



Interprofessional Mock Trauma Days

Making Learning Fun


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Welcome & Objectives




Objectives:

1. Describe the structure of Mock Trauma Days
2. Compare adaptations over two years
3. Share lessons learned to improve IPE engagement

"Learning can be fun, realistic, and impactful."

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Why Trauma Simulations?

- High-stress, real-world scenarios
- Safe space to:
 - Practice
 - Fail
 - Learn
- Emphasizes IPEC competencies:
 - Communication
 - Teams & Teamwork
 - Roles & Responsibilities
 - Values & Ethics

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Vision & Goals:

It started with an idea...



Vision:

- Fun + Functional + Foundational Learning


Goals:

- Improve interprofessional collaboration and understanding
- Build confidence in managing complex events

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Year 1 Model:

Curriculum-Assigned Roles



Scenario: School bus accident


Locations:

- 1.Courtyard - scene of accident
- 2.Sim Center - Emergency Room
- 3.Radiography Suite - imaging

Participants:

- 1.Undergraduate Nursing, PTA, Radiography & MI student (in-person)
- 2.Psychology & Healthcare Business (online)

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Year 1

Details:

Nursing: Triage team, ED nurses, patients, coordinators

Prelab:

- 1.Nurses - 2 hour prep
- 2.Patients - assigned injuries and moulage done

2 Simulation Rounds

Debrief:

- 1.Zoom session for the whole group
- 2.Discipline-specific breakouts

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Year 1 Highlights

- Realistic acting
- Realistic moulage
- Strong interprofessional exposure
- Positive student energy




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Year 1 Barriers



- 1.Scheduling conflicts (local hospital)
- 2.Faculty unfamiliar with mass casualty flow
- 3.Uneven prelab expectations
- 4.Role clarity issues (esp. Care Coordinators)



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Year 1 Survey Results:

Good Use of Time

Disagree	9%
Strongly Disagree	0%
Agree	51%
Strongly Agree	40%

Practice Interprofessional Communication

Disagree	2%
Strongly Disagree	0%
Agree	51%
Strongly Agree	47%

Practice Interprofessional Teamwork

Disagree	0%
Strongly Disagree	0%
Agree	39%
Strongly Agree	61%

Roles & Responsibilities of Other Disciplines

Disagree	2%
Strongly Disagree	0%
Agree	49%
Strongly Agree	49%

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Year 1 Qualitative Feedback

What went well:

- Realistic moulage/scenarios
- Role understanding
- Teamwork
- Strong communication


Suggestions:

- More balanced prelab
- Role clarity
- Advance communication
- Include NP/MD roles




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Transition to Year 2




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- "We learned a lot from Year 1..."
- Nursing course forgot to schedule it in their curriculum - became a blessing in disguise
- Shifted to volunteer-based roles



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Year 2 (2024) Model: Volunteer-Based Roles

Scenario: School bus accident

Locations:

- Courtyard - scene of accident
- Sim Center - Emergency Room
- Radiography Suite - imaging

Participants:

- Undergraduate Nursing, PTA, Radiography & MI student (in-person)
- Psychology & Healthcare Business (online)

Sign Up: Open for all roles & included rural EMS team

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Year 2 Improvements

- Increased student ownership
- Higher enthusiasm
- More authentic EMS partnership
- Streamlined logistics
- Integrated EMS protocols
- Included IT and live streamed

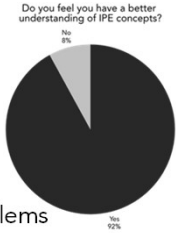


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Year 2 Survey Results:




- What students learned:
 - Importance of EMT roles
 - Communication & coordination
 - Real triage tagging
 - High-stress teamwork
- Favorite parts:
 - Seeing EMS work
 - Realistic acting
 - Working across disciplines
 - Watching teams solve problems



Response	Percentage
Yes	92%
No	8%


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Year 2 Suggestions for Improvement:

1. More prebriefs/huddles
2. Microphones & better sound for livestream
3. Radiography students felt isolated
4. Clearer triage/ED role instructions
5. More engagement for PTA students
6. Highlight interprofessional communication even more

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Year 2 Participant Quotes



- “It’s a team matter when working in trauma!”
- “Seeing the EMS members work, getting the injured off the bus.”
- “Communication is key.”
- “The enthusiasm of all participants.”
- “The actors made it very realistic.”

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Lessons Learned Across Both Years:



What worked:


- 1.Volunteer sign-ups boosted buy-in
- 2.EMS partnerships - authentic IPE
- 3.Realistic, immersive scenarios
- 4.Focus on IPEC competencies

Needs Improvement:

- 1.Early faculty coordination
- 2.Consistent prebrief/huddles for all
- 3.Role clarity for all
- 4.Integrate radiography plan
- 5.Improve tech for livestream/recording



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Tips for Others:


- 1.Start small, scale intentionally
- 2.Engage EMS/community partners early
- 3.Use open sign-ups to boost engagement
- 4.Prioritize flexibility to adapt to each cohort

Remember, FUN is a powerful learning tool!

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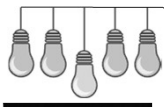

Final Reflection:



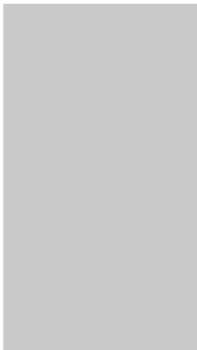
- “Fun is pedagogically powerful - but requires serious planning.”
- Encourage experimentation
- Focus on student-centered design
- Commit to continuous improvement

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It started with an idea...

and then...



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Thank You!

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