

Student's Understand their Care Role and have the Ability to Provide Care Following A Multi Patient Collaborative Practice Simulation

AHSRA convention

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Interprofessional Collaborative Practice

“...Occurs when students from two or more Professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010, p. 7).



Interprofessional Education

- ▶ The standards for simulation have expanded to include Sim-IPE Standard XIII (INACSL, 2016).
- ▶ Engaging students from multiple care-provider backgrounds in one simulation will help them learn with and from each other.



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IPECEP Core Competencies

1. Values/Ethics for interprofessional practice
2. Roles & Responsibilities
3. Interprofessional Communication
4. Team & Teamwork

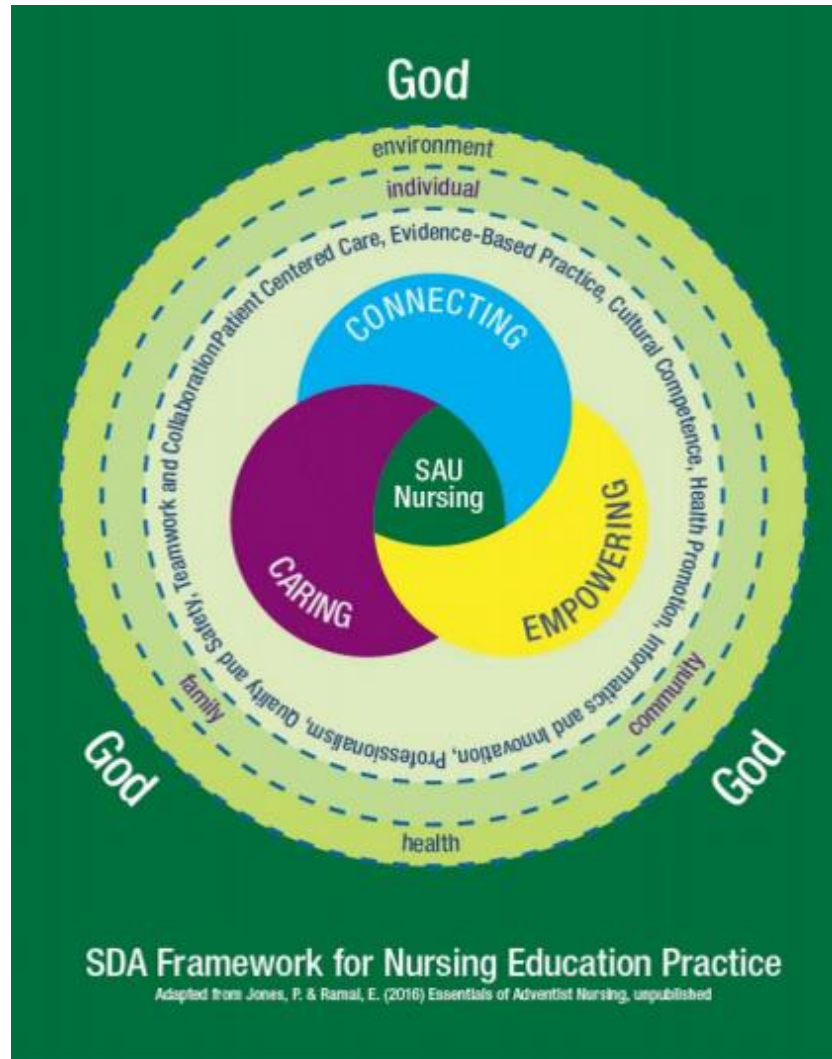
(IPECEP, 2011, p. 9)



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SDA Nurse Educator Framework



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Purpose of the Study

- ▶ Provide a MP IPCP simulation
- ▶ Discover participants' perceptions of the MP IPCP simulation:
 - ▶ Students' understanding of their role in the healthcare environment
 - ▶ Their ability to provide care
 - ▶ Their interactions with the other healthcare providers





