Interprofessional Simulation: Overcoming Barriers to Success

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Objectives

• Discuss the importance of faculty communication and collaboration in the development and implementation of an interprofessional (IPE) simulation

• Describe how barriers to IPE simulation can be overcome through implementation of team concepts among faculty

• Discuss how to coordinate active participation and eliminate passive observation in IPE simulation activities
Introduction

- What is IPE and why do it?
- Quality and Safety Education for Nurses (QSEN) Institute (2013)
- Institute of Medicine (IOM) (2001; 2011)
- The Joint Commission (2013)
- Interprofessional Education Collaborative Expert Panel (IECEP) (2011)
- And many more
Background

- Previous IPE simulations showed faculty that teamwork, collaboration, and communication skills could be improved.

- Previous simulation feedback about observer role.

- Faculty commitment to active role.

- Effective team members of whatever team they are a member.
TeamSTEPPS

• What is TeamSTEPPS™?

• Faculty training

• Consistent terminology and concepts

• Consensus on modules and concepts utilized
Facility Barriers

- IPE Support
- Scheduling and Time
- Physical Space
- Simulation Center
Clinical Simulation Center
Clinical Simulation Center

Control Room Equipment Installation Continues
Clinical Simulation Center
Clinical Simulation Center
Faculty Barriers

- IPE Training
- Familiarity
- “Professional Centrism” or silos
- Lack of knowledge about other disciplines
- Faculty support
Faculty Barriers

- Other faculty support
- Faculty as a team
- Faculty workload
- Common goal
Faculty Barriers

- Think outside the box
- Flexibility
Student Barriers

- TeamSTEPPS and IPE training
- Familiarity
- “Professional Centrism” or silos
- Lack of knowledge about other disciplines
Meet and Greet
Student Barriers

- Scheduling and Time
- Time and Scheduling
- Scheduling and Time
- Time and Scheduling - see the theme?
<table>
<thead>
<tr>
<th>Time</th>
<th>Participants</th>
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| **M 11-1130** |  1. Respiratory  
  2. Radiologic Technology  
  3. OTA  
  4. OTA  
  5. Nursing Team Leader  
  6. Nursing Medication  
  7. Nursing Defibrillator  
  8. Nursing Recorder  
  9. Nursing Relief CPR/Primary Nurse | **M 1130-1200** |  1. Respiratory  
  2. Radiologic Technology  
  4. OTA  
  5. Nursing Team Leader  
  6. Nursing Medication  
  7. Nursing Defibrillator  
  8. Nursing Recorder  
  9. Nursing Relief CPR/Primary Nurse |
| **S 1130-1200** |                                            | **S 1200-1230** |                                            |
| **D 1200-1230** |                                            | **D 1230-1330** |                                            |
Student Barriers: Student Skill Mix
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Lessons Learned

- A lot of work!
- Flexibility is essential!
- Better faculty scheduling with increased faculty numbers
- Start planning sooner
- Commitment
- Improved Meet and Greet
Conclusion

• IPE is essential to promote patient safety and decrease errors in healthcare delivery (IECEP, 2011; IOM, 2001, 2013; QSEN Institute 2013; Joint Commission, 2013)

• Successful IPE is possible

• Teamwork between faculty and students is imperative
“Each and every health professions student walked into this building with a common goal—to help people. Our interprofessional simulation experience has given us the foundation to be effective team members and enables us to achieve our goal—helping people.”
Thank You!

• Christine Thompson, Clinical Simulation Center Coordinator and Photographer Extraordinaire

• Mike Fetscher, Coordinator of Instructional Broadcasting and Tech Guru
Questions?
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References