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Collaborative Learning, An Analysis of Critical Care Nursing Simulation



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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:



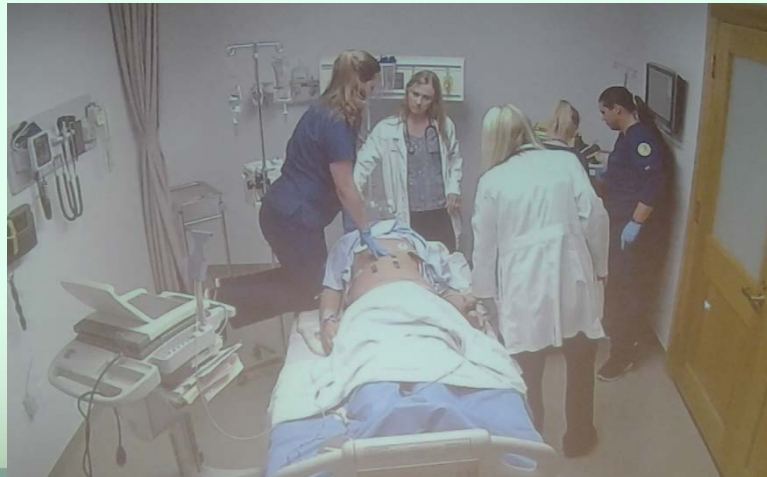
To evaluate the effectiveness of collaborative simulation teaching strategies using UNS and APNs in acute care scenarios.

Study Methods



- **Participants**

- UNS, 36 Senior nursing students, before final practicum
- APNs, 9 Third semester students, concurrently in their 2nd clinical- Acute Care Practicum



Study Methods



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.

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

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

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

Questions



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