Utilizing IPE to Enhance Collaboration Between Nursing and Speech-Language Pathology Students in Patients With Tracheostomies

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Purpose: The aim of this collaborative research project was to determine the effects of teamwork between nursing and speech-language pathology students using an interprofessional education (IPE) simulation on the quality of care in patients with a tracheostomy. Communication, teamwork, complete bedside swallow study, feeling the lived experience of a hospitalized patient, role identification, and performing tracheal suctioning exercising sterile technique were all areas being investigated in this study. This simulation was inspired by the National League of Nursing (NLN) call to action that “urges the nurse educator community to work with peers in other professions to provide students with learning opportunities that acknowledge a profoundly changed health care environment (NLN, 2018, p.6). Working in a healthcare environment requires daily interaction with members from multiple disciplines collectively sharing information on a single patient. There is an opportunity to develop improved quality of patient care through simulation. “The ability to have hands-on practice to build skills and confidence is a recognized strength of simulated learning (Ward, 2015, p.238).” There is a sacristy in the literature related to the full benefits, and impact, of IPE simulation as it relates specifically to nursing and speech-language pathology.

Methods: After receiving IRB approval, a pretest posttest mixed method design was utilized to explore the relationship between IPE simulation and collaboration between two disciplines in a multisite study. Participants included 22 nursing students, and 45 speech-language pathology students from a neighboring university. A pilot IPE simulation following the ideas created by Potter and Allen (2013), following INACSL best standards, and guided by the National Interprofessional Competency Framework (CIHC), was completed April 2019. Interprofessional Collaborative Competencies Attainment Survey (ICCAS) was distributed and collected post IPE simulation. Participants also completed a self-reflection post IPE experience.

Results: Data from the data are currently being analyzed. The qualitative data from the student reflections have started to reveal some emerging themes that will unveil the student perspective in experiencing an IPE simulation with members from another university and discipline. The quantitative data will be analyzed and contain results such as knowledge assessment, role identification, conflict management and overall team functioning.
Conclusion: This information can help healthcare professionals by providing new ways to teach IPE, therefore inspiring a different approach to foster relationships across the healthcare environment. In a world where demands are higher, time is limited, and our patients have multiple care providers, it is crucial that we all learn to work as a single unit efficiently and collaboratively, to provide the highest quality of care to promote the best possible patient outcomes.

Title:
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Keywords:
Collaboration, Interprofessional and Simulation

Abstract Summary:
The poster presentation will include information on a collaborative research project utilized a multisite approach to determine the effects of teamwork between nursing, and speech-language pathology students, through an inter professional education (IPE) simulation on the quality of care in patients with a tracheostomy.

References:

First Primary Presenting Author
Primary Presenting Author
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Author Summary: Amber Renaud received her RN in 2006 and has since graduated with her MSN from NDMU. She currently serves as a simulation clinical lab assistant and adjunct professor, while participating in designing and implementing simulations for NDMU school of nursing. Experience in acute care and as a clinical instructor. Current research has a focus on Simultaneous Multiple Patient Simulation (SMPS) approach and Interprofessional Education (IPE) experiences.

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