Objectives

Increase awareness of the positive effects of collaborating undergraduate nursing students (UNS) and advanced practice nurses (APNs) in a simulated emergency.

Be able to discuss three positive experiences that come from interprofessional education (IPE).

Outline

I. Background of IPE
II. Study Aims
III. Study Methods
IV. Results/Analysis
V. Discussion
VI. Conclusions
Background of Interprofessional Simulation Education

• The use of simulation has been widely used in training nurses
• Increase in self-rated communication skills, patient awareness, and clinical practice skills
• Provides “realistic patient encounters” for greater learning
• Able to stay in the role the student is learning
Learning Objectives for Simulation

The UNS objectives included:
1. Appraise methods to collaborate with the health care team …
2. Discuss specific therapeutic interventions …
3. Appraise patient assessment findings…

The APNs objectives included:
1. Manage complex acute and critical patients …
2. Demonstrate a holistic approach to patient care…
Purpose of our Study:

To evaluate the effectiveness of collaborative simulation teaching strategies using UNS and APNs in acute care scenarios.
Study Methods

• Participants
  – UNS, 36 Senior nursing students, before final practicum
  – APNs, 9 Third semester students, concurrently in their 2\textsuperscript{nd} clinical- Acute Care Practicum
Students were paired in groups of 4-
   Two participants from each student group.
Critical care simulation and debriefing-
   Facilitated by their course faculty.

The UNS participated in 1 scenario and debriefing.
The APNs participated in 2 scenarios, taking turns as the lead and debriefing.

Four scenarios were rotated throughout the day.
Study Methods

Survey
Post survey of open-ended questions to solicit feedback on the collaborative learning experience. Qualitative summary comments were summarized and a qualitative analysis was conducted.

<table>
<thead>
<tr>
<th>The degree to which you were able to develop your communication skills?</th>
<th>1= Not at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7= to a great degree</th>
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<tbody>
<tr>
<td>The degree to which you were able to develop a sense of leadership as an acute care NP</td>
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<td>The degree to which you were able to learn from the other nursing professionals?</td>
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<td>The degree to which you felt that your contributions were regarded equally to those of all others caring for the patient?</td>
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<td>The degree to which you felt that the health care team shared a common goal in the simulation?</td>
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Analysis
Interprofessional Education Effectiveness

• Students liked collaborating and learning from each other
  – Promoted importance of communication
• Event was realistic
  – Felt like a real patient encounter
  – Experience in more emergent situation
  – Sense of urgency with APN in room
• Learned about differences in their roles and scope of practice
  – Recognized everyone is working as a team toward mutual goals
Implications & Discussion

• Positive learning outcomes from collaboration
• Allowed students to stay in their roles
  – Collaborate on equal levels
  – Benefit for patients
Next Steps

- Reach out to other disciplines
  - EMTs
  - Pharmacist
- Solicit more community support
- Evaluate simulation effectiveness
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References


Delunas, L.R., & Rouse, S. (2014). Nursing and medical student’s attitudes about communication and collaboration before and after an interprofessional education experience. Nursing Education Perspectives. 35(2):100-105. doi.10.5480/11-716.1.


References continued


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