IMPLEMENTING SIMULATION-BASED INTERPROFESSIONAL EDUCATION: STUDENTS’ EVALUATION OF THE PILOT INDICATE A VERY SUCCESSFUL PROGRAM

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ABSTRACT

Purpose: The purpose of our project was to examine the processes and outcomes of a multidisciplinary simulation-based interprofessional education activity for students in nursing, medicine, physician assistant, and social work.

Background: Simulation-based education is recognized as an effective tool to foster team learning in the interprofessional education (IPE) setting. While the benefits of this approach are recognized, competition and inter-disciplinary management challenges can impede the implementation of IPE initiatives. Through a simulation-based learning activity, students were provided with an opportunity to practice healthcare simulation in a real-time team environment.

Methods: The study was designed to pilot the use of a simulation-based interprofessional education activity for students in nursing, medicine, physician assistant and social work. The IPE simulation activity was conducted as part of a semester-long course on health sciences for students in each discipline. The pilot study was conducted in a simulation lab and included a 1-hour orientation to the mannequin and environment. Students were divided into teams of four and assigned a case scenario that required the integration of knowledge and skills from all disciplines.

Results: The pilot simulation activity was well received by the students, with 80% of participants expressing interest in participating in future interprofessional simulation activities. Students reported increased confidence in their ability to work effectively as a team to solve complex patient problems. Deeper understanding of interprofessional collaboration was also highlighted by the students, who noted improved communication and respect among team members. Students felt that the simulation activity was a valuable learning tool that enhanced their ability to work collaboratively and provided a safe environment to practice and refine their skills.

Conclusions: The simulation-based interprofessional education activity was successful in fostering collaboration among students from different disciplines. The pilot study highlights the potential for simulation-based interprofessional education to enhance students' ability to work effectively in a team setting and underscores the need for further development and implementation of similar initiatives.

Keywords: Interprofessional Education, Simulation-Based Learning, Teamwork, Collaboration, Nursing, Medicine, Physician Assistant, Social Work.

REFERENCES


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RESULTS

Summary

- Students' reactions to the program and simulation were very positive.
- The questionnaires and debriefing sessions provided valuable insights into the impact of the simulation.
- The feedback was overwhelmingly positive, with participants expressing interest in future interprofessional simulation activities.

Conclusions

- The simulation-based interprofessional education activity was successful in fostering collaboration among students from different disciplines.
- The pilot study highlights the potential for simulation-based interprofessional education to enhance students' ability to work effectively in a team setting.
- Further development and implementation of similar initiatives are needed to expand the reach of interprofessional education and improve patient outcomes.