

Title:

The Experiences of Physical Therapy and Nursing Students With an Interprofessional Acute Care Patient Simulation

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Session Title:

Interprofessional Team Learning in Simulation

Slot:

H 11: Monday, 30 October 2017: 2:45 PM-3:30 PM

Scheduled Time:

3:05 PM

Keywords:

Interprofessional education, simulation and undergraduate nursing students

References:

Booth, T. L., & McMullen-Fix, K. (2012). Innovation center: Collaborative interprofessional simulation in a baccalaureate nursing education program. *Nursing Education Perspectives*, 33(2), 127-129. doi:10.5480/1536-5026-33.2.127

Hertweck M, Hawkins S, Bednarek M, Goreczny A, Schreiber J, Sterrett S. (2012). Attitudes toward interprofessional education: comparing physician assistant and other health care professions students. *Journal of Physician Assistant Education*. 23(2):8-15.

Lefebvre KM, Wellmon R, Ferry D. (2014). Fostering effective collaboration skills among nursing and physical therapy students using a patient code simulation scenario. Abstract. *Cardiopulmonary Physical Therapy Journal*. 25(4):119.

Silberman NJ, Panzarella KJ, Melzer BA. (2013). Using human simulation to prepare physical therapy students for acute care clinical practice. *Journal of Allied Health*. 42(1):25-32.

von der Lancken S, Levenhagen K. (2014). Interprofessional teaching project with nursing and physical therapy students to promote caregiver and patient safety. *Journal of Nursing Education*. 53(12):704-709.

Wise HH, Frost JS, Resnik C, Davis BP, Iglarsh ZA. (2015). Interprofessional education: an exploration in physical therapist education. *Journal of Physical Therapy Education*, 29(2):72-83.

Abstract Summary:

The purpose of this study was to examine perceptions of students around interprofessional education and to understand their experiences with an interprofessional acute care simulation. A mixed method was used for data collection involving qualitative and quantitative results.

Learning Activity:

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| LEARNING OBJECTIVES | EXPANDED CONTENT OUTLINE |
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| The learner will be able to identify the benefits of interprofessional education in various healthcare professional programs. | 1) background on IPE with emphasis on importance including articles, 2) detailed description of research project including design, participants, and data collection methods, 3) data analysis and results, 4) lessons learned and future plans for growth. |
| The learner will be able to determine effectiveness of the interprofessional education study based upon the results. | 3) data analysis and results, 4) lessons learned and future plans for growth. |
| The learner will be able to create an interprofessional education strategy based upon their needs. | 2) detailed description of research project including design, participants, and data collection methods, 4) lessons learned and future plans for growth. |

Abstract Text:

Purpose: The purpose of this study was to examine physical therapy and undergraduate nursing students' perceptions of interprofessional education and to understand their experiences with a collaborative learning experience involving a simulation focused on an acute care patient case.

Subjects: Five physical therapy students in the second year of a Doctor of Physical Therapy Program at a Midwestern university who were preparing to complete their first full-time 8-week clinical education rotation and five undergraduate nursing students in the final year of a Bachelor of Science in Nursing Program at the same university who were engaged in routine clinical education in the acute care hospital.

Methods: A mixed methods design was utilized and participants were randomly paired to complete the simulation. Participants completed the Readiness for Interprofessional Education Survey (RIPLS) prior to and within two weeks of completing the simulation to measure their perceptions of Interprofessional education. Quantitative data was analyzed with the Wilcoxon signed-rank test to assess within-group differences in RIPLS scores pre- and post-simulation and with the Mann-Whitney U test to assess differences in RIPLS scores between physical therapy and nursing students. Qualitative data was examined using a phenomenological approach to systematically reduce the data into themes.

Results: Quantitative analysis revealed a significant difference ($p=0.013$) in the participants' total RIPLS score pre- and post-simulation. Significant differences pre- and post-simulation were also found in three of the four RIPLS sub-scales (teamwork and cooperation, negative professional identity, and positive professional identity) with no changes found in roles and responsibilities. No significant difference in pre- or post-simulation RIPLS scores was found between physical therapy and nursing students. Three themes that represented the participants' experiences with the interprofessional simulation emerged from the qualitative analysis: collaborative learning, understanding roles, and self-efficacy.

Conclusions: Physical therapy and undergraduate nursing students' readiness to participate in interprofessional learning was enhanced by participating in a learning experience involving an acute care simulation. Quantitative and qualitative data revealed that participants realized the value of teamwork and collaboration, better understood each other's professional roles, and felt better prepared for clinical practice in an acute care setting after the simulation.

Clinical Relevance: An interprofessional simulation-based acute care learning experience can help prepare physical therapy and undergraduate nursing students for interprofessional collaborative practice in the acute care setting.

