

RATIONALE/NEED

To effectively communicate patient information and transfer patient care and responsibility, a clear, standardized “handover” mnemonic should be used.

This innovation in medical education teaches and encourages handover skills.

Entrustable Professional Activity Eight: “Give or receive a patient handover to transition care responsibility”.

PROJECT AIMS

Global Aim: Increasing handover knowledge using the I-PASS mnemonic

Specific Aim: By the end of each cohort of the pediatric clerkship, 100% of students will be able to give a patient handover using I-PASS, with 75% of students responding that they have increased confidence in their ability to provide future handovers

METHODS

- During the pediatric third year clerkships, each student practiced using the I-PASS mnemonic with medical student colleagues as well as with residents
- By the end of each inpatient week, students were required to perform handovers under supervision of a resident or attending physician, who provided formal feedback

IMPACT/LESSONS LEARNED

Students use the I-PASS handover tools throughout all of their third year of medical school. After two years, twelve cohorts have completed the handover during the pediatric clerkship and have provided feedback, with increasingly positive trends in data.

- Strengths are the simplicity of the assignment and ease of incorporating into the clerkship
- The project is maintaining itself well as it is an integral part of the pediatric clerkship curriculum
- Given the efficiency and importance, it continues to be sustainable
- Plans for further expansion of this activity include implementation in other specialty clerkships



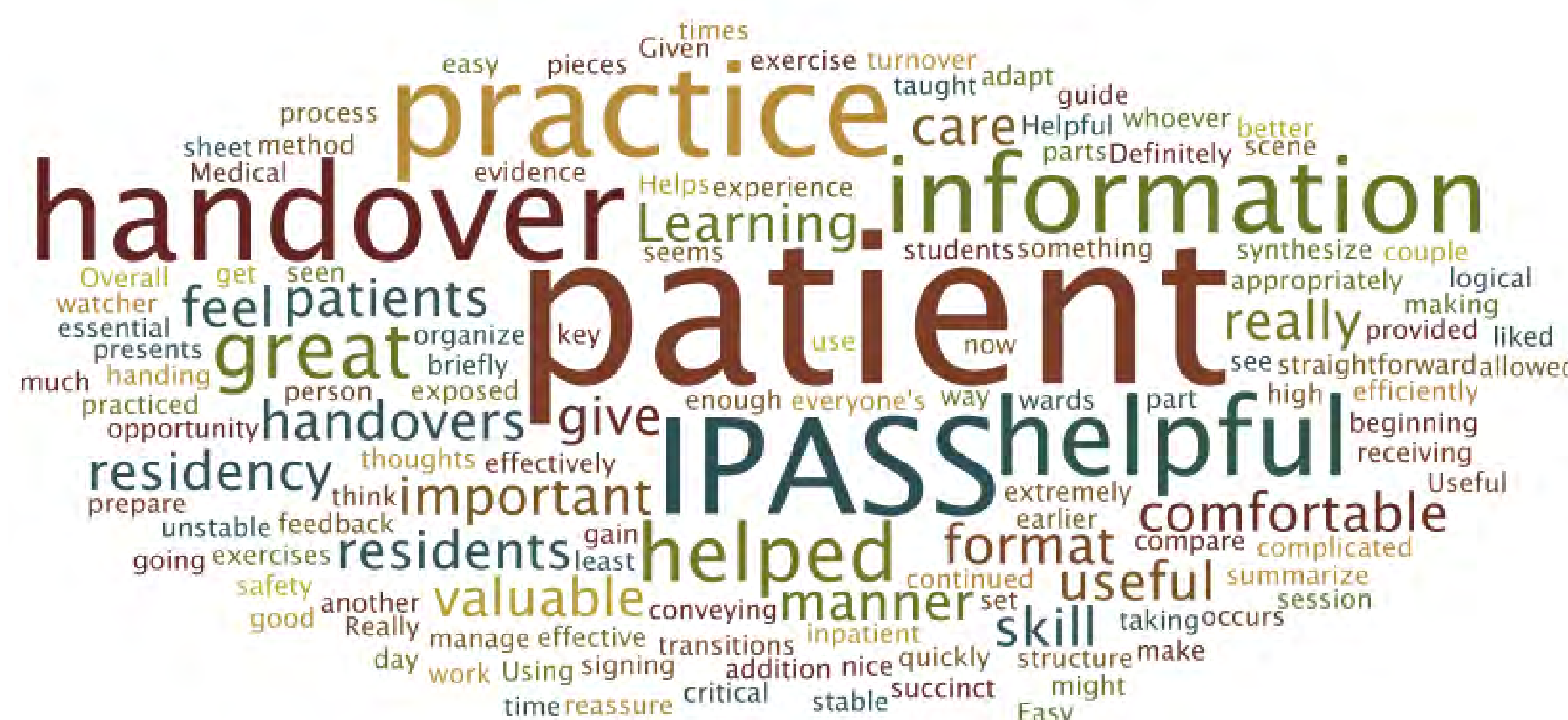
I Illness Severity	<ul style="list-style-type: none"> • Stable, “watcher,” unstable
P Patient Summary	<ul style="list-style-type: none"> • Summary statement • Events leading up to admission • Hospital course • Ongoing assessment • Plan
A Action List	<ul style="list-style-type: none"> • To do list • Timeline and ownership
S Situation Awareness & Contingency Planning	<ul style="list-style-type: none"> • Know what’s going on • Plan for what might happen
S Synthesis by Receiver	<ul style="list-style-type: none"> • Receiver summarizes what was heard • Asks questions • Restates key action/to do items

Qualitative survey responses:

“I have never, not once, been a part of a handoff. I now feel like I can comfortably do that. All it took was a few times doing it with classmates who would not evaluate, judge, or criticize my performance and voila. Really great addition.”

