# TEXAS WOMAN'S UNIVERSITY™

# Reflections of Student Nurses with Managing a Clinical Crisis: Sim-IPE

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# Miscommunication – Role of IPE

**Miscommunication**

- Linked to poor patient outcomes
- Root cause of sentinel events

**Interprofessional Education (IPE)**

- Growing importance in preparing nurses, physicians, and other healthcare professionals to provide safe care
- Requirement of academic accrediting organizations
  - Nursing
  - Medicine
  - Pharmacy

# A Collaboration of the TMC Interprofessional Education Consortium

# IPE High Stress Acute Event

Senior students from colleges of nursing, medicine, and pharmacy participated in an IPE of a high stress acute event

- Knew they were participating in a Sim-IPE
- Did not know specifics of the scenario

- High stress acute event

# Clinical Crisis IPE Scenario

**Patient:  Young adult male with hypertension and asthma.**

- Just moved from Emergency Department to a monitored floor
- Unable to speak more than 2-3 sentences at a time
- Tripoding
- Feeling worse

- Patient allergies from the MAR and armband do not agree

- As the team treats the patient the patient's condition worsens.

- Actions of the team determine the severity and rapidity of deterioration

# CM Prebriefing

Prebriefing

Opportunity to go to the SIM Lab to become familiar with the setting, emergency cart
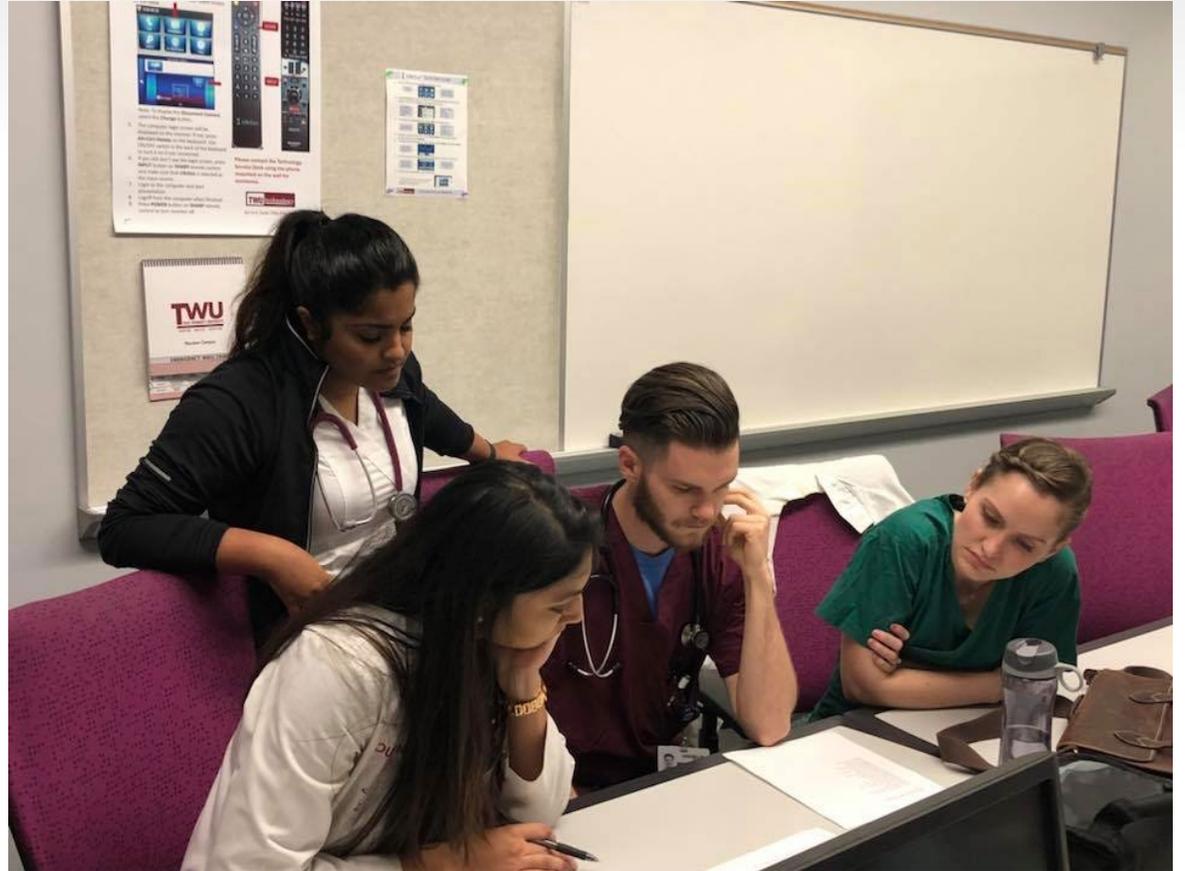
# CM Scenario - Assessment

# CM Scenario – Patient Intubated

# Crisis Management IPE Scenario

- Prebriefing

- Opportunity to go to the SIM Lab to become familiar with the setting, emergency cart, etc.

