

# Teaming Up for Community Health Simulation Intervention: Mixed Methods Evaluation

Kelly Powers, PhD, RN, CNE, FNAP; Aaron Tomberlin, MSN, PMHNP-BC; Jaime Brandon, DNP, RN, CNE; Fei Chen, PhD, Med, MStat; Yuqi Guo, PhD, MSW



## Background

- Social determinants of health (SDoH) are complex factors that affect health & well-being.<sup>1,4</sup> Prelicensure students must be educated on SDoH & strategies to implement in practice.<sup>3</sup>
- Problem: SDoH are not well-integrated in nursing curricula, with a need for classroom & experiential learning.<sup>2</sup>
- **Teaming Up for Community Health (TUCH) Simulation Intervention**: Created to provide experiential learning about team-based care to address SDoH in community settings.

## Methods

### APPROACH & QUESTIONS

- 2-group quasi-experimental: Does TUCH participation in INTRA- vs. INTER-professional teams improve BSN students' empathy & commitment to address SDoH & teamwork attitudes, beliefs, & behaviors?
- Exploratory-descriptive: What are students' experiences with TUCH & perceived ability to apply TUCH to practice?

### SETTING & SAMPLE

- 1 University in Southeast US
- INTRAprofessional Comparison Group = 41 BSN students
- INTERprofessional Intervention Group = 44 BSN students + 10 BSW/MSW students
- Groups similar: Mean age 22 years, >90% female, >70% white non-Hispanic, 90% desired to work in hospital post-graduation