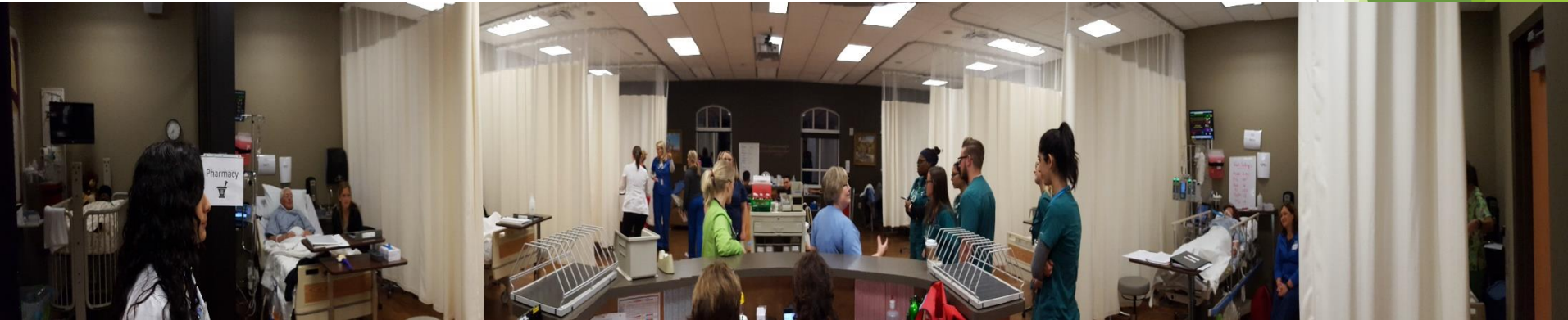
How can they work together
if they don't learn together?



METHODOLOGY

MP IPCP S17 – F17

Various Roles



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Research Design

Mixed Methods Design



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Sample

▶ Student's enrolled in classes from S15 – F17 at Southern Adventist University in:

- ▶ Nursing
- ▶ Pre Med
- ▶ Religion
- ▶ Social work

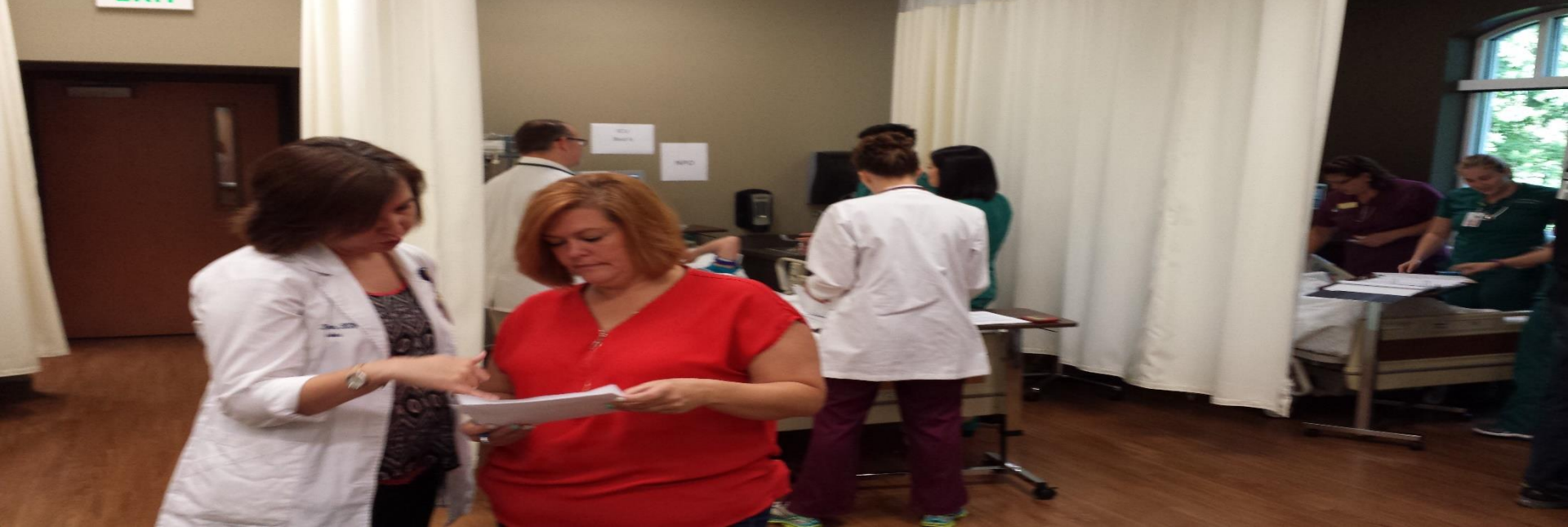


N = 81



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Demographics

Gender

Male: 23% (n = 19)

Female: 77% (n = 62)

N = 81

Age

18 - 19: 2% (n = 2)

