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AGACNP Student Led Interdisciplinary Teams: An IPE Approach to TeamSTEPPS in the Simulation Learning Center

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Purpose: To meet the needs of an evolving health care system, nurse practitioners (NP) must be prepared to lead teams. “Given that leadership is one of the pillars of the advanced practitioner role (Elliot et al., 2012, p. 1038)”, the role of leadership in advance practice nursing education requires more attention. Transitioning from a bedside nurse to a provider role in advance practice nursing is one of the greatest challenges for students. Nurse educators are tasked with ensuring that NP students are prepared for the role of leadership in the education process. This process includes adequately preparing NPs students with a framework that delivers content for team structure and leadership skills. Furthermore, educators need to provide opportunities for students to apply leadership skills in clinical settings with “real” patients and followers. TeamSTEPPS, an evidence-based framework, focuses on training high functioning multidisciplinary teams. It includes five pillars: team structure, communication, leadership, situational monitoring and mutual support (Horsley et al., 2016; Reed et al., 2017). Integrating TeamSTEPPS training and providing NP students an opportunity to apply components of the framework in an immersive simulated environment may strengthen knowledge and competency of leadership for NP students. The purpose of this presentation is to discuss the gains and difficulties of integrating NP students as leaders with 4th year BSN students and licensed respiratory therapists in teamwork scenarios using simulation.

Methods: Course faculty for AG-ACNP and simulation collaborated to develop an interprofessional educational intervention that allowed NP students to practice leadership and teamwork with BSN students and licensed respiratory therapists using simulation. Leadership simulations occurred prior to and following TeamSTEPPS training for second year AG-ACNP students (n=31). Fourth year BSN students (n=83) delivered the interaction of “follower” participants in the scenarios. Research assistants rated all NP student participants’ performance using an observation checklist. Data regarding both AG-ACNP and undergraduate student learning experiences were measured by an eight question, post simulation evaluation, using a 5-point Likert scale. The evaluation provided an opportunity to generate feedback regarding BSN students’ learning experience and perceptions of the NP students’ leadership qualities and performance during the simulation activity.

Results: All students completed a post simulation evaluation which consisted of 8 items, where the possible values were 1-5 (strongly disagree to strongly agree). After the baseline simulation, the AGACNP students’ mean scores were over 4.8 for each of the items but fell to 4.3 or above at the post training simulation. The 4th year evaluation mean scores were 4.6 or above at baseline and 4.59 or above at post-training simulation for all 8 items. Although the mean scores fell slightly between the baseline

and post training simulation experience, most NP and 4th year students strongly agreed or agreed that the simulation experience was beneficial.

Conclusion: Simulation provides a platform that enables faculty to incorporate innovative teaching strategies to integrate evidence-based research into nursing curriculum. Using simulation to provide an intraprofessional education opportunity enriched the learning experience, enhanced learner outcomes, and better prepared students to participate in clinical teams.

Title:

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Keywords:

Leadership, Nurse practitioners and Simulation

Abstract Summary:

To meet the needs of an evolving health care system, nurse practitioners (NP) must be prepared to lead teams. Course faculty for AG-ACNP and simulation collaborated to develop an interprofessional educational intervention that allowed NP students to practice leadership and teamwork with BSN students and licensed respiratory therapists using simulation.

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