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Academic to Clinical: Nursing and Physical Therapy Collaborative Attitudes After Interprofessional Simulation

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Background: Healthcare is becoming more complex and communication between professions is necessary to improve issues surrounding patient safety, medication errors, and healthcare costs. To address communication needs, interprofessional collaboration has become a focus for healthcare. Interprofessional collaboration is an initiative that has been adopted by many healthcare organizations. Interprofessional collaboration needs to be implemented into the curriculum of all health profession programs to better prepare these individuals for practice and address the silos that still exist. Simulation is one way to implement this concept into the curriculum. Simulation is a teaching strategy that has been utilized in health education programs and has been shown to be effective in the areas of teamwork and communication. The population consisted of traditional nursing students and doctorate of physical therapy students because of the high occurrence of the two professions interacting and treating acute-care patients in the hospital setting. 

Method: This quasi-experimental design study was conducted to look at changes in attitudes of interprofessional collaboration using students from nursing and physical therapy. Two tools were used for data collection that included the Interprofessional Attitudes Scale and the TeamSTEPPS Teamworks Attitudes Questionnaire. Data was collected before, immediately after, and 6 months after participating in the simulation. The simulation required both professions to work together in caring for a patient in the acute-care setting. Statistics were conducted to compare scores over time, change between professions, and change within professions. 

Results: Overall, the results showed statistical significance in all subscales of both tools when looking at all three times. Upon closer inspection, the significance was mainly noted between times of pre-simulation to immediate post-simulation and pre-simulation to 6 months post-simulation. 

Conclusion: These results show that the simulation did improve students’ attitudes toward interprofessional collaboration, which infers that an interprofessional simulation can be an effective teaching strategy for interprofessional collaboration. Although there was not a significant difference between the times of immediate post-simulation to 6 months post-simulation, there was not a decline in scores, which means that students retained the information learned from the simulation making the experience successful on positively effecting students’ attitudes towards interprofessional collaboration.

Title:  
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Keywords:  
Interprofessional Collaboration, Interprofessional Communication and Interprofessional Education

References:  
Abstract Summary:
An interprofessional simulation was developed that included Physical Therapy and Nursing students. This strategy was utilized to see if there was a change in attitudes towards collaboration with other health professions in the clinical setting. The data looks at the outcomes both in the academic setting and clinical setting.

Content Outline:
I. Introduction
   1. Background of IPE
   2. Importance of IPE

II. Study
   1. Methods
      1. Design
         1. Sample
         2. Simulation set-up
      2. Data Analysis
         1. Data Collection and Tools
         2. SPSS tests ran – process of analysis
   3. Results
      1. Significant findings
         1. Overall as one large group on subscales
         2. In looking at subscales scores between professions
      2. Change Scores
         1. Between professions
         2. Overall positive and negative changes
      3. Discussion
         1. Outcomes
            1. Relationship to literature
            2. Benefits of IPE simulation
         2. Limitations
            1. Areas of Improvement

III. Conclusion
   1. Next steps
   2. Closing summary
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Professional Experience: 2010-2011 Clinical Educator for PACU, DaySurgery, and Pre-operative Medical Clinic at University Hospital, Indianapolis, IN. 2011-2014 RN on Pre-operative Medical Clinic at University Hospital, Indianapolis, IN. 2012-2014 Adjunct Faculty in School of Nursing at University of Indianapolis, Indianapolis, IN. 2014- current Full time Assistant Professor in School of Nursing at University of Indianapolis, Indianapolis, IN. Responsible for staff education and teamwork building with other professions. Started at University of Indianapolis as adjunct faculty at sophomore level in the nursing program. Encouraged students to discuss plan of care and participate in patient care with other disciplines involved. Once full time in 2014 I became course lead in 2015 with ideas to revamp course to include interprofessional education. I have included an OT activity into my senior nursing course and have complete 2 studies with PT students, with a goal of curriculum integration of the PT activity in the near future.

Author Summary: Jennifer Carmack is an Assistant Professor at the University of Indianapolis, School of Nursing in the BSN program. The majority of her nursing experience comes from the acute care hospital setting with a focus on MedSurg, Oncology, and Neuro. She has incorporated many interprofessional educational and research activities in her undergraduate nursing courses.

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Professional Experience: Dr. Erler has worked as a Registered Nurse in a variety of critical care settings, including emergency care and pre-hospital transport. She has several years teaching experience working with nursing students in a university, critical care clinical simulation laboratory. She has published and presented research related to the effect of intensive care simulation on anxiety of nursing students in the clinical intensive care unit and also research related to use of simulation to enhance the learning of critical care content.

Author Summary: Dr. Erler has experience working with nursing students in a critical care clinical simulation laboratory. She has published and presented research related to the effect of intensive care simulation on anxiety of nursing students in the clinical intensive care unit and also research related to use of simulation to enhance the learning of critical care content.