- Senior nursing students and M4 students on teams of 5-8 with a faculty facilitator from nursing or medicine.
- Three 2-hour simulation modules over 2-weeks.
- Each module includes 5-6 scenarios with manikins focused on collaboration around acutely ill patients.



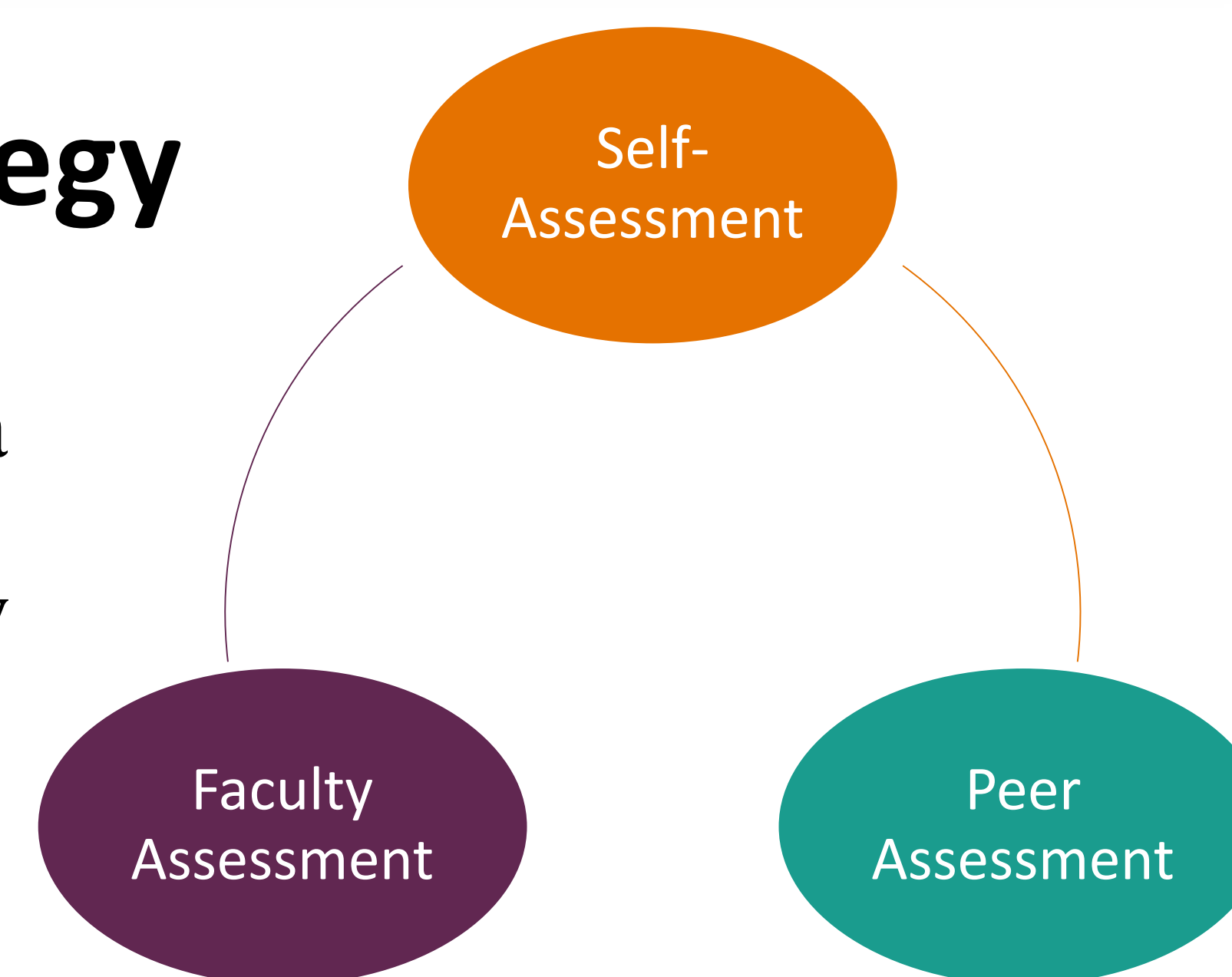
Facilitator Debriefs Team After Each Scenario

1. **Clinical performance** – Did appropriate interventions and escalation occur as needed?
2. **Teamwork** – Did the team communicate effectively and work together to care for the deteriorating patient?



Assessment Strategy

- At the end of Module 3, each student completed a behavior-based self- and peer assessment on 7 key functions.
- Key functions were based on two of the AAMC Core Entrustable Activities (EPAs) for Entering Residency:
 - ✓ EPA 9: Collaborate as a Member of an Interprofessional Team
 - ✓ EPA 10: Recognize a Patient Requiring Urgent or Emergent Care and Initiate Evaluation and Management
- Scores from 1 to 7 on each key function represented progression from behaviors requiring corrective action to those representative of learners who can be entrusted to perform without direct supervision.
- The team's facilitator also assessed each student.
- Assessments were completed on paper, entered into a database, and summarized.
- Summarized 360-degree feedback was provided to each student via email several weeks afterward.



Evaluation

Students were asked to complete an online evaluation survey which included:

1. A modified version of the Satisfaction with Simulation Experience (SSE) [6] scale.
2. Three open-ended items for comments about the assessment process, the facilitator, and suggestions for improving the learning experience.

Outcomes

- Learners expressed high satisfaction with the activity; 98%-100% of students responded that they agreed or strongly agreed with every item on the SSE scale.
- Narrative comments supported the empirical results.
- Students' reactions to the 360-degree assessment process were mixed. Some comments were positive. Others were less satisfied with the assessment tool, and there were indicators that some students misunderstood the formative nature of the ratings.

"This was by far the most helpful simulation that we did throughout nursing school. All simulations should be conducted in this way, i.e. simulation, debriefing, simulation, debriefing, simulation, ... and so on. This facilitated iterative learning and powerful reinforcement of feedback. It also enhanced the team's ability to work together and therefore learn more as the simulation proceeded."

"The scoring system was difficult to interpret because I felt like people had skills that were applicable to the last two categories, causing me to rate them in the middle, which I didn't know was less than the maximum points! I intended to give those the most points which was not clear on the form."

"I found this process effective. I was able to obtain helpful feedback from the instructor and my peers."

Implications and Lessons Learned

- Simulation provides a valuable setting for assessing interprofessional collaboration and testing different approaches to assessment.
- Based on our findings, we have created a simpler rating instrument, and facilitators are devoting more time to immediate feedback that helps learners focus on observing behaviors and rating them in the moment.
- This experience also highlights the value of training learners to conduct assessments since many will be assessing students when they enter practice.

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