20 - 24: 78% (n = 62)

25 - 29: 1% (n = 1)

30 - 49: 19% (n = 14)



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Demographics

Major

Nursing:

ADN – Level 53% (n = 42)

BSN – Leadership/Research 13% (n = 11)

MSN – ACNP 14% (n = 12)

Pre Med: 2% (n = 2)

Religion: 1% (n = 1)

Social Work: MSW 16% (n = 13)



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Procedure

Orientation

Hands-on care of multiple patients 1.5 hrs

Debrief and data collection sessions



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Ethical Protections

IRB Approval from Southern
Informed consent 1st question

All data anonymous

Data encrypted and password protected



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Data Collection

After the simulation:

Online surveys completed

Role specific recorded debrief sessions



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Data Analysis

Quantitative data – descriptive stats

Qualitative data – interviews transcribed, reviewed for accuracy, coded, and themes identified



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What Went Well

Video



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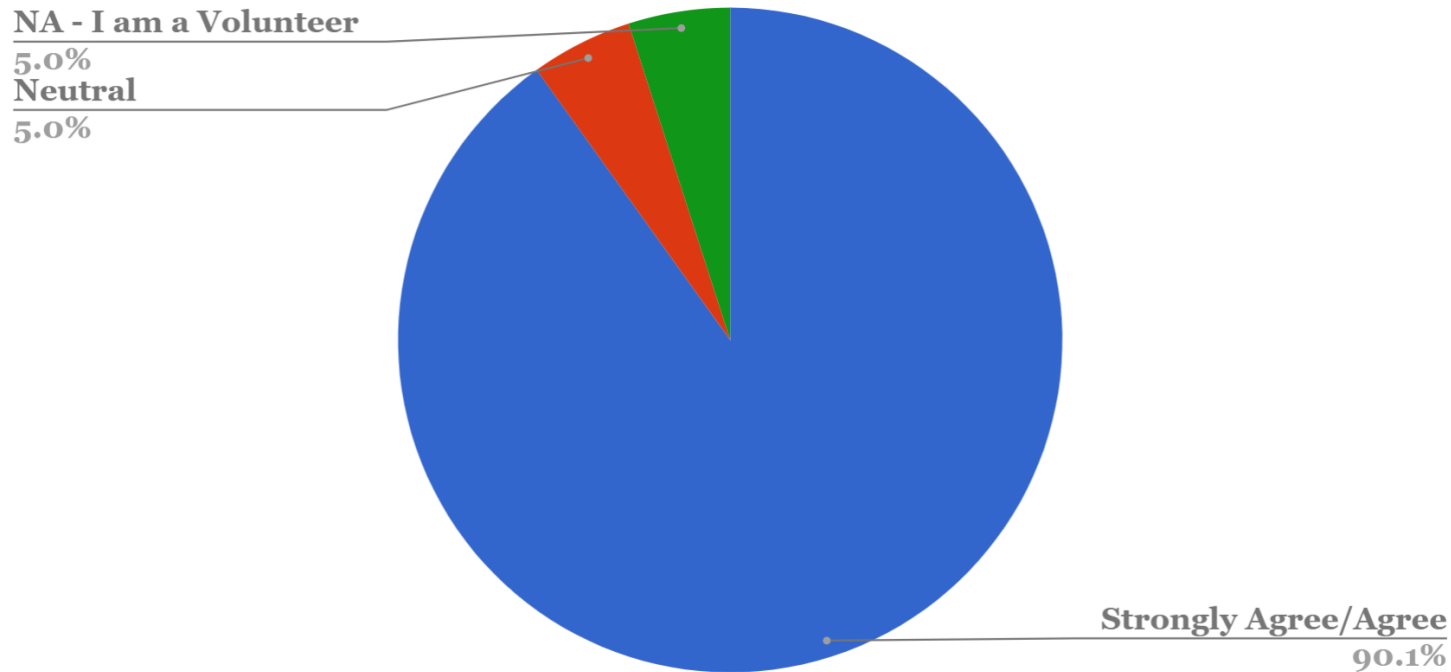
Findings



