

**SIMULATION EDUCATION
EVIDENCE-BASED BEST PRACTICES**

**Interprofessional Simulations
Session 7**

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Disclosures

Relevant to the content of this educational activity,
the speakers and moderator have no conflict(s)
with commercial interest companies to disclose.

Overview of Program – Seven Sessions

Session Topic with associated WORKBOOK	Date
Session 1: Introduction to Simulation	4/28/2021
Session 2: Creating a Supportive Environment and Psychological Safety to Learner and Facilitator	5/26/2021
Session 3: Debriefing Growth and Assessment	6/23/2021
Session 4: Evaluation of Student Learning	7/28/2021
Session 5: Scenario Design and Development	8/25/2021
Session 6: Curricular Integration and Alignment to Learning Outcomes	9/22/2021
Session 7: Interprofessional Simulations	10/27/2021

Learning Objectives

1. Compare competencies and standards associated with interprofessional practice in healthcare for foundational knowledge.
2. Apply IPE principles to develop common learning outcomes for IPP.
3. Explore strategies to integrate Sim-IPE into simulation-based learning.
4. Discuss challenges associated with the delivery of IP simulation-based experiences.

POLL Question



Interprofessional Education (IPE)

"...two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes."

(WHO, 2010)

**Interprofessional
Collaborative Practice (IPCP)**

“When multiple health workers from different professional background work together with patients, families . . . And communities to deliver the highest quality of care.”

(WHO , 2010)


Healthcare Simulation Standards
of Best Practice™
Simulation-Enhanced IPE

“Simulation-enhanced interprofessional education (Sim-IPE) enables learners from different healthcare professions to engage in a simulation-based experience to achieve shared or linked objectives and outcomes”


(INACSL, 2011)

Why Interprofessional Education (IPE)?

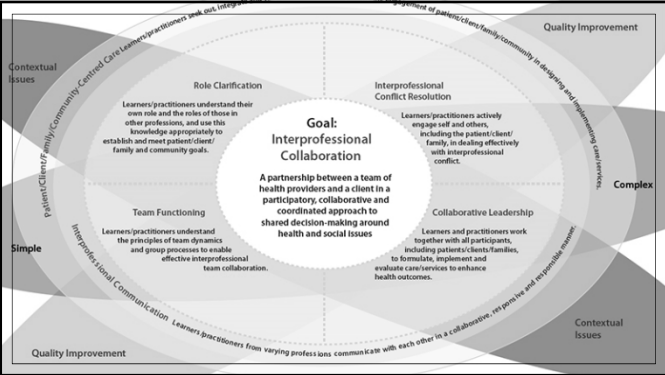
- Interprofessional education (IPE) and collaboration:
 - Has been found to improve patient safety and outcomes (IPEC, 2016)
- Many professional organizations and accreditation agencies have recognized the importance of IPE and have included it as an accreditation standard (Health Professions Accreditors Collaborative, 2019; IPEC, 2016).
- The benefits of exposing healthcare students to IPE in both the classroom and clinical setting helps to cultivate mutual trust and respect, confronts misconceptions and stereotypes, and dispels prejudice and rivalry between professional groups (Barr & Low, 2011).




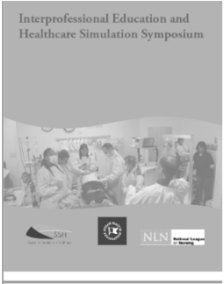
Core Competencies for Interprofessional Collaborative Practice:
2016 Update

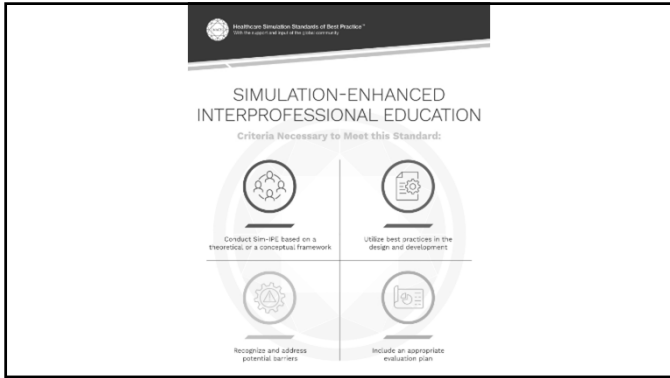


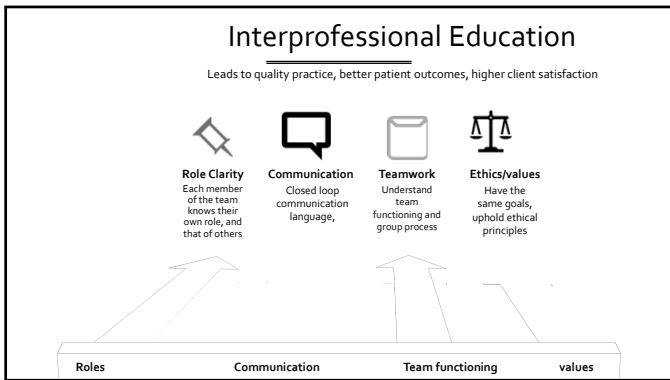
The Learning Continuum pre-licensure through practice trajectory
IPEC, 2016



Society for Simulation in Healthcare





Activity

You have been tasked with creating an interprofessional simulation experience for three professional programs at your university. Move to the assigned breakout room and create an overarching learning objective. Keep in mind goals of the IPE, professions to be involved, and language understood by each discipline.

