Using Simulation in the Large Classroom to Enhance Interprofessional Education Activities for Nursing Students

Nursing Education Research Conference
March 2020
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No conflict of interest exists for any of the authors of this presentation.
Where is Auburn University?
Background

• Graduates must be prepared to effectively function within an interprofessional team.

• Lack of preparation can lead to unfavorable results, such as poor patient outcomes, lack of satisfaction with care, and increase number of patient errors (Institute of Medicine, 2015).

• Students of health-related professional programs rarely interact during the didactic portion of their programs.
Why this Method?

• Simulation is an effective tool to provide safe learning experiences for interprofessional activities (Costello et al., 2017; Horsley, O’Rourke, Mariani, Doolen, & Pariseault, 2018).

• Faculty aimed to incorporate simulation experiences for students in health-related professional programs.

• Lack of resources available.

• Solution: Utilize Simulation in the Large Classroom Setting
Planning

• IPEC Core Competencies for Interprofessional Collaborative Practice (Interprofessional Education Collaborative, 2016)

• Objectives:
  
  • Maintain a healthy work environment in healthcare through preparing students to demonstrate respect for all members of the healthcare team.

  • Use knowledge from each profession to provide quality, patient-centered care.

  • Develop essential skills needed for effective communication.
The Activity . . .

• Large, lecture-style classroom

• Two large projection screens at the front of the room

• Students sat in teams – each discipline represented

• Students encouraged to introduce themselves and share a little about their discipline
Prebriefing

• Followed Standards of Best Practice: Simulation\textsuperscript{SM} (INACSL, 2018)

• Fictional Contract

• Ground rules

• Objectives

• Orientation to the activity

• Expectations of learners
Scenario #1

Your patient is Mr. John Brown. He is a 78-year old widower, living on his own since his wife died nine months ago. He has type 2 diabetes that has been poorly controlled for the last 2 years. His blood pressure was 148/92 when last measured seven months ago. He has two children, one of whom lives in town and the other lives out of state.
Group Discussion

• Take a few minutes to write down what your disciplines’ role is in this scenario.
• Share with your group:
  • What do you anticipate your role to be in this scenario?
  • Are there any concerns about this patient? If so, what are they?
  • What do you want to prioritize during your interaction with the patient?
  • Do you anticipate any barriers during your upcoming interaction with this patient?
  • If so, what are the anticipated barriers?
Scenario #2

Mr. Brown’s daughter is angry and does not understand what is going on with her father. She calls Dr. Blackmon’s office to obtain an appointment. Dr. Blackmon is Mr. Brown’s primary care provider. Mr. Brown’s daughter informs the nurse at the office that her father says that he takes his medications, but when she visits he has not taken his medications for three days. She is also concerned about his safety and choice in foods.
Group Discussions

• What went wrong during this scenario?

• What did the team miss?

• What could the team have done differently in the scenario?
Scenario #3

Same situation . . .

A different approach . . .
Group Discussions

• What went well?
• What went wrong?
• What you have done differently?
• What did they miss?
• Now, let’s develop a plan of care…
Debriefing

• Utilized Promoting Excellence and Reflective Learning in Simulation (Eppich, & Cheng, 2015)

• Facts of the case

• Review the objectives

• Questions about the experience
# Evaluation of Activity

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*Interprofessional Collaborative Competencies Attainment Survey (ICCAS) developed by Archibald, Trumpower, and MacDonald (2014)
Conclusion

• IPE could be key to preparing future healthcare professionals.

• Students gained insight on how to care for a patient in a multidisciplinary team.

• Activity provided a simulated experience, while requiring minimal resources.
References