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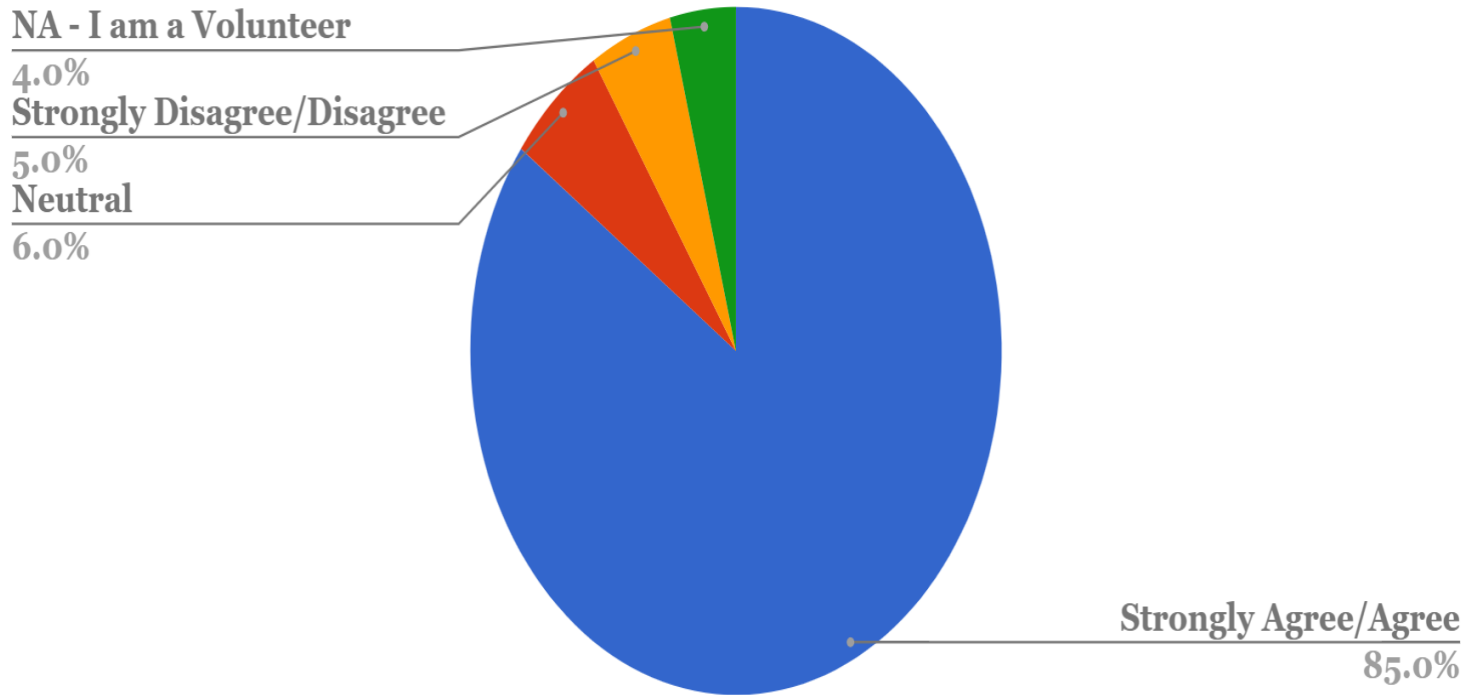
Good understanding how to provide care for my specific role