An Exemplar: Microcredential



IPE Simulation Integration Strategies

- Simulation-based Experiences
- Co-teaching Classroom and/or Lab
- Communities of Practice

Co-teaching

"... two teachers working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space."

(Bacharach & Heck, 2007)

Communities of Practice

“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

(Etienne Wenger, 2006)

IPE Community of Practice: Simulation Points to Consider

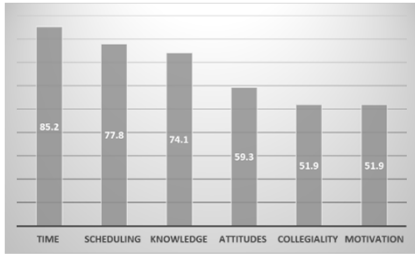
- **Why** should we do this?
- **Who** should do this?
- **What** should we do?
- **How** should we do this?
- **When** should we do this?
- **Where** should we do this?

Designing an IPE Simulation

Simulation Criteria	Points to Consider
Needs Assessment	Why is this needed? How did you identify this was a need?
Outcomes and Objectives	What is the purpose and expected outcomes ?
Modality	Mannequin? Task Trainer? Virtual Reality? Standardized Patient?
Scenario	Scenario with EBP, Standards, Guidelines
Fidelity	Roles, Environment, Equipment, Props
Facilitator/Facilitation Approach	Overall Responsibility, Simulation Pedagogy, Leveled , Scripted
Interdisciplinary Collaboration	Members and Roles of your interdisciplinary team
Prebriefing	Preparatory Information
Debriefing	Method to review, reflect, and discuss SBE
Evaluation	Formative, Summative, or High Stakes
Pilot Test	Evaluate Design, Flow, Resources, Obstacles

Challenges Associated with IPE

Skrabal, Shutts, Morbach, Stevens, Sittner, & Spangler, 2021



Perinatal Rural Simulation Training



Perinatal Rural Simulation Training

Interdisciplinary Team	Role & Responsibility
Benjamin Ryan, DO, FRCOG	Obstetric Presentation, O.B.A. Director, SME, Debrief
Robert Kasper, MD, FACP	Obstetric Presentation, O.B.A. Neonatal SME, Debrief
Craig Stroman, MD, RACF	Obstetric Presentation, O.B.A. Neonatal SME, Debrief
Maria Schaffler, MD, RNC, AWHNP	Obstetric Education & Coordination, Obstetric SME, Debrief
Jeffrey Stroman, PhD, RN, APRN-CNS, FAET	Simulation Center Director, Obstetric SME, Debrief
Amy Tommasi, APRN, NCCP	Neonatal Education, Neonatal SME, Debrief
Rebecca Thomas, MPH, BSN, RN, NCC, NCC-C	Neonatal Education & Coordination, Neonatal SME, Debrief
Jane, Teri Applegate, RN, BSN	Rural Division Quality Officer/CNH Care Coordinator
Andy Prusick, PhD, BS	DMT Coordinator
Jan Kasper, MD, PhD	CT Coordinator
Julien Anderson, BS	Simulation Coordinator

Sittner Simulation Experience Questionnaire

Use the rating system below to describe your Simulation Experience:

- 5 – Strongly Agree with Statement (SA)
- 4 – Agree with Statement (A)
- 3 – Neither Agree nor Disagree with Statement (N)
- 2 – Disagree with Statement (D)
- 1 – Strongly Disagree with Statement (SD)

The Simulation Experience....	5 SA	4 A	3 N	2 D	1 SD
1 Provided a comfortable and safe learning environment.					
2 Outcomes and objectives were clearly defined.					
3 Replicated a realistic situation.					
4 Incorporated evidence-based practices into the scenario.					
5 Allowed me to prioritize care and interventions.					
6 Provided me with the opportunity to practice skills.					
7 Debriefing was a time for reflection and performance feedback.					
8 Helped me better understand the different roles of the health care team.					
9 In addition, provider support and guidance throughout the scenario.					
10 Enhanced my knowledge and will be helpful in practice.					
11 Satisfactorily met my learning needs.					
12 Increased my self-confidence.					

What did you gain from today's Simulation Experience?

What would make this Simulation Experience better?

Comments:

Sittner SEQ

Share something you gained from this activity.	Great review and new information How to assess and treat eclampsia Maternal Hypertension algorithm Great review for all Timeline for actions during resuscitation and assessment More confidence managing eclamptic seizures I feel more confident handling obs if the supervising physician is not immediately available Clarification of OB/neonatal experience
Please share how/what you'll change in your practice	Stable information and BP treatments New to acute care, all information helpful! Update protocols Treatment for maternal hypertension Will use nifedipine protocol Thinking through medication administration Start using the algorithms to ensure appropriate decision making since occurrences are few & far between I will go over my obs skills more often
What ideas/suggestions do you have to improve the SBE?	It was great Good experience. Making sure all equipment works on panda before Sim. Room we used didn't accommodate the oxygen/air Would be nice to have hands on in the future versus virtual None Was great

Activity

In the chat feature discuss how will you integrate IPE into your simulation experiences?

Think back to the past six sessions, what is your biggest 'ah-hah' moment?



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