



Interprofessional Mock Trauma Days

Making Learning Fun

Sally Stimson, MSN, RN, CHSE
Interprofessional Simulation Administrator
Clarkson College
Omaha, Nebraska

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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."



Why Trauma Simulations?

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





Vision & Goals:

It started with an idea...



Vision:

- Fun + Functional + Foundational Learning

Goals:

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

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)



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



Year 1 Highlights



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

Year 1 Barriers

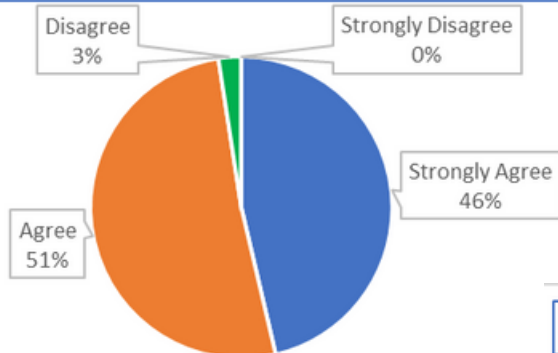
1. Scheduling conflicts (local hospital)
2. Faculty unfamiliar with mass casualty flow
3. Uneven prelab expectations
4. Role clarity issues (esp. Care Coordinators)



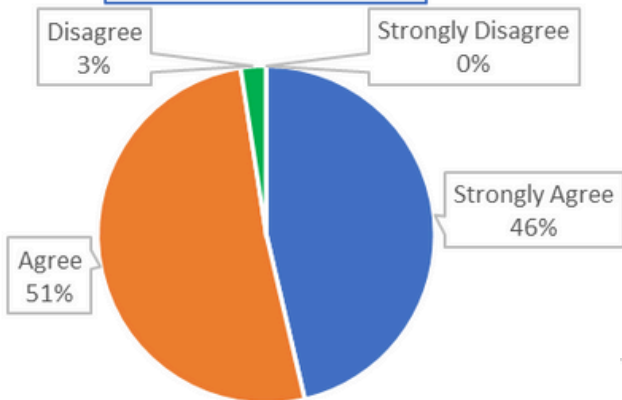


Year 1 Survey Results:

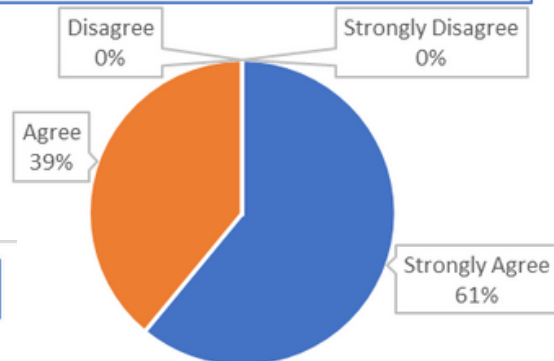
Practice Interprofessional Communication



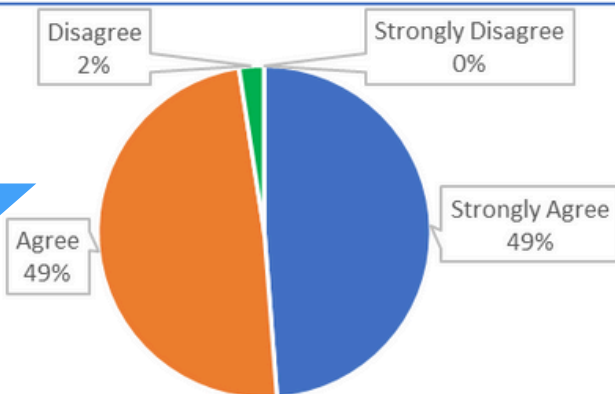
Good Use of Time



Practice Interprofessional Teamwork



Roles & Responsibilities of Other Disciplines



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

Transition to Year 2

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





Year 2 (2024) Model: Volunteer-Based 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)

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

Year 2 Improvements



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

Year 2 Survey Results:

