

Innovative Approaches to Interprofessional Simulation

Lindsay Iverson, DNP, APRN
&
Susan Connelly, DNP, APRN

Creighton University College of Nursing

Disclosures

- There are no financial or nonfinancial conflicts of interest

Overview

- AACN Core Competencies for Interprofessional Collaborative Practice
- 3 innovative simulated activities
- 3 NP population tracks
- Patients across the lifespan
- Community, primary, and hospital care settings

NP/EMS



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Purpose

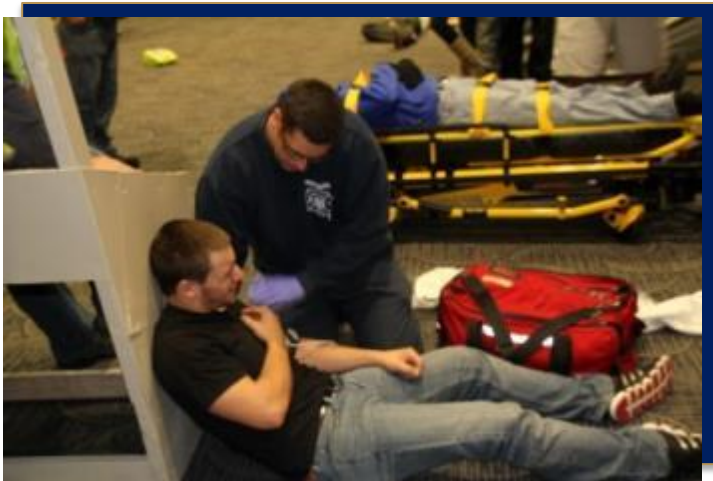
- Emphasized field triage, patient stabilization, communication, and transfer of care of patients using a pre-hospital and emergency department simulation between Emergency Medical Services and Nurse Practitioner students

Participants and Resources

- Participants
 - Nineteen EMS students
 - Six nurse practitioner students
 - Adult Acute Care, Pediatric Acute Care, and Family Nurse Practitioner specialties
- Resources and information provided to students prior to taking part in two interprofessional simulation experiences.
 - Interprofessional collaboration
 - Roles

Simulation I

- Students participated in pre-hospital and emergency department simulations
 - Participants discussed previous experiences with interprofessional education and collaboration
 - 3 simulation scenarios were completed
 - Cardiac arrest
 - Burn
 - Pediatric anaphylaxis
 - Post-simulation debriefing was conducted



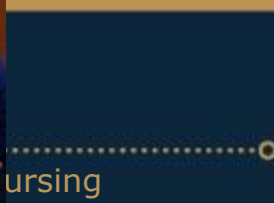
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Simulation II

- Students participated in the Medical Incident Management preparation day
 - Learned about triage, disaster planning, and the National Incident management System (NIMS) during a disaster
- This was followed by a simulated disaster drill



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DNP/Pharmacy Safety & Communication



Patient Safety & Communication

Focus

Decision-making

Communication

Collaboration

Students

13 DNP Students

8 2nd Year Pharmacy Students



Setting and Resources

- Simulation Lab
 - Outpatient/Primary Care Setting
 - Inpatient/Acute Care Setting
- Resources
 - 1 Mannequin
 - 1 High Fidelity Mannequin
 - “Family Member”
 - Telephone



Schedule

Time Slot						
9:00-9:55	FNP	FNP	ACNP	Adult Scenario	P4 Student Outpatient	P4 Student Outpatient
10:00-10:55	FNP	ANP	ACNP	Adult Scenario	P4 Student Outpatient	P4 Student Inpatient
11:00-11:30	Debrief for Group 1 & 2					
11:35-12:30	FNP	FNP	ACNP	Adult Scenario	P4 Student Outpatient	P4 Student Inpatient
12:35-1:30	FNP	FNP	PACNP	Peds Scenario	P4 Student Outpatient	P4 Student Inpatient
1:35-2:30	FNP	FNP or PACNP		Peds or Adult Scenario	P4 Student Outpatient	
2:35-3:05	Debrief for Group 3, 4, & 5					

Guidelines



- Outpatient Scenario
 - 25 minutes to assess and manage
 - Consult with Pharmacy
 - 5 minute “transfer of care” phone-call
- Inpatient Scenario
 - 25 minutes to assess and manage
 - Consult with Pharmacy