“Extremely useful skill to have throughout career to improve patient care and minimize mistakes.”

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EVALUATION PLAN

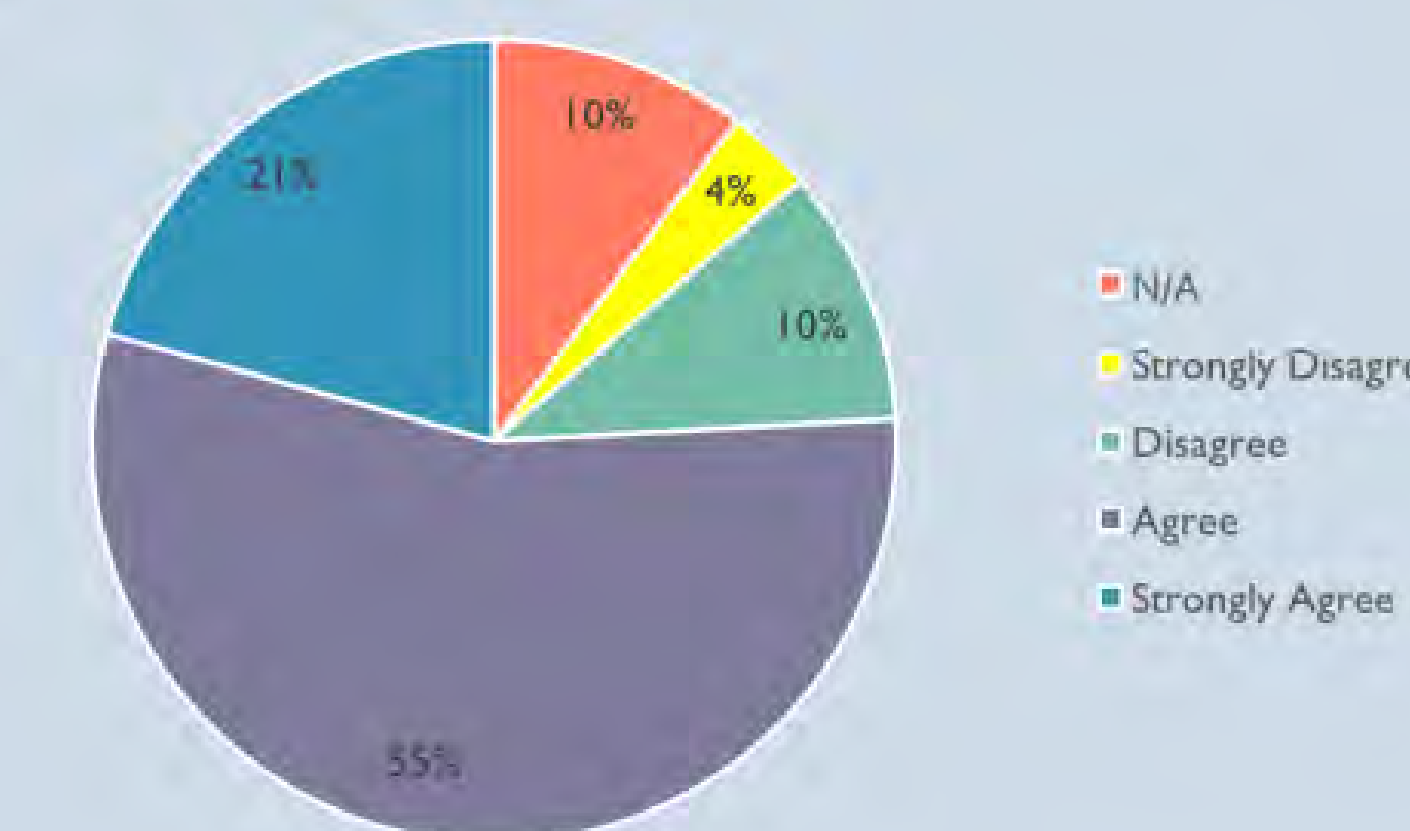
- Use of quantitative and qualitative evaluations
- Use of the improvement comments section of the evaluation
- Assessment of the satisfaction percentages with the handover assignment
- Work to make the supervision form succinct

RESULTS

- Approximately 79% of students completing the pediatric clerkship responded
- 73% rated the experience as either “very good” or “excellent”
- 82% reported that it was “useful” or “very useful”
- 84% agreed that the exercise increased confidence in ability to provide future handovers

The IPASS Handover exercise on the inpatient service increased my confidence in my ability to provide future handovers.

- N/A: 10.34%
- Strongly Disagree: 3.45%
- Disagree: 10.34%
- Agree: 55.17%
- Strongly Agree: 20.69%



ACKNOWLEDGEMENTS

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“I-PASS Curriculum Overview.” I-PASS, I-PASS Study Group/Boston Children’s Hospital, 2014, www.ipasshandoffstudy.com/overview.

The I-PASS handover mnemonic was adopted from research previously published by Boston Children’s Hospital.