- Patient Management – structured scenario progression

- **Debriefing – structured debriefing tool**

# Reflection Assignment for Senior Nursing Students

**Written reflection of your IPE experience.**

- Impressions of the IPE activity
- Personal learning
- Course objectives met with IPE

**Article on interprofessional communication**

Foronda, MacWilliams and McArthur (2016).  Interprofessional communication in healthcare:  An integrative review. *Nursing Education in Practice, 19,* 36-40.

- Personal learning
- Concepts witnessed during the IPE

# Analysis of Pilot IPE Activity – SN Reflections

- Narrative approach of 30 student reflection papers
- **Themes**
  - Communication
    - Finding your voice
    - Closed-loop communication
  - Teamwork
    - Knowing roles of healthcare team
    - Verbalizing observations

# Communication

"Speaking out loud and utilizing '**closed loop communication**' ensures that all health care providers are fully aware of what is happening in this extremely urgent setting."

"IPE forces the students to **communicate** and **collaborate** effectively with other healthcare individuals in order to save the patient from decompensating."

# Communication - Finding Your VOICE

"We learned it is important to **remain calm,** but also **speak loudly** so anyone in the room can hear what is being said. If everyone in the room cannot hear, a medication error could occur."

"The simulation helped me learn to **vocalize my opinion** and **work as a team**."

# Communication - Finding Your VOICE

"I understood the importance of **speaking up** as a nurse and being comfortable with the other disciplines in order to address concerns about the patient."

"I learned a lesson that it is of great importance to **verbalize what I observed** from the patients, **speak up** my mind, and give the other members suggestions to get the optimal patient outcomes based on my nursing knowledge and skills."

# Patient Deterioration

"I observed that the patient was experiencing difficulty breathing and I heard audible wheezing even without auscultating. I had an inkling that the breathing would worsen because the patient seemed very alarmed and complained about their shortness of breath multiple times. The pulse was bounding, and the respiratory rate shot up to 50 RR. I communicated this to the resident, but suddenly the screen went blank. [respirations went to zero]. Though it was confusing, I made the assumption that it was a technical issue with the simulation instead of voicing my concerns. I observed the resident and pharmacist looking at the screen but none of us verbally acknowledged the change in the monitor. **This was a critical error and we did not recognize that the patient had stopped breathing and had become unconscious until minutes had elapsed.**"

# Teamwork from 3 different perspectives

"Coordination was probably one of the biggest outcomes since I had to communicate and work with other departments simultaneously in order to reach a conclusion. That was probably one of the most difficult parts of this simulation since having three minds that think completely different all on the same page is not something I am familiar with doing."

"Although the doctors have the leadership roles in situations like this, the patient is still my patient as well, and I am accountable just as much as a doctor would be. That means I also have to have some sort of leadership skill in order to stick up for my patient whenever it is necessary but also take lead if the time ever calls for it."

# Teamwork from 3 different perspectives

- "This further illustrates the fact that everyone should **know each other's roles** in order to care for people with steadfast confidence in our own skills and the skills of our coworkers in situations that are not ideal."

# Teamwork from 3 different perspectives

"IPE forces the students to communicate and collaborate effectively with other healthcare individuals in order to save the patient from decompensating."

"We had to use critical thinking, not by myself, but as a group to plan care when the patient's O2 was not improving after the first few interventions."

"Nurses, doctors, and pharmacy had to work together and communicate effectively in order to provide the best care to the patient. In debrief, I was able to see what happened when a team did not talk effectively versus what happened when my team was able to converse productively."

# Teamwork from 3 different perspectives

- "This further illustrates the fact that everyone should know each other's roles in order to care for people with steadfast confidence in our own skills and the skills of our coworkers in situations that are not ideal."

- "I have to have the confidence to talk to them as colleagues and express my ideas and concerns because I think that is a major way how respect begins. With this simulation, I now have a better understanding how the dynamics work in stressful situations, and it is a lesson that I will remember when moving forward."

# Accountability and Independence as SN

"The simulation helped us to have independence, which encourages even more personal accountability. My actions were not influenced by a preceptor or instructor. I was truly alone in my role, which does not occur many times in the hospital. Of course, we were not truly alone in the scenario, as there were other healthcare professionals to collaborate with, but I was the only one with nursing expertise on our team. This means that every thought I had and did not voice, or every thought I could have had, but did not, is on me and me alone."

# Stressful but a good experience

"To conclude, even though IPE simulation was extremely stressful, it was beyond a good experience. As a student nurse, we are often shut down by doctors and even nurses and do not get the opportunity to voice our concerns/opinions about patient care. This IPE allowed me to work on communication skills like the article said and helped me to be get a better understanding of how disciplines work together."

"I would high suggest this to other students because now is the time to learn before we get out in the real world."

# Summary

- Course Objectives met

- Appropriate and  valuable clinical experience activity.

- Incorporation of IPE simulations into the educational curriculum enhanced the interdisciplinary teamwork, collaboration, communication, and understanding each other's roles.

# Thank you