Simulation-Based Interprofessional Education in a Rural Setting

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No disclosures for Ann Scott

Objective 1 – Understand using simulation-based IPE experience in a rural setting

Objective 2 – Examine the use of remote-in technology as an innovative approach in simulation-based IPE in a rural setting

Objective 3 – Understand the benefits and lessons learned in implementing simulation-based IPE in a rural setting

There are no conflicts of interest, sponsorship, or commercial support for this project
Background/Significance

- IPE
- High Fidelity Simulation
- Telehealth
- Rural settings
  - additional barriers
  - find creative ways to implement IPE
“Among prelicensure interprofessional education students in a rural setting, can an IPE simulation-based scenario using “remote in” technology enhance collaborative teamwork among team members?”
Project Design and Data Collection

- Feasibility project using mixed methods
- SPIC E-R2
- NLN Simulation Design Scale
Scenario Development
Analysis/Results

► Quantitative
  ► Correlational Statistics
  ► Wilcoxon signed-rank test
  ► T-test

► Qualitative
  ► Thematic analysis
  ► Joint Display
Four themes were identified

- Better understanding of technology
- Improved communication among team members
- Benefit of true to life experience, and
- Increased knowledge level and confidence.
Better understanding of technology

- 94% reported the scenario resembled a real life situation
- 93% felt real life factors, situations, and variables were built into the simulation.
- Debriefing and surveys students reported
  - “They like the robot and felt that if they had more practice using it, they would master the learning curve and could embrace technology because this is the future.”
Improved communication among team members

- Nurse-pharmacy group showed a significant difference ($\alpha = 0.051$) ($\alpha = 0.05$) for patient outcomes using a team approach.

- The t-test showed a marginal significance for the same group in response to roles and responsibilities for collaborative practice.

- “Patient care requires a team approach and it is not done in isolation (silos). It requires good communication and this experience allowed for that to happen.”
Benefit of true to life experience

- 100% of nursing and medical students and 80% of the pharmacy students would recommend this experience.

- Students commented:
  - “this should be required... loved it... it was great!”
  - “This experience allowed me to see the whole picture of the patient... I wish we did more of this... in the past we pretended and role played the other roles, today we observed the other roles first hand.”
Increased knowledge level and confidence

- 100% of the groups reported
  - Increased their knowledge and confidence
  - Increased trust among the team members

- Students shared
  - “because we all relied on one another, it helped us to realize what we know and now I feel prepared for the workforce”.
  - “the simulation strengthened my trust in other professions, because you got to see three disciplines in one scenario providing team-based care to one patient...and they lived”.
Lessons Learned

- IPE using telehealth technology is feasible
- Improve the orientation process
- Scenario selection matters
- Address technical challenges
- Key elements for success
  - Strong supportive partners
  - Early buy-in by stakeholders
Implications/Recommendations
Conclusion
References


Questions