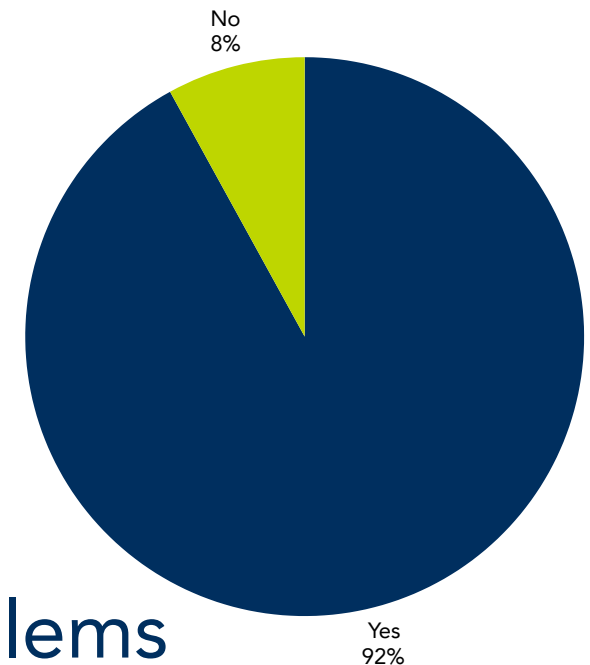
1. What students learned:

- a. Importance of EMT roles
- b. Communication & coordination
- c. Real triage tagging
- d. High-stress teamwork

2. Favorite parts:

- a. Seeing EMS work
- b. Realistic acting
- c. Working across disciplines
- d. Watching teams solve problems

Do you feel you have a better understanding of IPE concepts?





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



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.”

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





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!

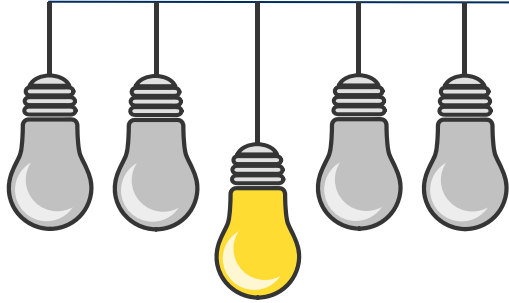
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Final Reflection:

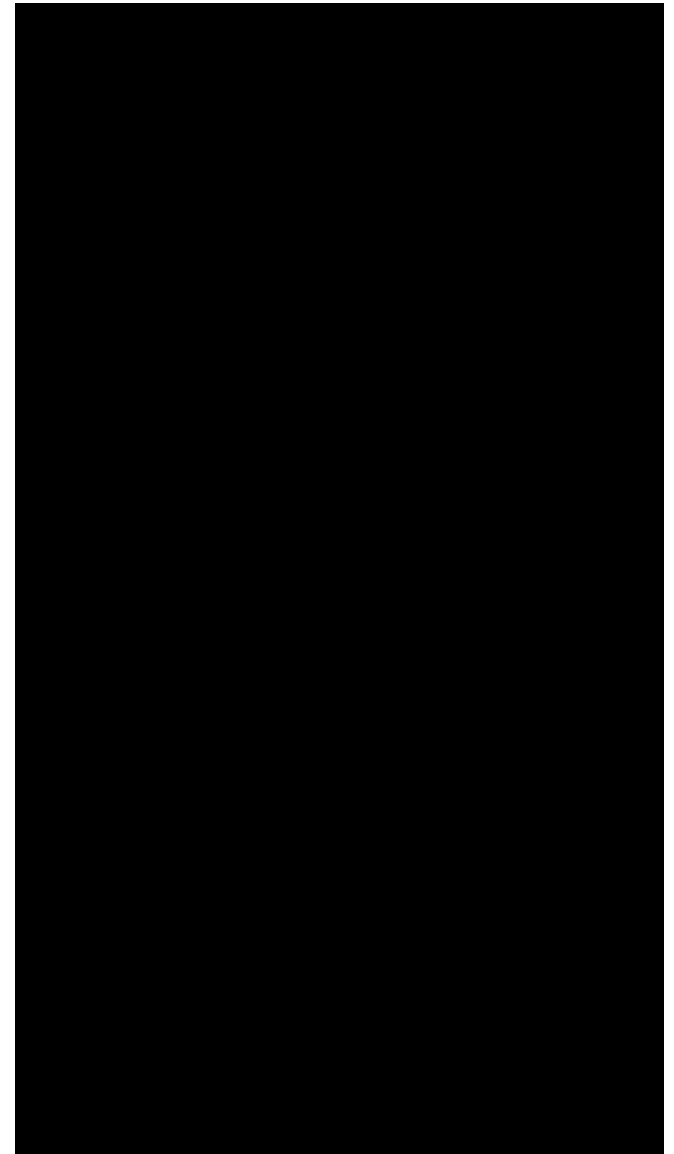
- “Fun is pedagogically powerful - but requires serious planning.”
- Encourage experimentation
- Focus on student-centered design
- Commit to continuous improvement



It started with an idea...



and then...



Thank You!

Sally Stimson, MSN, RN, CHSE
Interprofessional Simulation Administrator
Clarkson College
Omaha, Nebraska

stimsonsally@clarksoncollege.edu

