

# Development of an Interprofessional Shared Decision-Making Teaching Tool (IP-SDM-T2)

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Is there a way for us to assess  
real-time, interprofessional shared  
decision making (IP-SDM) in an efficient  
and effective manner?

Could it be helpful in educating  
learners about IP-SDM?

# Project Objectives

1. Adapt the SDM-Q-9 for use as part of a radar visualization tool, the Interprofessional Shared Decision-Making Teaching Tool (IP-SDM-T2), designed for use as part of experiential IPE
2. Describe first impressions of the IP-SDM-T2 using focus groups consisting of interprofessional care team members and learners
3. Assess potential feasibility, acceptability, usability of the IP-SDM-T2 and identify areas for improvement of IP-SDM-T2 and how the tool may be best utilized in practice and IPE



# The SDM-Q-9

The Shared Decision-Making Questionnaire (SDM-Q-9) is a validated tool that was designed to encourage SDM between physician and patient

1. My doctor made clear that a decision needs to be made.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>
2. My doctor wanted to know exactly how I want to be involved in making the decision.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>
3. My doctor told me that there are different options for treating my medical condition.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>
4. My doctor precisely explained the advantages and disadvantages of the treatment options.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>
5. My doctor helped me understand all the information.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>
6. My doctor asked me which treatment option I prefer.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>
7. My doctor and I thoroughly weighed the different treatment options.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>
8. My doctor and I selected a treatment option together.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>
9. My doctor and I reached an agreement on how to proceed.	completely disagree <input type="checkbox"/>	strongly disagree <input type="checkbox"/>	somewhat disagree <input type="checkbox"/>	somewhat agree <input type="checkbox"/>	strongly agree <input type="checkbox"/>	completely agree <input type="checkbox"/>



