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

TeamSTEPPS
Team Strategies & Tools to Enhance Performance & Patient Safety
Facility Barriers

- IPE Support
- Scheduling and Time
- Physical Space
- Simulation Center
Clinical Simulation Center
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 |
| S 1130-1200 |                                                                        |
| D 1200-1230 |                                                                        |
| M 1130-1200 | 1. Respiratory  
           | 2. Radiologic Technology  
           | 3. OTA  
           | 4. OTA  
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           | 6. Nursing Medication  
           | 7. Nursing Defibrillator  
           | 8. Nursing Recorder  
           | 9. Nursing Relief CPR/Primary Nurse |
| S 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


- Successful IPE is possible

- Teamwork between faculty and students is imperative
One Student’s Perspective

“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


