SIMULATION AS A VEHICLE FOR ENHANCING INTERPROFESSIONAL EDUCATION

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Collaborative Practice Models

Why is Teamwork Important Now?

• 1990 - Emergence of the quality & safety movement
• 2001, 2010, 2015 - IOM reports
• 2010 - Patient Protection and Affordable Care Act
Collaborative Practice Models

Challenges

• Role Ambiguity
• Hierarchical Relationships
• Educational Differences
• Gender Issues
• Culture
Collaborative Practice Models

Benefits

• Improve patient safety
• Patient satisfaction
• Care coordination
• Health care provider working relationships
• More efficient use of time
• Decreased LOS
• Reduced cost
How can they work together if they don’t learn together?
Interprofessional Education (IPE)

“Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength.”

*World Health Organization (WHO). (2010).*
FIGURE 2: Framework for Action on Interprofessional Education & Collaborative Practice

## Core Competencies for IPE

(Interprofessional Education Collaborative Expert Panel, 2011)

### Values/Ethics for Interprofessional Practice

- Act with honesty and integrity in relationships with patients, families and other team members.
- Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.

### Roles/Responsibilities for Collaborative Practice

- Communicate one’s role and responsibilities clearly to patients, families and other professions.
- Explain the roles and responsibilities of other care providers and how the team works together to provide care.

### Interprofessional Communication

- Choose effective communication tools and techniques, including information systems and communication technologies, for facilitating discussions and interactions that enhance team function.
- Give timely, sensitive, instructive feedback to others about their performance on the team and respond respectfully as a team member to feedback from others.

### Interprofessional Teamwork and Team-Based Care

- Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem solving.
- Reflect on both individual and team performance improvement.
Simulation

• Simulation in education refers to the re-creation of an event that is as closely linked to reality as possible.

• Gaba (2004) defined simulation as a technique, rather than a technology, to replace or amplify real life experiences with guided experiences often immersive in nature to evoke or replicate aspects of the real world, in a fully interactive pattern.

• Simulation provides a safe learning environment for students to practice, where they are free to make mistakes, correct them and improve the processes of care (Kenaszchuk, MacMillan, van Soeren, & Reeves, 2011).

• Simulation is the bridge between classroom learning and the real life clinical experience, allowing students to put theory into practice.
Interprofessional Learning Through Simulation

• Interdisciplinary simulation to focus on communication skills and collaborative work.
Setting Up a Collaborative Practice Model Using Simulations

Indiana University Schools of Nursing & Medicine's Collaborative Model
Simulation with IPE is not a new concept
Types of Simulation Used in IPE

- Case Study
- Role Play
- Objective Structured Clinical Examination (OSCE)
- Low – High Fidelity Mannequins
- Virtual Reality
Case Studies
Role Play
Grey’s Anatomy
Aired ABC, October 31, 2008
OSCE
Lo – Mid- High Fidelity Mannequins
Virtual Reality
Anatomage TABLE
Virtual Dissection
4 Key Elements When Using Simulation & IPE

1. Developing knowledge in designing, developing, and implementing interprofessional simulations.

2. Establishing guidelines and procedures on how the collaboration will work, taking into account all stakeholders involved (e.g., equal partners in decision-making, scheduling lab time, sharing resources).

3. Developing a conceptual collaborative model with goals and direction.

4. Establishing dates and meeting times for the collaborative work, goals, and activities to be discussed and reflected upon.
Interprofessional Education Collaborative (IPEC)
https://ipecollaborative.org/About_IPEC.html

Simulation Team Training Toolkit
http://collaborate.uw.edu/tools-and-curricula/simulation-team-training-faculty-toolkit/interprofessional-simulation-team-train

NLN Simulation-Based Interprofessional Education
The Opportunity of Interprofessional Health Care

• Health professionals working at the top of their knowledge and skill
• Enhanced staff motivation and satisfaction
• Working as a team providing the right care for the patient when it is needed
• Improved patient safety and outcomes
• Enhanced patient motivation and satisfaction
• Being part of change in delivery of care that can accomplish optimal health outcomes