# Adapting the SDM-Q-9

1:1 care between a  
given physician and  
patient



**1P patient care team**  
**and patient/family**

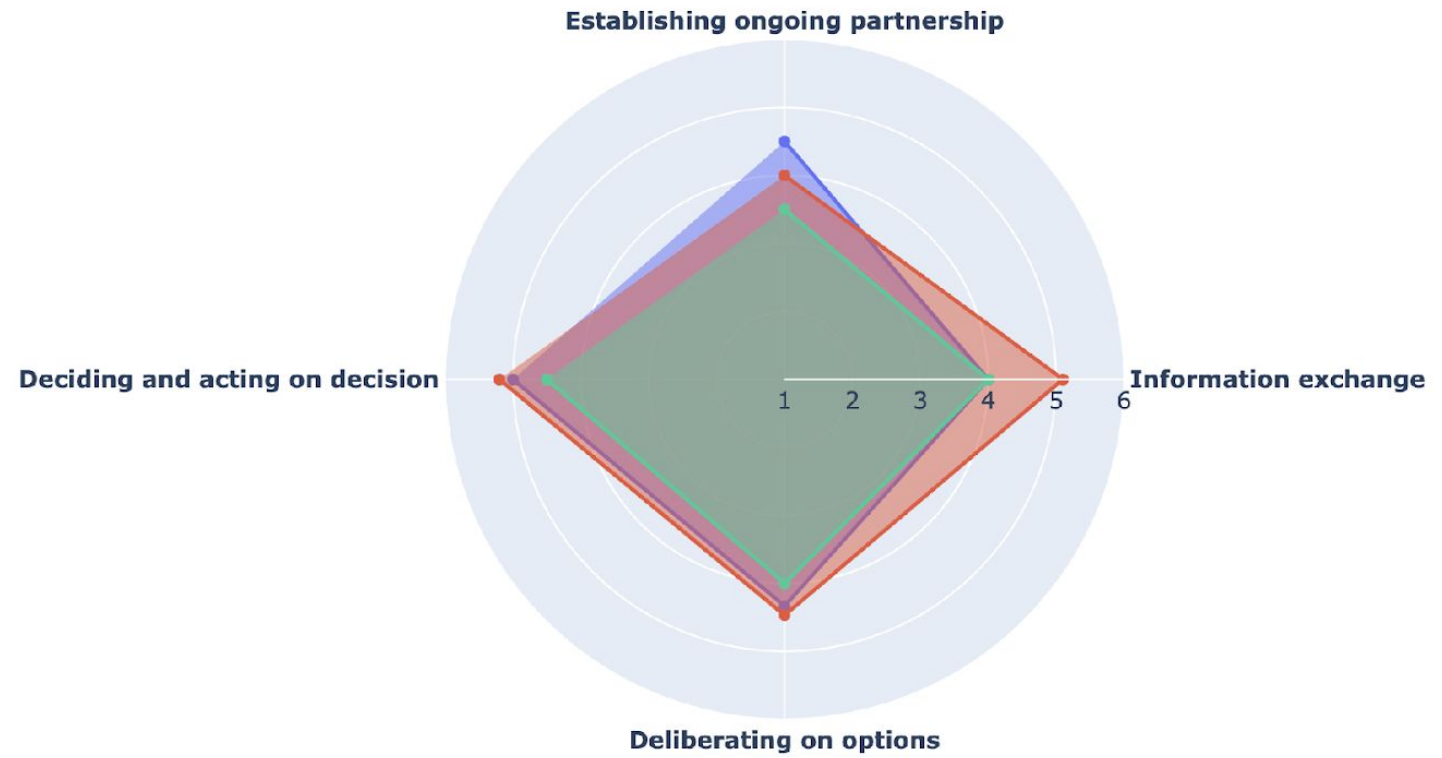
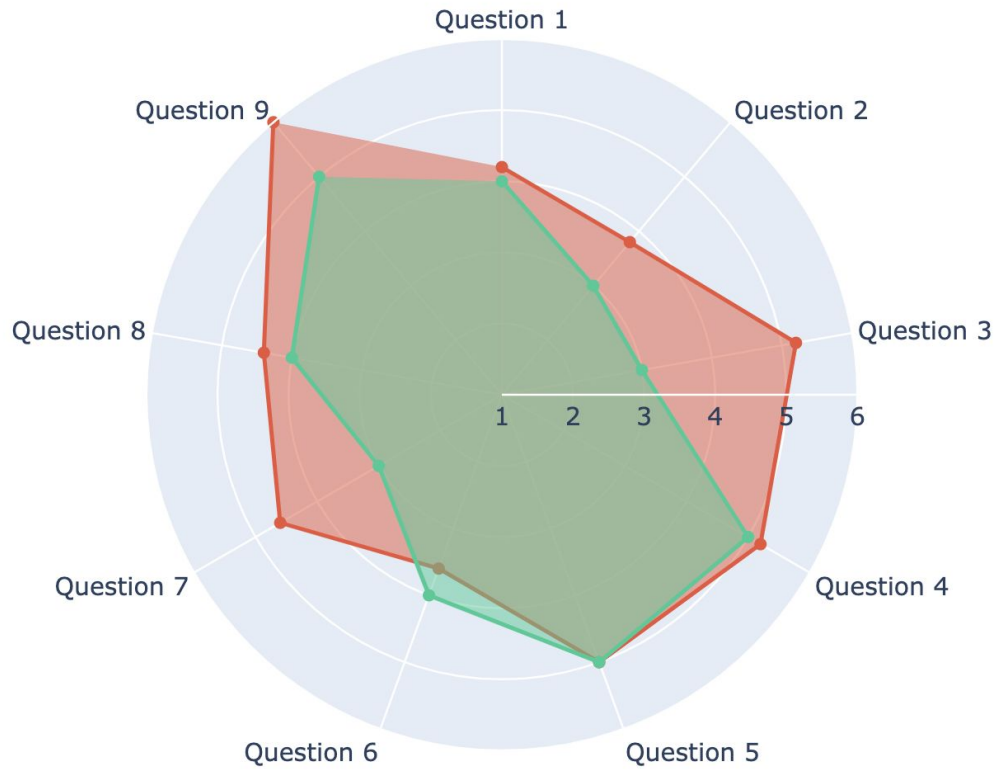
1. The care team made it clear to the patient/family that a decision needs to be made.
2. The care team wanted to know exactly how the patient/family wants to be involved in making the decision.
3. The care team told the patient/family that there are different options for treating a patient's medical condition.
4. The care team precisely explained the advantages and disadvantages of the treatment options with the patient/family.
5. The care team helped the patient/family understand all the information.
6. The care team asked the patient/family which treatment option they prefer.
7. The care team and the patient/family thoroughly weighed the different treatment options.
8. The care team and the patient/family selected a treatment option together.
9. The care team and the patient/family reached an agreement on how to proceed.



