Authentic Simulation for Collaboratively Preparing Student Nurses and American Sign Language Interpreting Student

Linda K. Connelly, PhD, ARNP
Brooks College of Health, University of North Florida, Jacksonville, FL, USA
Cynthia L. Cummings, EdD, MS, RN, CHSE, CNE
School of Nursing, University of North Florida, Jacksonville, FL, USA

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.

Interdisciplinary learning and collaboration are necessary to continue to improve the quality of health professions and signed language interpreter education in the post-secondary setting. Incorporation of interprofessional education in pre-licensure curricula is advocated in nursing education by The National League for Nursing and the American Association of Colleges of Nursing and is equally valued in the interpreter education field. This simulation project unites the Brooks College of Health (BCH), School of Nursing and the College of Education and Human Services (COEHS), ASL/English Interpreting Program in strengthening our preparation of students to work as members of healthcare teams in which the patients or family members are deaf and use American Sign Language as their native language. Our goal is to improve healthcare services to deaf children and families in north Florida and fill training gaps for nurses and interpreters. Given the deaf population's density in north Florida and the proximity of the Florida School for the Deaf and the Blind (St. Augustine) to UNF, this collaborative model is uniquely-situated and innovative in its plan to enhance the competency of UNF students to work in family-centered healthcare settings that create complex communication, role, ethical, and qualification demands on nurses and interpreters. This project seeks to combine the two colleges teaching efforts to (1) improve the quality of health professions education and (2) prepare interpreters and nurses to function as members of the healthcare team when deaf patients and family members are involved. Interdisciplinary learning and collaboration in the specialty area of healthcare has been a focus of the ASL/English Interpreting program and the School of Nursing since fall 2014, when the School of Nursing began arranging joint simulation training on campus and at a local hospital in response to requests from the interpreting program faculty. A recent example of joint simulation training was when nursing and interpreting students worked in the St. Vincent’s Medical Center Operating Room with deaf actors as ‘patients’ in pre-op, conscious-sedation surgery, and post-op. This joint venture has proven to be very successful for both programs and provides a much-needed exposure to both professionals in training.

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Keywords:
Authentic simulation, Deafness, ASL and Interpreting and nursing students
Abstract Summary:
Implement of a pilot study to measure the impact of authentic simulation on the attitudes, preparedness, and perceptions of nursing and interpreting students. Identify key strategies that maximize nursing and interpreting students’ abilities to work on healthcare teams that involve Deaf patients.

Content Outline:
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Introduction

1. Health literacy is a critical component of quality healthcare, and people who are Deaf are at risk for reduced health literacy.
2. Health literacy requires effective communication between a Deaf patient who uses American Sign Language and a healthcare provider, it stands to reason that qualified interpreters and culturally competent medical professionals are central to successful medical care.
3. The Institute of Medicine calls to incorporate inter disciplinary education and practice into secondary curricula.
Discussion

1. Main Point Incorporation of interprofessional education in pre-licensure curricula is advocated in nursing education by The National League for Nursing and the American Association of Colleges of Nursing and is equally valued in the interpreter education field.
   1. Bridge the communication barrier between English and American Sign Language with interpreting students and nursing students in an interprofessional simulation.
   2. This simulation project unites the Brooks College of Health (BCH), School of Nursing and the College of Education and Human Services (COEHS), ASL/English Interpreting Program in strengthening our preparation of students to work as members of healthcare teams in which the patients or family members are deaf and use American Sign Language as their native language.

2. Main Point Foundational to this project is this construct of **authentic simulation**, which involves using an actor network of Deaf community members that follows simulation models in healthcare professions.

   a. Joint interdisciplinary simulations have been conducted on campus and at local health care facilities.

Conclusion: The goal is to improve healthcare services to deaf children and families in north Florida and fill training gaps for nurses and interpreters.

   1. A network of **standardized patients** who are contracted to participate in well-designed clinical simulations to offer realistic training opportunities.
   2. By combing the two colleges teaching efforts we have improved the quality of health professions education and are preparing interpreters and nurses to function as members of the healthcare team when deaf patients and family members are involved.

First Primary Presenting Author

**Primary Presenting Author**
Linda K. Connelly, PhD, ARNP
University of North Florida
Brooks College of Health
Assistant Professor
Jacksonville FL
USA

**Professional Experience:** I have over 40 years of nursing experience in a variety of settings, from medical-surgical, operating room, emergency room, administration and disaster relief. I served in the U.S. Army Reserves and rose to the rank of Colonel. I worked for the Army Surgeon general of the Army in my last 3 years as a USAR AN.

**Author Summary:** Linda has been a professor at the University of North Florida for a number of years and has served on numerous committees. She teaches adult health in the undergraduate program and conducts many simulation exercises. She also spent many years in the military and recently retired as a Colonel in the U.S. Army.

Second Secondary Presenting Author

**Corresponding Secondary Presenting Author**
Cynthia L. Cummings, EdD, MS, RN, CHSE, CNE
University of North Florida
Professional Experience: RN since 1978, with my areas of expertise as adult health, critical care and nursing management. I have been nursing faculty at Maryland General School of Nursing, Florida Community College in Jacksonville and the University of North Florida. I have also worked in nursing management as the Director of Home Care for North Arundel Hospital in Maryland, Olsten Health Care in Jacksonville, Florida and Nurse Manager of the Surgical and Medical Intensive Care units for the St. Luke's Mayo Clinic Hospital in Jacksonville, Florida. I have published articles on Simulation, Moral Distress, Nurse-Physician collaboration and Ventilator associated pneumonia, as well as presented topics to the community on Rapid Response Teams and Achievement Motivation. I have been awarded the Great 100 Nurses of Northeast Florida and am a member of Sigma Theta Tau and Pi Lambda Theta.

Author Summary: I have taught at the University of North Florida for a number of years and serve as the program director for the accelerated nursing program. My main academic responsibilities include teaching adult health, professional nursing integration and conducting simulation experiences with the undergraduate students. My nursing background focuses on adult health and critical care with management responsibilities.