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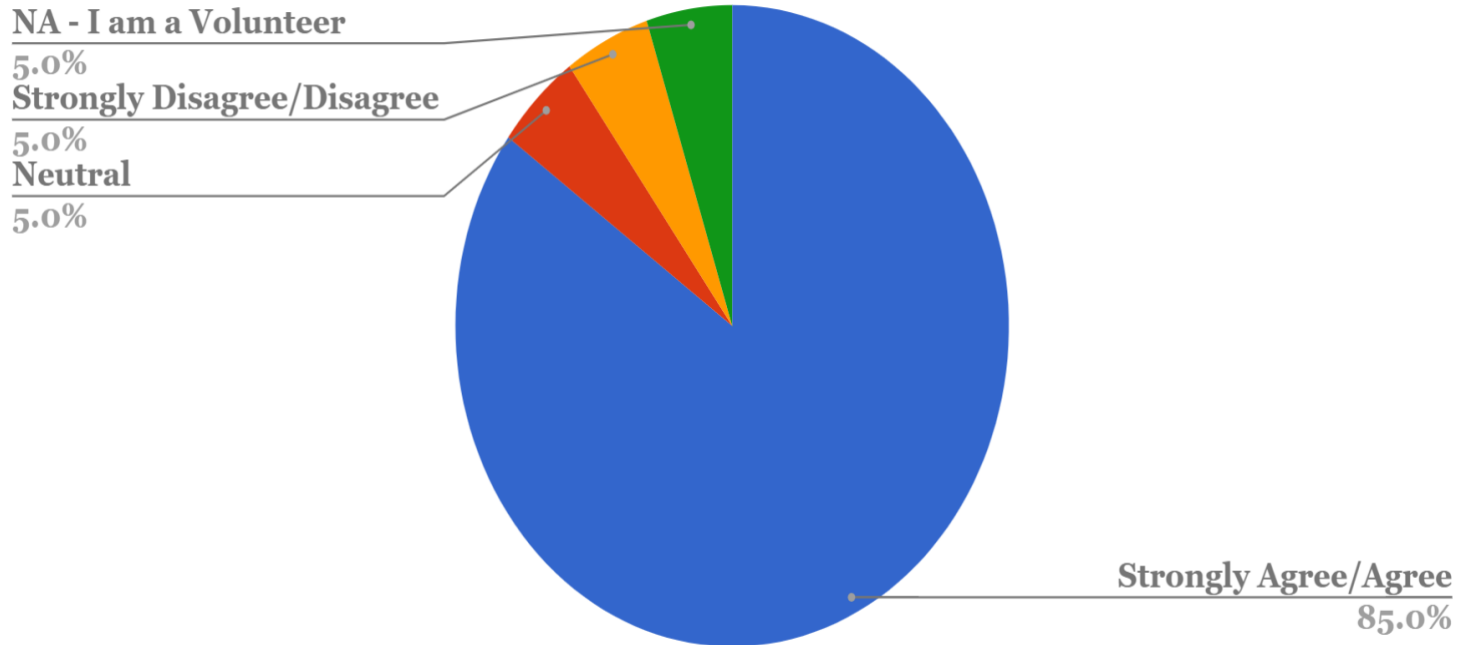
Feel comfortable with my ability to provide care



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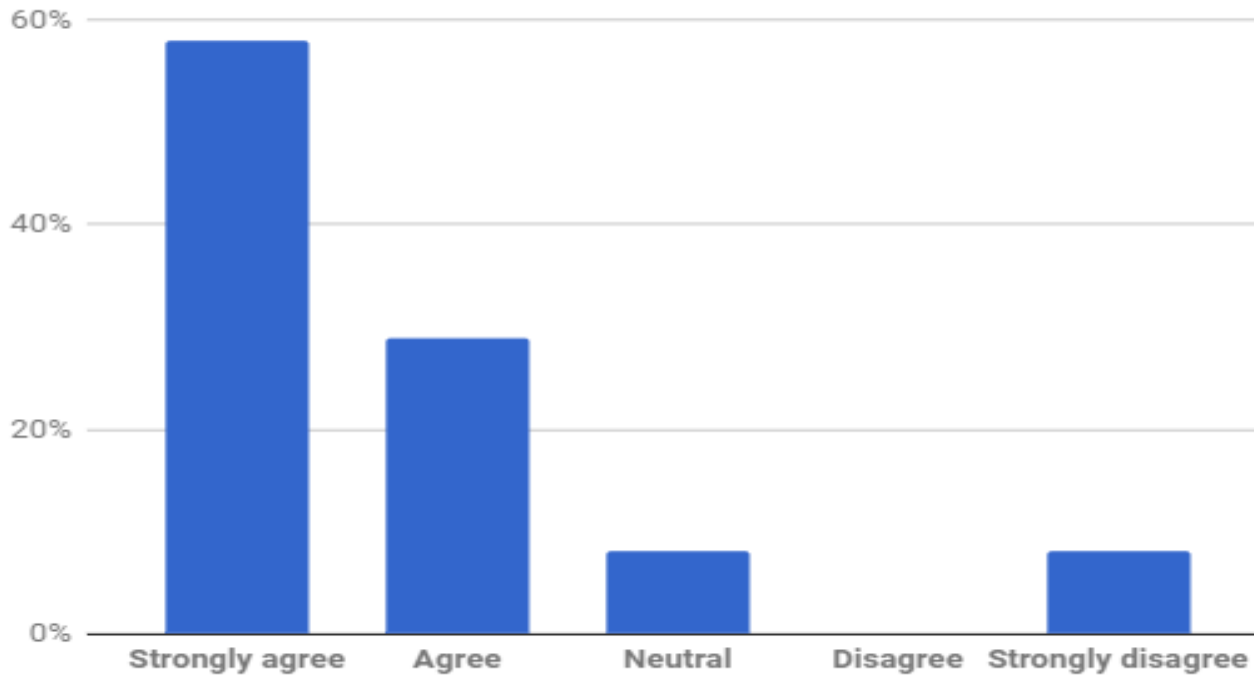
Feel confident in my abilities to provide care