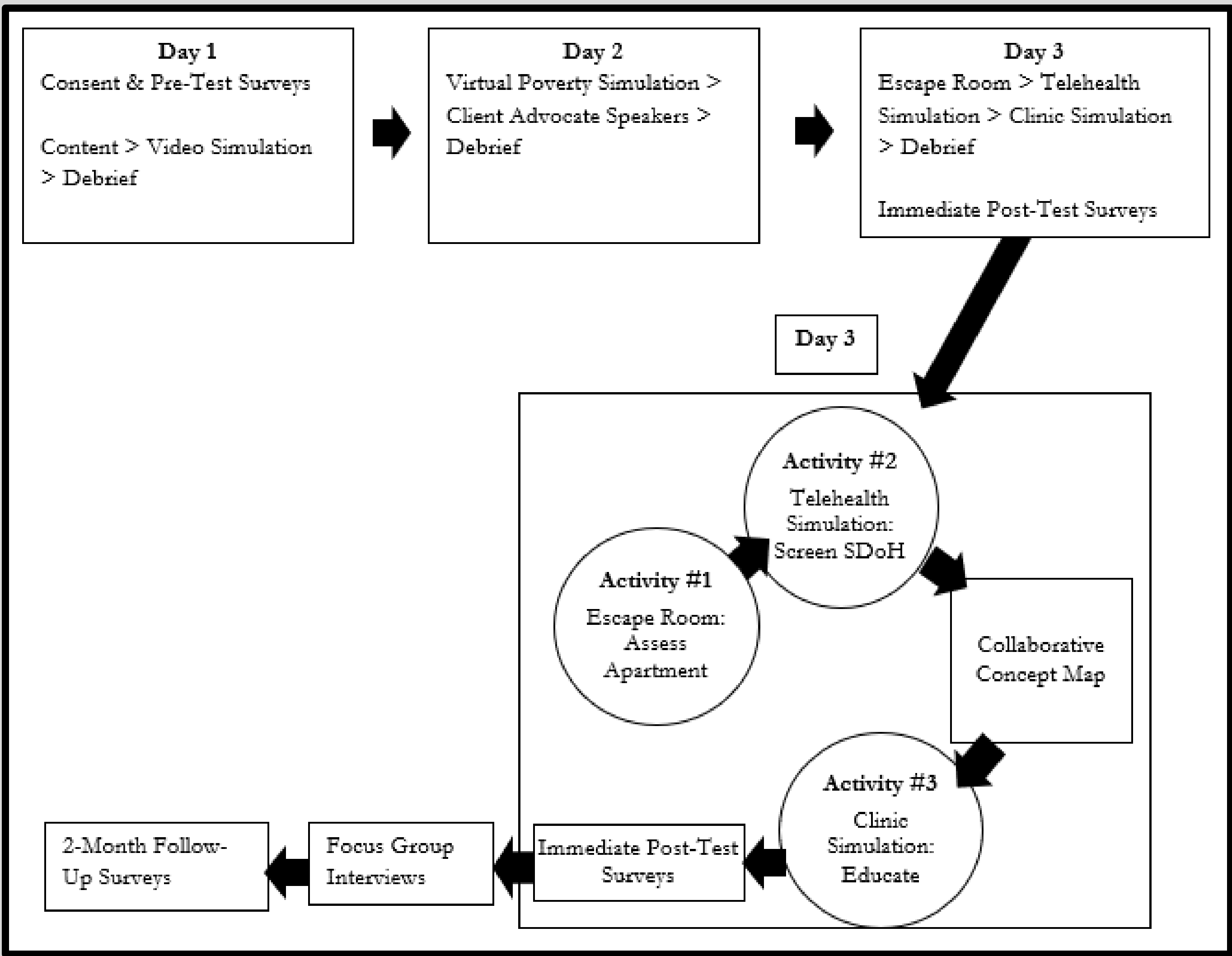
### TOOLS

- Undergraduate Perceptions of Poverty Tracking Survey (UPPTS)
- Attitudes Toward Health Care Teams Scale (ATHCTS) & Interprofessional Socialization & Valuing Scale (ISVS-21 beliefs/behaviors)
- Focus Group Interview Guide: 10 questions

### ANALYSIS

- Mixed-model ANOVA with pairwise comparisons & Thematic analysis

## Intervention & Procedures



## Qualitative Results

### Theme 1: Better Understanding of Community-based Nursing Care

- *"I have more appreciation for community nurses. I didn't realize how much they do."*

### Theme 2: Addressing Poverty & SDoH is Complicated but Necessary

- Eyes Open: *"I took a lot out of the poverty aspect because that's something we mildly address...never our priority & hardly something we ever get to take care of."*
- Built Confidence: *"Since TUCH, I asked questions like, 'What are you going to do when you leave the hospital? Are you in touch with resources in the community?' It helped me provide that whole care."*

### Theme 3: Teamwork is Important to Practice

- Different But Valuable Experiences: INTRA went more in-depth on use of teamwork & INTER often deferred to social work. INTER was more confident than INTRA for interprofessional teamwork in practice.
- More Practice: *"This was our first time to practice with different team members. We've learned you would contact this person, but actually getting hands-on experience through TUCH was really good practice."*

### Theme 4: Simulation Engages Students to Apply Knowledge

- *"The first 2 days helped us in the last day...alright they're in poverty so we can't just say take this expensive medication or get healthy food."*

## Quantitative Results

**UPPTS**: Low baseline scores = High empathy & commitment to SDoH

- Small improvements

	Comparison Group (n=41)			Intervention Group (n=44)		
	Pre-Test	Post-Test	Follow-Up	Pre-Test	Post-Test	Follow-Up
UPPTS Overall	2.11(.50)	2.10(.52)	2.08(.61)	2.16(.45)	2.01(.48)*	2.14(.54)
Welfare Attitude	2.71(.55)	2.56(.57)	2.52(.57)**	2.76(.44)	2.50(.48)*	2.63(.52)
Poor are Different	2.00(.66)	2.04(.77)	1.92(.71)	2.00(.63)	2.03(.59)	2.11(.72)
Do More	2.11(.64)	2.05(.65)	2.17(.67)	2.22(.64)	2.03(.65)	2.34(.69)
Equal Opportunity	2.59(.76)	2.51(.79)	2.32(.76)**	2.39(.72)	2.27(.70)	2.34(.74)
Fundamental Rights	1.50(.76)	1.59(.71)	1.68(.86)	1.64(.78)	1.52(.63)	1.65(.78)
Lack of Resources	1.74(.64)	1.83(.59)	1.85(.75)	1.93(.63)	1.71(.65)	1.90(.73)

	Comparison Group (n=41)			Intervention Group (n=44)		
	Pre-Test	Post-Test	Follow-Up	Pre-Test	Post-Test	Follow-Up
ATHCTS Overall	3.74(.37)	3.80(.37)	3.72(.52)	3.85(.45)	3.91(.49)	3.91(.57)
ATHCTS Quality of Care Delivery	3.98(.41)	4.08(.43)*	4.02(.64)	4.07(.47)	4.30(.56)**	4.13(.60)
ATHCTS Time Constraints	3.50(.52)	3.52(.62)	3.43(.75)	3.64(.52)	3.52(.70)	3.68(.71)
ISVS-21 Overall	5.28(.98)	5.85(.78)*	5.85(.91)**	4.78(.84)	5.66(.76)*	5.33(.92)**

\*Significant improvement from timepoint 1 to 2.

\*\*Significant improvement from time point 1 to 3.

\*Significant difference between comparison and intervention groups.

**ATHCTS**: Baseline neutral teamwork attitudes

- QOC Posttest: INTER-professional improved

### ISVS-21:

- INTRA = Improved on posttest > sustained
- INTER = Improved on posttest > dropped but still significant

## Conclusions

SDoH Empathy & Commitment: UPPTS positive at baseline = no room to improve; Theme 2 showed eyes open & more confident

- Integrate SDoH into simulations & measure confidence/abilities

Interprofessional Teamwork: No sustained improvements in attitudes (ATHCTS) but beliefs/behaviors (ISVS-21) improved at 2-months post-TUCH; Theme 3 showed desire for IPE experience

- INTRA & INTER-professional learning are helpful; Repeated learning important

## Publications & References

