

Student voices in multidisciplinary team meeting simulation training: an evaluation study

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Introduction

Residents and medical specialists recommend the need for multidisciplinary team meeting (MDTM) simulation training to enhance communication and behavioural skills (Walraven, J.E.W. et al. 2022).

What was the problem?

- bad team dynamics (hierarchy, dominant behaviour and conflicts) (Walraven, J.E.W. et al. 2023)
- no structure (no chairs and disturbances) (Walraven, J.E.W. et al. 2023)
- personal characteristics (lack of confidence and shyness) (Walraven, J.E.W. et al. 2023)
- lack of patient centeredness (Lamprell, K. et al. 2024)



Educational setting

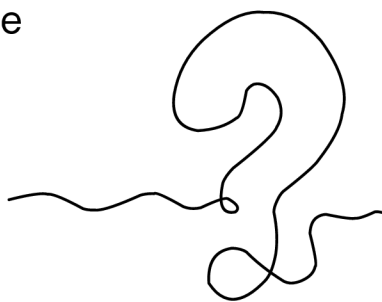
Second year master students of the study of Medicine UvA have to participate in an MDTM simulation training, whereby they discuss the treatment plan of a 75 year old woman suffering from the consequences of a fall in which she broke her hip. The teams consist of five to twelve students. The session is guided by one teacher.

Learning objectives:

- collaborate effectively with other disciplines
- communicate respectfully interprofessionally with healthcare professionals from other disciplines in understandable language.

Method

A self-assessment questionnaire with eleven Likert scale questions (five possible answers) is conducted right after the MDTM simulation training session, but before the plenary recap.



Results

To what extent do medical students feel comfortable speaking freely during the MDTM simulation training?



M = 4.24

N=205

Which concepts are effectively captured by the developed questionnaire for MDTM simulation training, and how do students assess these concepts (based on their training experience)?

Communication



M = 4.16

Collaboration



M = 4.19

Patient centeredness



M = 3.72

N=190

Lessons learned

In this training students feel safe enough to say what they have to say. Students score high on the concepts communication and collaboration, but patient centeredness needs extra attention.

It seems like this questionnaire is a rather fitting way of evaluating and to let students reflect on an MDTM simulation training. It is therefore recommended to be used.

Future research

What will be the students experience when the training is made more difficult, for example when dominant behaviour and hierarchy is added to the case?
Whilst ensuring that the students leave the classroom with confidence.

Are students able to assess themselves?
Would an observer attain a score similar to the students?



Contact

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