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Feel Spirituality is an important element to healthcare role



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Comments from ASN Students

Time management / organization

- ▶ “It is important to practice time management when caring for patients”
- ▶ “I will learn how to be more organized”
- ▶ “Organization and time management”
- ▶ “being more organized in my time management skill”
- ▶ “Time management”



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Comments from ASN Students

Confidence

- ▶ “To be confident in my skills”
- ▶ “Be confident with your coworkers”
- ▶ “Be confident in your care for your patient because you know more then what you give credit for and you are apart of a team that can help you”
- ▶ “Thank you for providing this experience to help us build our confidence before we graduate so we have an idea of what it will be like to be actual RN's taking care of patients very soon”



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Comments from BSN Students

Awareness

- ▶ “Being mindful of what other people are doing. Disruptions can be a patient safety issue, if they are not done mindfully”
- ▶ “By seeing a different side of nursing I am able to respect the secretary more”
- ▶ “After watching the AS students as nurses, I will remember to be cautious in my actions as a nurse”



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Comments from BSN Students

Ask for help

- ▶ “Ask for help from healthcare team”
- ▶ “To ask for help”



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Comments from MSN ACNP Students

Teamwork & collaboration

- ▶ “Collaboration/team approach”
- ▶ “Teamwork and there is always someone to ask for help from”



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Comments from MSW Students

Teamwork and collaboration

- ▶ “The biggest element that I took away from the ICU simulation was how to work as a team in an interdisciplinary approach [...] we are a team all wanting what is best for our families regardless if we all have different roles.”
- ▶ “...in traumatic situations, communication plays a vital role...”



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Comments from MSW Students

Understand different perspectives

- ▶ “It was interesting to see the medical side of things”
- ▶ “I gained so much from the experience and truly was glad I was able to be a part of it. I was able to see different perspectives, and the different needs of patients, nurses, doctors and social workers.”



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Comments from MSW Students

...and a need for Advocacy

▶ “Gave me a lot of insight on interdisciplinary work as a professional social worker. . . I also realized that advocacy is needed in all situations on multiple levels.”

▶ “I was also able to see how traumatizing ICU’s can be for patients! I was able to see the intensity of emotions and frustrations that are experienced in an ICU room. . . The family members need to have the support of someone standing beside them being a sounding board and advocating for them when they are too emotional to do so for themselves.”



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Implications – Healthcare Educators

- ❖ Promote innovative methods of preparing students for practice in a complex healthcare environment where teamwork and collaboration are essential
- ❖ Determine optimal timing for inclusion of MP-IPCP simulation within the curriculum
- ❖ Plan early and consider availability of necessary space, equipment, supplies, staff, and time for the MP-IPCP simulation



Implications – Cont'

- ❖ Provide initial and ongoing interprofessional team orientation to simulation best practices
- ❖ When evaluating, consider the impact of MP-IPCP simulation on learner and patient outcomes
- ❖ Appraise appropriate resources including simulation space, equipment, supplies, and support staff for conducting MP-IPCP



Does the Data Make a Difference?

- The findings support the SDA NE Framework of Caring, Connecting, and Empowering.
- Findings suggest that students' feel comfortable providing care and have a better understanding of the various healthcare roles following the MP IPCP simulation



Further Research

Further research agenda could include finding the relationship between different aspects of spirituality and providing care.

The MP-IPCP simulation study could be replicated throughout multiple settings and regions, so that true generalization of the results could be achieved.



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Biblical Foundation

Approaching care giving from a faith based education perspective supports... He waits to cooperate with all who are seeking to minister in His name . He is in the midst of us, to heal and to bless, if we will receive Him (MH, p. 50).

Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress...(James 1:27)



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Dissemination

Podium/ Poster Presentations @:
2017 INACSL & Univ of Kentucky
2017 NLN Educational Summit



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doi:10.4236/ce.2015.617189



*Thank you for your
time and attention!*



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