

ABSTRACT

- Interprofessional simulation can deepen learning and provide preparatory experiences for full-time clinical rotations and for early professionals to allow safe exploration and practice with difficult, high stakes situations and environments.
- This aim of this research project and simulation experience is to provide meaningful and authentic experiences with interprofessional disciplines collaborating to perform early mobility with a patient (high-fidelity mannequin) in a critical care unit and family member (Standardized Patient).

BACKGROUND

- Physical and Occupational Therapy students, and early-career nurses find it difficult to function in acute care settings due to the complexity of patients and the environment, the need for teamwork and communication, and quick decision making required to treat the patient effectively and safely
- Through this Interprofessional Education (IPE) simulation experience, Physical and Occupational Therapy students will communicate with patients, families, and other health professionals in a responsive and responsible manner that supports a team approach and perform effectively in team roles to plan and deliver patient centered care that is safe, timely, and effective.
- Interprofessionals lack the knowledge, skills, and understanding of each other's scope of practice.

METHODS

- Participants in the experience included Physical and Occupational Therapy students and nurse residents
- Learners were grouped into interprofessional teams and received pre-brief instructions
- A Learning Management System was used to administer the Interprofessional Collaborative Competencies Attainment Survey (ICCAS) to assess participants' attitudes and perceptions related to interprofessional education (IPE)
- Interprofessional teams completed the 30-minute simulation experience with a high-fidelity mannequin and a standardized patient as a family member.
- Interprofessional teams completed a post-simulation briefing to discuss scope of practice and communication amongst the team
- ICCAS results were based on respondents' answers to a survey using a 5-point Likert scale and reflective questions. Data was analyzed by the PIs and was quantitative in nature with both descriptive and inferential statistics reported.

KEY FINDINGS/RESULTS

- A convenience sampling of PT, OT, and nurse residents (n=83) participated in the IPE simulation.
- Data showed student support was overwhelming positive for the project from both an Interprofessional and Content-Exposure perspective. Additionally, ALL 20 ICCAS items showed an improvement in mean scores from pre to post project.
- Nurse residents completed a separate evaluation to assess whether their desired learning outcome was met and whether the experience enhanced learning and the ability to think critically.
- Qualitative data: "Provided an opportunity to develop a good communication baseline between PT/OT and nursing."
- "I will respect and appreciate the work and care that PT/OT does daily."
- "It will improve the delivery of patient care by allowing me to have practice with communicating with the interdisciplinary team to navigate a patient's treatment."

Table. ICCAS* Results

ICCAS Item Number	ICCAS Question	Before Event Response Mean (0-5)	After Event Response Mean (0-5)
1	Promote effective communication among members of an interprofessional team.	3.49	4.18
2	Actively listen to an interprofessional team member's ideas and concerns.	3.88	4.40
3	Express my ideas and concerns without being judgmental.	3.76	4.20
4	Provide constructive feedback to interprofessional team members.	3.25	4.05
5	Express my ideas and concerns in a clear, concise manner.	3.52	4.17
6	Seek out interprofessional team members to address issues.	3.51	4.23
7	Work effectively with interprofessional team members to enhance care.	4.33	4.71
8	Learn with, from and about interprofessional team members to enhance care.	3.71	4.51
9	Identify and describe my abilities and contributions to the interprofessional team.	3.72	4.35
10	Be accountable for my contributions to the interprofessional team.	3.63	4.31
11	Understand the abilities and contributions of interprofessional team members.	3.76	4.33
12	Recognize how others' skills and knowledge complement and overlap with my own.	3.65	4.39
13	Use an interprofessional team approach with the patient to assess the health situation.	3.60	4.38
14	Use an interprofessional team approach with the patient to provide whole person care.	3.59	4.33
15	Include the patient/family in decision making.	3.78	4.29
16	Actively listen to perspectives of interprofessional team members.	3.84	4.51
17	Take into account the ideas of interprofessional team members.	3.87	4.45
18	Address team conflict in a respectful manner.	3.69	4.31
19	Develop an effective care plan with interprofessional team members.	3.54	4.39
20	Negotiate responsibilities within overlapping scopes of practice.	3.54	4.25
TOTAL		3.7	4.3

*5-Item Likert Scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

RECOMMENDATIONS

- Respondents found the experience promoted effective communication and respect among IPE team members and recognized how others' skills and knowledge complemented and overlapped with their own.
- Interprofessional simulation can be replicated at other organizations and provides a safe and realistic experience to practice communication techniques and clinical skills.
- These complex, authentic experiences could help to improve students' and early professionals' preparation for full time clinical education and practice in similar situations and settings.
- Interprofessional simulations are effective in increasing team members' understanding of scope of practice and contributions to improving complex care.

LIMITATIONS

- Small sample size
- First interprofessional simulation with nurse involvement

REFERENCES

Schmitz, C. C., Radosevich, D. M., Jardine, P., MacDonald, C. J., Trumppower, D., & Archibald, D. (2017). The interprofessional collaborative competency attainment survey (ICCAS). *Journal of Interprofessional Care*, 31(1), 28-34. <https://doi.org/10.1080/13561820.2016.1233096>

ACKNOWLEDGEMENTS

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