



THE OHIO STATE UNIVERSITY

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COLLEGE OF NURSING

Connecting and Collaborating in  
Nursing Education through the

*Excellence in **CL**inical **I**nter**P**rofessional  
**S**imulation **E**ducation (**ECLIPSE**)*

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# Objectives

- Outline components of an inter-professional simulation
- List common obstacles and solutions in developing an inter-professional simulation
- List strategies for developing inter-professional simulations



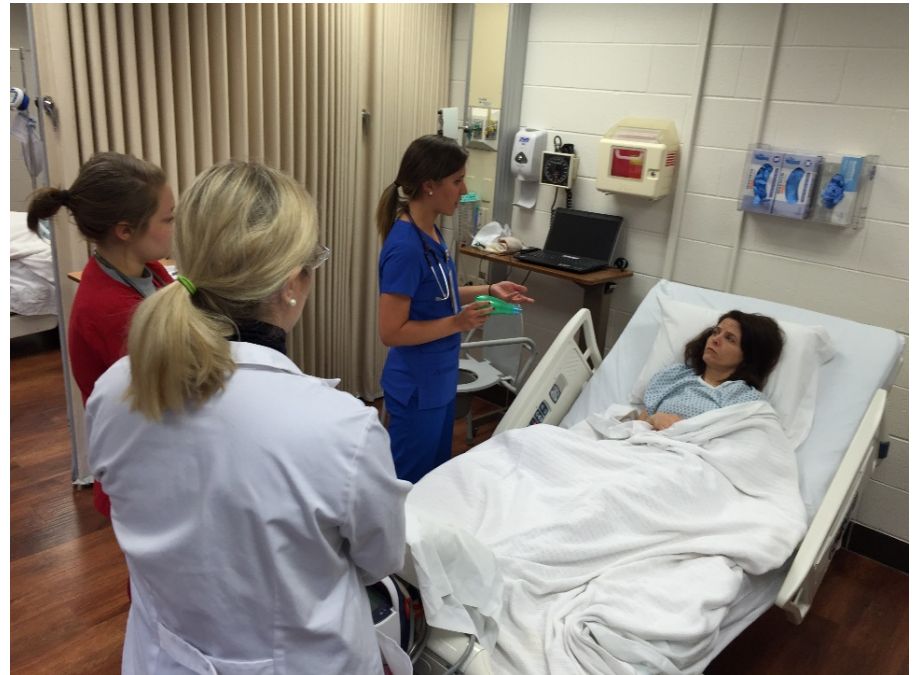
# Support for IPE

- Institute of Medicine core competencies (2003)
  - Work in interdisciplinary teams
- Quality and Safety Education for Nurses (QSEN) (2005-12)
  - Knowledge, Skill & Attitude competencies of “Teamwork and Collaboration”
- Inter-Professional Education Collaborative (IPEC) (2011)
  - Core competency domains
    - Values/Ethic for IP practice
    - Roles/Responsibilities
    - IP Communication
    - Teams & Teamwork



# ECLIPSE Components

- Planning committee
- Learning objectives
- Participants
- Scenarios
- Schedule
- Resources
- Evaluation





# ECLIPSE Goals

- Build a climate of mutual respect and understanding for other health and social science professionals
- Increase understanding of the roles and responsibilities of other health and social science professions
- Improve IP communication skills
- Increase proficiency in developing IP plans of care which can improve patient outcomes across the lifespan



# Student Participation

- Obstacles
  - Asynchronous schedules
  - Incentives
- 2012: 6 Health profession programs
- 2019: 11 Health profession programs  
(RN, NP, CNL, MD, RT, PT, OT, Pharm, SW, Med. Diet., Speech)
  - 4500+ students in seven years





# Prelicensure Nursing

- “Transition to Practice” precepted clinical course
- Final year in program
- Required course activity
- Four students per sim





# Acute Care Nurse Practitioner

- Simulation imbedded in one of two clinical courses
- Final year of NP program
- Receive extra credit on final grade for participation
- One-two students per sim
- Act as team leader



# Clinical Nurse Leader

- Graduate level clinical course
- Final year of program
- One student per sim
- Work with prelicensure students and may be team leader



