

MINUTES
ACADEMIC AFFAIRS COMMITTEE
UNIVERSITY OF SOUTHERN INDIANA
BOARD OF TRUSTEES

March 6, 2014

The Academic Affairs Committee of the University of Southern Indiana Board of Trustees met on Thursday, March 6, 2014, in the University Center on campus. Present were Committee Chair W. Harold Calloway and Trustees Ira G. Boots, Amy W. MacDonell, and Ronald D. Romain '73. Also in attendance were Assistant Provost for Academic Affairs Shelly Blunt and Faculty Senate Chair Mary Hallock Morris.

Committee Chair Calloway called the meeting to order at 9:05 a.m. and turned the meeting over to Assistant Provost Blunt for an introduction of the report.

1. REPORT ON CARDIAC ARREST SIMULATION

Assistant Provost Blunt introduced Dr. Ann White, dean of the College of Nursing and Health Professions to begin the presentation entitled, "Interprofessional Education through a Cardiac Arrest Simulation." Dean White began the report by thanking everyone for the opportunity to speak on a new major educational initiative started in the College of Nursing and Health Professions, interprofessional education. Interprofessional education is defined as having students in multiple health professions' programs learning about and working together as a team to provide care to the patient. Hospitals and other health care agencies are requesting that graduates know how to work as a member of a team. This is especially important with the Affordable Care Act, because if teams are not working together, the team will not get the desired patient outcome. In addition, inclusion of the interprofessional education in program curricula is an expectation of many of the College of Nursing and Health Professions' accrediting agencies. Thus, the College of Nursing and Health Professions has taken a proactive approach and have now integrated these learning experiences in the college programs.

After Dean White's introduction, Dr. Tracy Kinner, assistant professor of Nursing, explained the simulation. Quality and Safety Education for Nurses and the Institute of Medicine recommend interprofessional education to foster open communication, encourage mutual respect, and support joint decision making among health professionals. Improved communication among health care professionals has been shown to decrease errors and increase patient safety in the hospital setting.

Prior to the students participating in the simulation, TeamSTEPPS education was delivered to students from nursing, occupational therapy assistant, respiratory therapy, and radiologic technology. TeamSTEPPS, developed by the Department of Defense in collaboration with the Agency for Healthcare Research and Quality, is a teamwork system designed for health care professions that is an evidence-based teamwork system to improve communication and teamwork skills. In addition to TeamSTEPPS education, the nursing faculty provided the nursing students with additional education which included the American Heart Association's Advanced Cardiac Life Support program prior to the simulation.

Interdisciplinary teams were created and each participant was given a role to play within their scope of practice regardless of their level of training or experience. Approximately 175 students from four health professions' disciplines were divided into 20 simulation teams. Each team met for introductions and general instruction prior to beginning the simulation, completed the simulation, and then participated in a 30-minute debriefing session. Using this three-stage design, the simulations ran consecutively over a five-hour period each day.

Simulations began with the occupational therapy assistant students assessing the patient prior to beginning treatment. The patient became unresponsive and these students served as first responders, assessed the situation, called for help, and began delivering cardiopulmonary resuscitation. The code team or cardiac arrest situation team consisted of nursing students and a respiratory therapy student, whose role was to manage the patient's airway. The nursing and respiratory therapy students were assigned the same roles that are appointed during the American Heart Association's Advanced Cardiac Life Support protocols. Radiologic

technology students provided post code imaging. These students fulfilled the exact same roles that their disciplines would perform in the acute care setting during a cardiac arrest situation. A video of one of the simulations was shown to the committee.

After the simulation video, students shown in the video were asked to share their experiences and answer questions. The presentation concluded with Dr. Mary Kay Arvin, chair of Occupational Therapy Assistant, thanking Dean White for the opportunity for faculty collaboration through interprofessional education.

There being no further business, the meeting was adjourned at 9:45 a.m.