Authentic Simulation for Collaboratively Preparing Student nurses and American Sign Language Students

Linda K. Connelly
PhD, MSH, ARNP, CNOR

Cynthia Cummings
EdD, MS, RN, CHSE
Objectives

1.) Demonstrate simulation education that provides training for nursing students and American Sign Language interpreting students in a safe, effective, and compassionate environment to better develop their clinical skills.

2.) Exhibit how to bridge the communication barrier between English and American Sign Language with interpreting students and nursing students in an interprofessional simulation.

3.) Explain the incorporation of inter-professional education in pre-licensure curricula for student nurses and interpreting students through simulation.
Interprofessional Education (IPE)

• Growing part of the curricula in health care universities for the last decade

• However, literature describing IPE between nursing students and those enrolled in other related professional training programs is limited
Simulation

• Studies show that health care providers enhance patient outcomes in high-risk situations when they participate in plenty of patient simulation exercises to mimic real-world scenarios

• But what about situations that simply tend to make a patient-care provider unsure how to interact, such as when a deaf patient presents with an illness that is not life threatening?
Goals of IPE at UNF

• Curricular innovation for groups of students to gain experience and appreciation for working with another disciplines to achieve common goals

• Identify the circumstances under which interprofessional care would lead to an improvement in patient outcomes

• Develop effective collaboration among student health professionals from similar and divergent fields to optimize patient care
• We designed our curricular innovation with two goals in mind:
  – Increase the IPE offerings within our university
  – To improve healthcare services to deaf children and families in north Florida and fill training gaps for student nurses and interpreting students
Hospital, ER and Doctor’s Office

- Students (ASL and Nursing) were instructed to arrive at least 15 minutes prior to their scheduled time.
- At their scheduled time, facilitators provided group members with a brief overview of the simulation logistics and informed them of the supplies and equipment that would be available in the various settings.
- Groups were then given 20 minutes to become acquainted with one another and prepare.
- Facilitators provided no instruction to the groups as to how they were to interact during the simulation or what they were to do individually.
- Groups were then directed into the scenario where the standardized patients were located.
- Students were allowed up to 20 minutes to complete the simulation.
- ASL students rotated to the various scenarios.
- Standardized were pre-briefed separately and questions were answered about their script which they had received via email.
Prebrief

• ASL students reviewed the scenarios and learned how to sign words that they were not familiar with in medical terminology
• Nursing students were assigned readings from a handout about using interpreters in the health care setting and reviewed the scenarios for appropriate nursing care
• Deaf standardized patients were given a script for their specific role but could as lib
Resources

- Orientations to rules and regulations of both professions
- Scripts
- Medical terminology
- Outlines of scenarios
Location

• Sim took place in the Clinical Nursing Skills Center and Health Assessment lab on the University’s campus

• The simulation portion of the laboratory was conducted in a room that resembled a typical patient room, emergency room or doctor’s office

• Periop sim took place at a local hospital in the perioperative arena

• Complete with a medical bed, mock wall ports, equipment (eg, oxygen tubing with face mask), supplies (including both necessary and unnecessary mock medications and syringes)
Locations
Deaf Parent at a Well Baby Check up
Outcomes

• In this safe environment, nursing students “learned such protocol as avoiding speaking of the deaf patient in the third person and looking at the patient during the interaction, as opposed to the tendency to look at the interpreter,”

• ALS students “learned what to expect in various health care settings.”
Outcomes

• Students from both programs had the chance to benefit from the feedback provided by deaf standardized patient who role played
Benefits for UNF Students

• Students reported that the greatest benefit of the experience was in their communication skills
• The joint venture is proving a positive exposure to the Deaf community and the use of an interpreter
• Multiple types of learners can benefit:
  – Visual/spatial, aural/auditory, verbal, physical/kinesthetic, logical, social and intrapersonal
  – Bring colleges together
  – Multigenerational
  – Faculty and students
Benefits for UNF Students

• This experience has a positive impact on student attitudes, knowledge and skills around communication

• Simulation along with the debriefing gave all students an opportunity to discuss the efficacy of the simulation

• Input from the Deaf actors was significant

• Feedback during the debriefing is guiding the subsequent simulations
Student Responses

• **Nursing students** claim “this experience will give me the ability to communicate better in the real world”

• **ASL** “I would never have thought of all the medical words and I know how to sign them now and even spell them”

• “This now confirmed I want to be a health care interpreter”

• “I recently took care of a Deaf patient in my clinical and I knew more about using an interpreter than my nurse!”

• “I would do this again and I want to take ASL as my foreign language”

• “I think we need a ASL medical terminology course.”
Qualitative Themes

• Communication
• Collaboration
• Professional roles
• Real world

• REFLECTION all positive
Challenges

- Leadership
- Logistics finding a common time in the curricula of the 2 programs for the IPE clinical laboratory
- Deriving Meaning in an area of study
- Systems of belief and values
- Schedules of nursing students and ASL students
- Time
- Curriculum (IPE)
- Resources
- Professional Jargons
- Accreditations

Despite these challenges IPE is growing at UNF and research is identifying keys to success and models such as this one to follow
• Although the data we collected did not show significant improvement for all survey items related to student attitudes and readiness to participate in IPE
• Respect, collaboration support for the other profession was evident
• Time for ASL and nursing students to interact before the scenario
Way Forward: Progress and Promise

• Here to stay
• Future research – develop new IPE practices in simulation
• Discipline Specific Knowledge in Interprofessional Contexts
• Maintain a climate of mutual respect and shared values
• Develop ASL faculty in simulation
• Develop new collaborations with community partners for standardized Deaf patients
• Improve the quality of the simulation experience
Sustainability

- Sustainability Practices to Embed Culture of the Colleges
- Importance of measurement and sharing of outcomes
- Who influences decisions regarding IPE?
  - Faculty
  - Students
  - Administration
  - Accrediting Organizations
- Planning for sustainable educational practices
Questions