# Mapped Items to SDM Constructs

<u>Construct of SDM</u>
Establishing ongoing partnership
Information exchange
Deliberating on options
Deciding and acting on decision





● Performance of vipopov@umich.edu as CTM  
 ● Average performance  
 ● Patient/Family Member review

[1] Completely Disagree, [2] Strongly Disagree, [3] Somewhat Disagree, [4] Somewhat Agree, [5] Strongly Agree, [6] Completely Agree



# “Test Driving” the IP-SDM-T2

## Focus Group Components & Workflow

Introductions

Define IP SDM

Orientation to **IP-SDM-T2** and radar graphic output

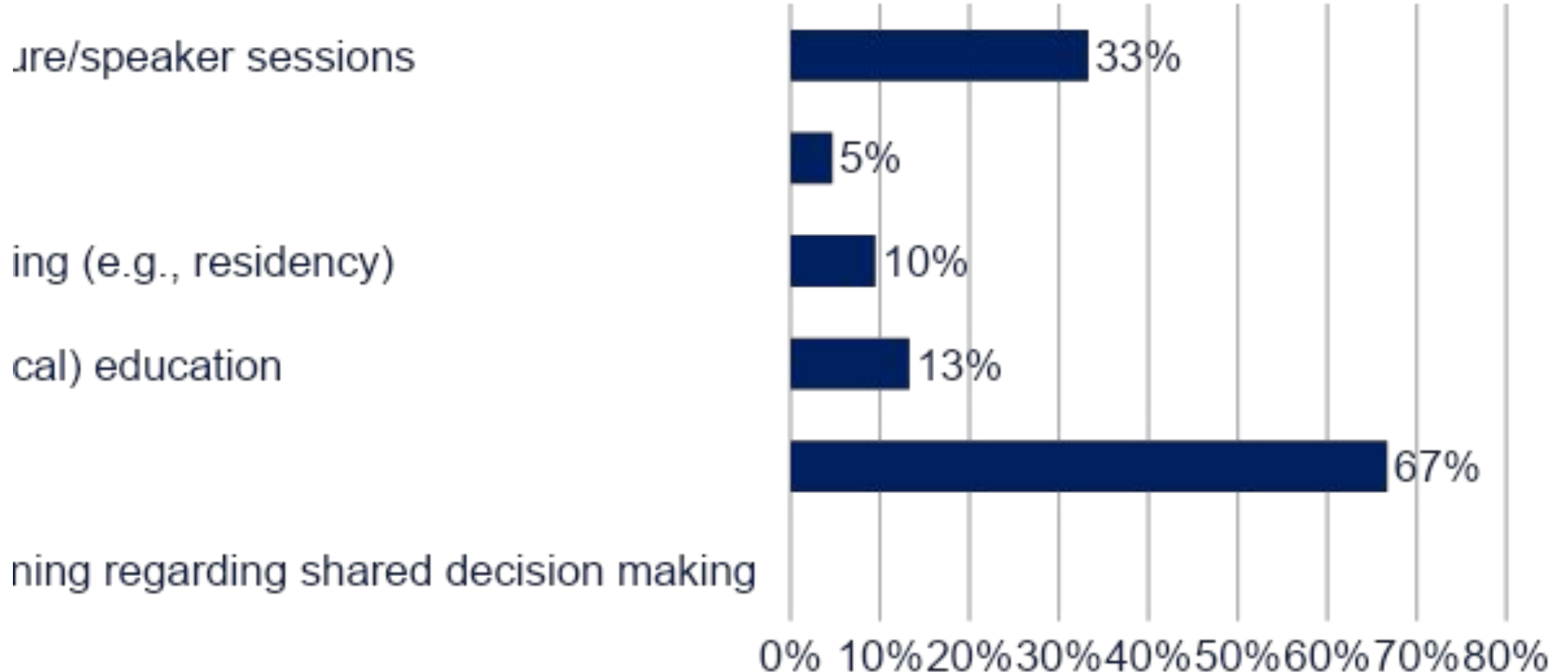
Video on example clinical scenario with IP SDM

