A. Importance of IPE Simulation Activities
- Foster collaborative practice (Murphy & Nimmagadda, 2015)
- Enhances teamwork and communication among healthcare team member (King et al., 2013; Salam et al., 2015)

B. Debriefing
- one of the most important aspects of simulation (Levett-Jones & Lapkin, 2014)
- reflective process (Decker et al., 2013).
- Debriefer: provides expert facilitation by using a variety of approaches, such as structured debriefing (Forneris et al., 2015), advocacy-inquiry method (Timmis & Speirs, 2015), and use of video recordings (Kolbe, Grande, & Spahn, 2015).

C. Gap:
- limited literature describing debriefing related to IPE simulation.

D. Purpose:
The purpose of this study is to measure the IPE debriefing competencies of nursing and medical faculty members following the completion of an IPE Debrief Workshop.

Methodology
A. Following an initial IPE simulation session, some unique challenges associated with debriefing an IPE simulation activity were identified.
- challenges: use of different debriefing approaches, establishment of professional identities, and communication across the professions.
- with support from Leadership, IPE simulation debriefing workshop was organized and conducted prior to the succeeding scheduled IPE simulation sessions.

B. Designed and facilitated by a team of experts at the Center for Advanced Medical Simulation at Mount Sinai West-Mount Sinai St. Luke’s Hospitals
- seven-hour workshop
- eight debriefers: four nursing and four medical faculty members.
- an introduction to IPE and collaborative practice, principles of debriefing, and debriefing methods.
- debriefers participated in IPE simulations and each one was given an opportunity to debrief a simulation activity.
- instructor feedback for each debriefing

Evaluation
Both quantitative and qualitative methods will be used for data collection.

Debriefing Interprofessionally: Recognition and Reflection (DIPRR) tool, presented by Poore et al. (2018) will be used to evaluate the faculty’s debriefing competencies pre- and post- workshop attendance.

A qualitative feedback will be used to provide evaluator’s feedback on how to improve performance.

Implications
A. Enhances student IPE simulation experiences
B. Faculty development- IPE debriefing competencies
C. Leadership Perspective:
- 1. Collaborative Determinants: Deans/Associate Deans of Nursing and Medical Education
- 2. Augments SIM Experiences: Faculty of Nursing and Medical Schools
- 3. Utilization of resources appropriately – cost effective
- 4. Foundation for collaborative scholarly activities: Research, EBP, IPE to IPP Outcomes
- 5. Enhances student simulation experiences – IPE/IPP
- 6. Meets accreditation and regulatory mandates
- 7. Enhances the potential for positive outcomes: QC/QI and Patient Satisfaction

D. The proposed study may test the validity of the DIPRR tool (Poore et al., 2018).

References: