Innovative Approaches to Interprofessional Simulation

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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
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
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
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

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>FNP</th>
<th>FNP</th>
<th>ACNP</th>
<th>Adult Scenario</th>
<th>P4 Student Outpatient</th>
<th>P4 Student Inpatient</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:55</td>
<td>FNP</td>
<td>FNP</td>
<td>ACNP</td>
<td>Adult Scenario</td>
<td>P4 Student Outpatient</td>
<td>P4 Student Inpatient</td>
</tr>
<tr>
<td>10:00-10:55</td>
<td>FNP</td>
<td>ANP</td>
<td>ACNP</td>
<td>Adult Scenario</td>
<td>P4 Student Outpatient</td>
<td>P4 Student Inpatient</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Debrief for Group 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11:35-12:30</td>
<td>FNP</td>
<td>FNP</td>
<td>ACNP</td>
<td>Adult Scenario</td>
<td>P4 Student Outpatient</td>
<td>P4 Student Inpatient</td>
</tr>
<tr>
<td>12:35-1:30</td>
<td>FNP</td>
<td>FNP</td>
<td>PACNP</td>
<td>Peds Scenario</td>
<td>P4 Student Outpatient</td>
<td>P4 Student Inpatient</td>
</tr>
<tr>
<td>1:35-2:30</td>
<td>FNP</td>
<td>FNP or PACNP</td>
<td></td>
<td>Peds or Adult Scenario</td>
<td>P4 Student Outpatient</td>
<td></td>
</tr>
<tr>
<td>2:35-3:05</td>
<td>Debrief for Group 3, 4, &amp; 5</td>
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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
# Grading Rubric

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

**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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