“Test Drive” **IP-SDM-T2** as part of IP care team

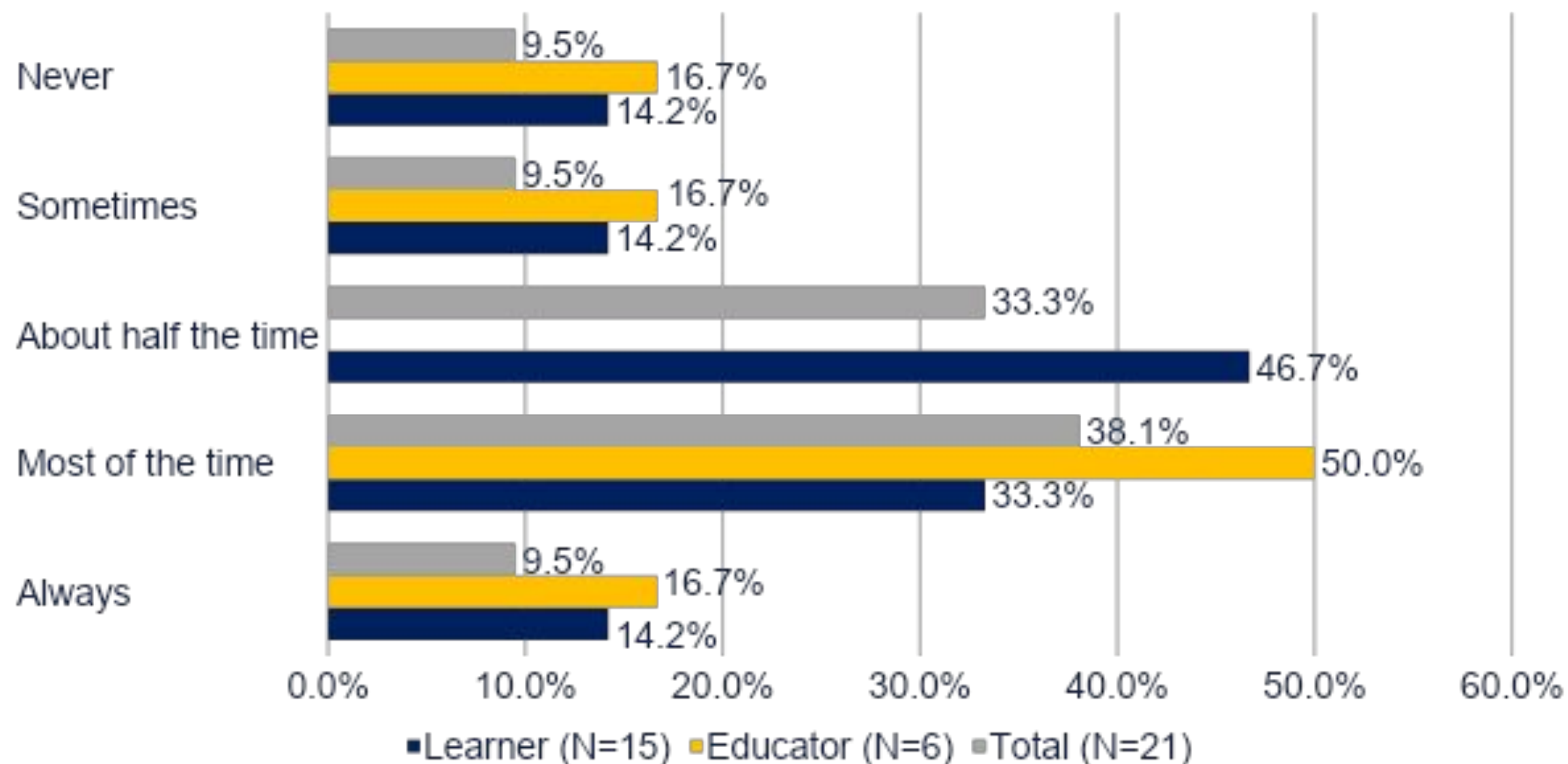
Debrief and semi-structured discussion

