INTERPROFESSIONAL SIMULATION: FROM EDUCATION TO PRACTICE

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Teaching-Learning Activities

- A quality improvement project was conducted to improve interprofessional communication and teamwork.
- All student participants completed TeamSTEPPS® training before taking part in this activity.
- An experiential learning lab used TeamSTEPPS® communication strategies in a simulated setting.
- The 2nd-semester activity expanded team dynamic learning and communication competence established in the previous semester’s inaugural interprofessional simulation
- Pharmacy students were added to the interprofessional team of student nurses and anesthesia residents in this simulation
- Standardized patients added:
  - Realism
  - Additional formative evaluation and
  - Lived-experiential perspectives for student reflection in the debriefing process.

Themes

- Awesome learning with other disciplines
- Excellent learning experience
- Learned how to handle stressful situations
- Exciting
- Very Informative
- Collaborative
- Good Experience
- Helpful
- Teamwork
- Challenging
- Real life experiences
- Great

Student Comments

- “I thought the experience was great.”
- “I learned so much about how to react in an emergency and how to be therapeutic.”
- “It made me realize that the other disciplines need to be listened to.”
- “It helped seeing both sides and learning right then about how to work together.”
- “I liked being able to see and work with the different disciplines.”
- “Great feedback from residents.”
- “Best simulation day ever!”

Evaluation of Approach

- Methodology focused on qualitative aspects of student learning
  - Students completed written questionnaires after the debriefing session
  - Content was reviewed for themes and subthemes
- In the 1st IPE Simulation most student participants completed:
  - The Readiness for Inter-Professional Learning Scale (RIPLS) and TeamSTEPPS® Teamwork Attitudes Questionnaire (T-TAQ)
  - Findings: pre and post surveys identified Teamwork, roles and responsibilities and professional identity as significant
- In the 2nd IPE Simulation most students participants completed:
  - The Readiness for Inter-Professional Learning Scale (RIPLS) pre and post simulation and
  - Four qualitative questions post simulation to determine the best options to facilitate learning during the scenario and debrief sessions, how participation from other disciplines affected learning, and the overall simulation experience
- Findings: (178 responses to questions specifically for student nurses)
  1. First question: “What option facilitated learning during the scenario?”
     - 17% - anesthesia provider played by actor
     - 77% - anesthesia playing themselves
     - 6% - either
  2. Second question: “What option facilitated learning during the debrief session?”
     - 14% - participation of actor playing anesthesia
     - 78% - anesthesia provider
     - 8% - either

References