# Student Preparation

- 6 Module online mini course
- Communication
  - Leadership
  - Situational monitoring
  - Shared decision making
  - Orientation to simulation
  - Post-simulation evaluation

ODEE Master Course Team

Home  
Syllabus  
Modules  
Pages  
Discussions  
Assignments  
People  
Grades  
Files  
Outcomes  
Quizzes  
Conferences  
Collaborations  
Announcements  
Settings  
Library Link

Master Course - AU 19 ECLIPSE SIMULATION TEAM TRA... [Edit](#) [...](#)



## ECLIPSE TEAM

A teamwork training program



ECLIPSE (Education for Clinical Interprofessional Simulation Excellence)

The Ohio State University

Adapted from the AHRQ national TeamSTEPPS program.



# Patient Scenarios

## Ann Arbor

- Trauma patient - MVA unrestrained DUI
- Intubated on ventilator (respiratory failure)
- 2nd day post-op splenectomy and ORIF
- Chest tube, IV, NG, post-pyloric feeding tube, art line
- Lives in upstairs apartment

## Willy Flan

- Homeless, found collapsed on street
- Hx alcoholism, marijuana and tobacco abuse
- Hx PTSD, Hepatitis C, Cirrhosis
- Altered mental status, SOB, flapping tremors
- Military veteran



# Patient Scenarios

## Jill Shuman

- 4th day post-op amputation
- Pneumonia
- Diabetic – poor control
- Atrial fibrillation
- Hx of ETOH and benzodiazepines
- Post ETOH withdrawal
- Bipolar and schizophrenic

## Chrissy Mack

- Endocarditis
- MRSA
- Day 9 of hospitalization
- 2<sup>nd</sup> day post-op valve replacement
- Hx of Heroin abuse
- Intubated
- CVC, Art line, NG, Foley



# ECLIPSE Schedule

- 2.75 Hours
- Concurrent sims in 3 rooms
- 3-4 Day series
- Total of 18-20 sessions each semester





# Session Schedule

## Interprofessional Simulation Session Schedule (General)

- Orientation to simulated experience
  - ***ALL students from both rooms together in one room***
  - Lead by TLC staff
  - Lasts about 5 min
  - Following orientation, return to assigned rooms
- Review of patient cases, patient assessments and planning
  - Separate professions facilitated by corresponding faculty (RNs together, RTs together, etc...)
  - Allow 25-35 min
- Bedside rounding on each patient by whole inter-professional group
  - ***Begins no later than 40 minutes after session start***
  - Allow up to 30 min
- Implementation of interventions and treatment plans collaboratively
  - Begins after rounding
  - Allow 15-25 min
- Debriefing as individual professional groups/prepare for round 2
  - Allow 5-10 min
- Debriefing of rounding experience 1
  - Allow 5-10 min
- Re-round on each patient by whole inter-professional group
  - ***Begin no later than 55 minutes from end of session***
- Debriefing with whole inter-professional group (in each room)
  - Allow 15-30 min
  - Use debriefing questions here
- Complete post-simulation questionnaire



# ECLIPSE Debrief

- *What questions do you have for another profession?*
- *Name one thing you learned about another profession.*
- *Describe the collaborations that occurred?*
- *Did you come to any new realization about your own profession's role on the team?*
- *How should conflicts about patient care decisions be addressed with another profession?*
- *What will you do differently in practice as a result of this experience?*





# Research Summary

- Examined the potential benefits of clinical simulations on teamwork and communication.
- Analyzed the attitudes of participants toward the use of multi-disciplinary simulations in clinical education
- Used the Readiness for Interprofessional Learning Scale (RIPLS) assessment tool
  - Results statistically significant in all subscales



# Conclusions

- Interprofessional simulation demonstrated a strategy to better prepare students for the clinical setting
- Future research
  - Effects of formal teamwork training on behavior in simulation
  - Effects of IP simulation on patient outcomes



# References

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- IOM (Institute of Medicine). 2015. Measuring the impact of interprofessional education on collaborative practice and patient outcomes. Washington, DC: The National Academies Press.
- Interprofessional Education Collaborative. (2011, May). *Core Competencies for Interprofessional Collaborative Practice*. Retrieved from <http://www.aacn.nche.edu/education-resources/ipcreport.pdf>