Qualtrics® survey with System Usability Scale and demographics

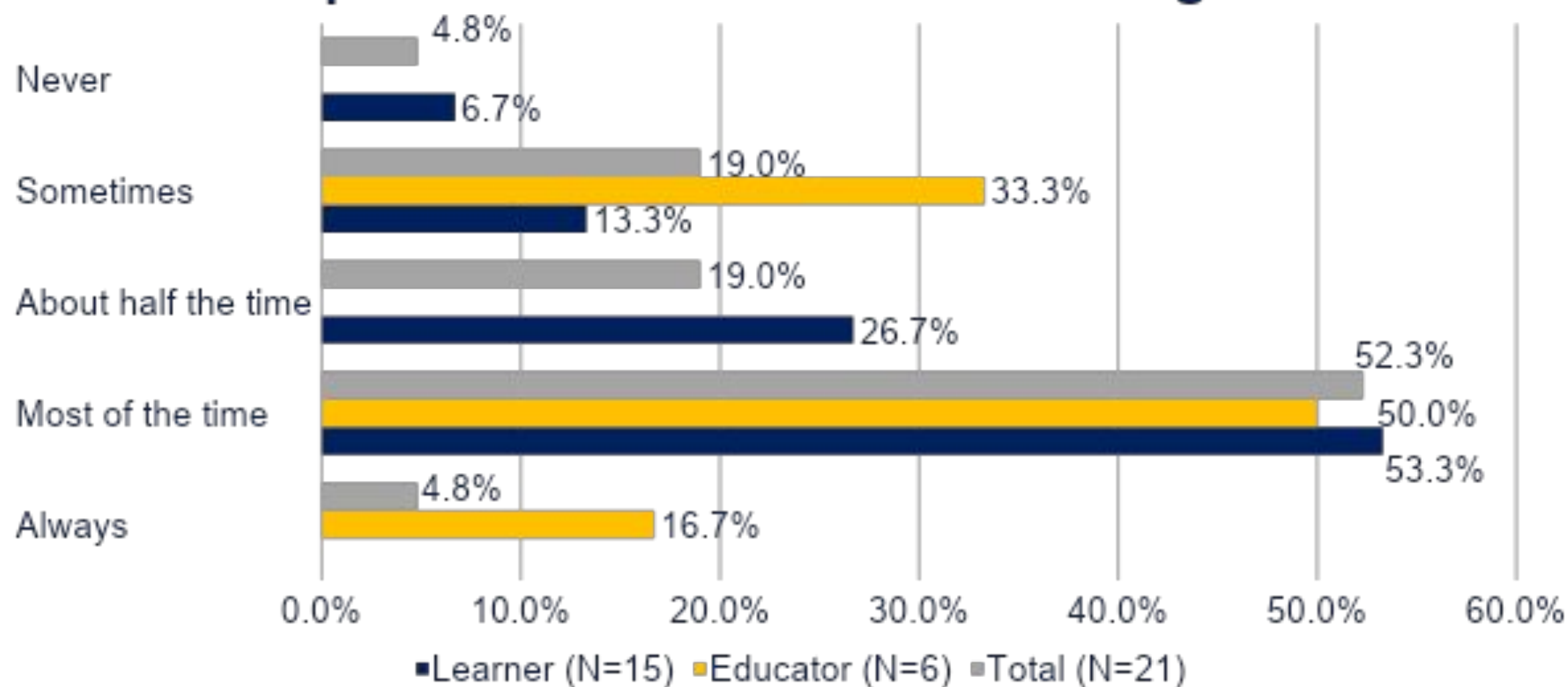
## Where did/do you learn about SDM?



## How often are YOU involved in SDM?



## How often do IP TEAMS you work with, practice shared decision making?



# System Usability Scale for IP-SDM-T2 (median(IQR))

	IPE Learner (N=15)	IPE Educator (N=6)	Total (N=21)
I think that I would like to use this system frequently.	4(2)	3.5(1)	4(2)
I found the system unnecessarily complex.	2(0)	2(0)	2(0)
I thought the system was easy to use.	4(4)	4(1)	4(1)
I think that I would need the support of a technical person to be able to use this system.	2(1)	1.5(1)	2(1)
I found the various functions in this system were well integrated.	4(4)	4(0)	4(0)
I thought there was too much inconsistency in this system.	2(1)	1(1)	2(1)
I would imagine that most people would learn to use this system very quickly.	5(1)	4(0)	4(1)
I found the system very cumbersome to use.	2(1)	2(1)	2(1)
I felt very confident using the system.	4(0)	4(0)	4(0)
I needed to learn a lot of things before I could get going with this system.	2(1)	1.5(2)	2(1)
<b>Total SUS Score</b>	<b>57.8(5.5)</b>	<b>56(10)</b>	<b>57.5 (6)</b>



"I think this would be a really neat tool to see if we're, if what we're thinking actually matches what the patient's family members are perceiving. Because that is the goal is for us to have that effective communication."

"I think it's nice that it's short and could be completed fairly quickly. And I think families, could really appreciate being given the opportunity to provide feedback and feel that it helps them engage in the process and engage in the health systems."

"I think for it to have value, it has to be facilitated by someone. So that becomes very labor intensive. But there's a lot of value to that conversation. So intermittent use makes sense. I think it would be good if you used it on a regular basis. ."

"I think it's a useful graphic and it can be an effective way to visually very quickly show any discrepancies between the patient and the care team."

"I like the idea of doing this as a team, but I don't love the idea of doing it like as or in lieu of a teaching session. Just because I think as med students, we sometimes feel like our time with the attendings is already pretty limited and it's kinda rare that we get a teaching session from them. And like, I think this tool is really cool. But, I'll be very blunt, I'm paying a lot of money to be a medical student here. And if it's a choice between doing a session about this tool or like having an attending explain acid-base disorders to me, I will always choose acid-base."

"I loved seeing that discrepancy. I like the four categories shown for educational purposes of our conversation. I really liked that it kind of pushed me to reflect in a very thoughtful way. I think it brought up all kinds of conversations and talking points."



# What Did We Learn?

- The IP-SDM-T2 may help visualize SDM constructs from a direct patient care scenarios and maybe helpful in measuring and fostering SDM making among IP teams and learners in the experiential setting
- Future studies needed
  - Mobile app development to improve ease of use and future studies (e.g., RCT study with and without the IP-SDM-T2)
  - Pilot study in a clinical setting with patients (e.g., diabetes counseling)

# **With Great Appreciation**

- Our Focus Group Participants
- UM Interprofessional Leadership Fellows Program
- UM Center for Research on Learning and Teaching
- UM Interprofessional Leadership Fellows Seed Award
- UM College of Pharmacy, Medical School, School of Social Work



# References

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