Scenario

- **Adult Scenario**
 - Outpatient: Geriatric altered mental status →
 - Inpatient: Sepsis
- **Pediatric Scenario**
 - Infant with pneumonia/dehydration →
 - Inpatient vs Outpatient Management
- **Pharmacy Consultation**

Debriefing and Evaluation



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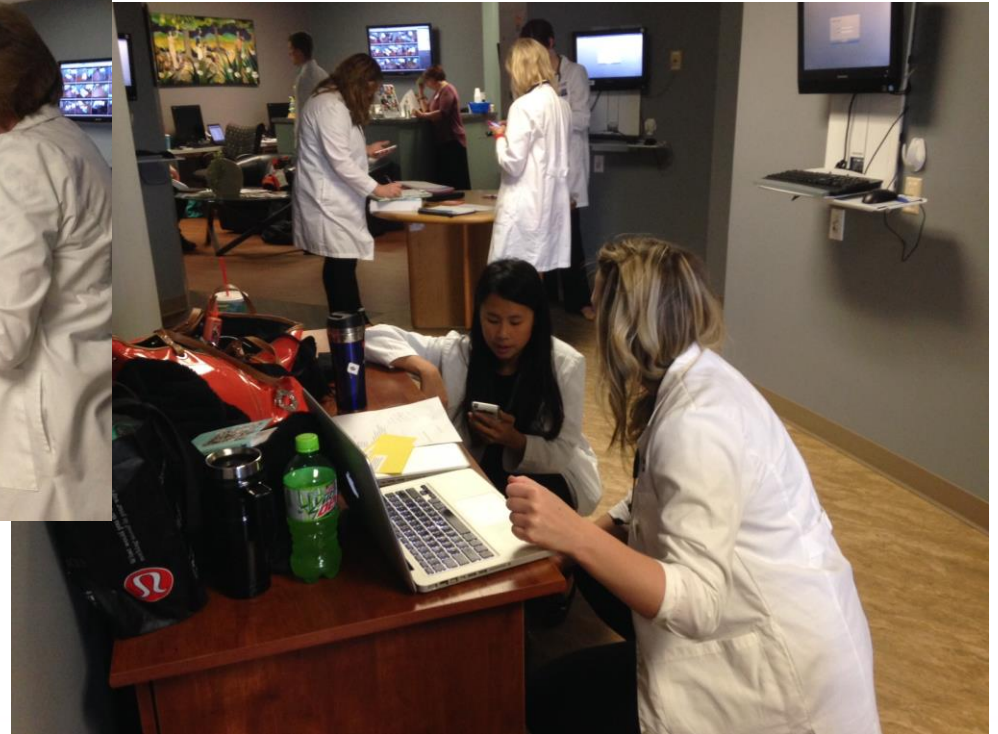
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Grading Rubric

	Indicator	Possible Points	Earned Points
1.	Introduced self & role/title to other provider	2	
2.	Spoke in a kind and direct manner	2	
3.	Respectful of opinion, evaluation, and management of other healthcare team members	2	
4.	Discussed/participated in Mode of transportation	2	
5.	Discussed/participated in critical level of patient/best location for admission	2	
6.	Actively participated in the communication with pharmacy student- discussed medications, labs, asked for thoughts about antibiotic and vasopressor	10	
Total Points		20	

NP/Pharmacy Multi-Client

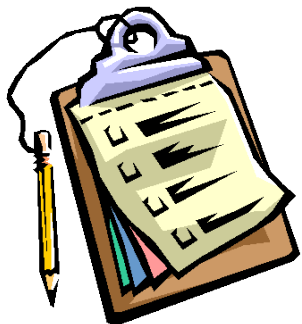


NP/Pharmacy Multi-Client

- Students participated in a multiple client standardized patient encounter
 - Each student completed 2 patient encounters
 - Pharmacy student participation
- Post-encounter debriefing
- All students surveyed regarding experience with interdisciplinary collaboration

Logistics

- Each Encounter – 30 minutes
 - Followed by 10 minutes to switch rooms and for standardized patients to complete an evaluation of the students
- Specific cases: Fever, Gastroenteritis and dehydration; CAP, PUD



Lessons Learned

- Strengths
 - Multiple nurse practitioner tracks
 - Appreciation of interprofessional collaboration
- Opportunities
 - Same level of education between students
 - More disciplines involved in simulation

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