Understanding Each Other Through Interdisciplinary Simulation:
Making Friends in a Mock Hospital

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Importance of Interprofessional Simulation

“Coming together is the beginning. Keeping together is progress. Working together is success”
- Henry Ford

Auburn Montgomery Moving Forward

- School of Nursing established in 1978
- 4 year BSN program
  Also RN to BSN (EARN) & MSN program
- 217 current upper division traditional students
- Now the College of Nursing and Health Sciences
  - Nursing
  - Clinical Lab Sciences (CLS)
  - Social Work
  - Speech Pathology
Objectives for Interdisciplinary Simulation

- Prepare nursing students for first clinical experience.
- Recognize roles and responsibilities of collaborative healthcare providers.
- Develop communication skills.
- Model practice behaviors for each other to improve interprofessional collaboration.
- Generate respect for other collaborative healthcare partners.

Collaboration with Clinical Lab Sciences

- **Nursing**
  - NURS 3101 - Pathopharmacology and Patient-Centered Assessment Clinical
  - 1st semester Junior level nursing students
  - 75 students
- **Clinical Lab Sciences**
  - CLLS 4453 - Clinical Chemistry III
  - Senior level of 2 year program
  - 21 students

Interdisciplinary Collaboration & Planning

- **Professor Collaboration:**
  - 2 Nursing course professors
  - 3 Clinical Lab Sciences course professors
  - Nursing Resource Center (NRC) Coordinator/Simulation Coordinator
- 4 sessions lasting 3 hours each
- 3–4 Nursing students & 1 CLS student per simulated patient
Scheduling Student Experiences

<table>
<thead>
<tr>
<th>Nursing Student</th>
<th>Clinical Group</th>
<th>Patient Bed</th>
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<tbody>
<tr>
<td>Student 1</td>
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<td>Student 2</td>
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<tr>
<td>Student 15</td>
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<td>5</td>
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Helpful to schedule by clinical group and include any clinical adjuncts.

Building an Interdisciplinary Mock Hospital

- 5 patients developed for care/intervention:
  - Ms. Calcie Stone (Cholecystectomy)
  - Mr. Patrick Puffer (COPD)
  - Mr. Tim Jailbird (Trauma)
  - Ms. Elsa Sweet (Diabetes Mellitus)
  - Mr. Harry George (Cellulitis)
- 2 beds per patient:
  - First bed, low fidelity manikin for skill performance
  - Second bed, Senior nursing student for communication, physical assessment and AM care

Building a Mock Hospital Continued

- Room Set Up
  - 2 beds closed off with curtains to create 1 patient room
  - Manikin & Senior student given matching arm bands, gowns, dressings, etc.
- Charts
  - Each patient had admitting orders, history & physical, MAR, lab results, & current orders
- Prep
  - Real lab samples, chart orders
Specific Interdisciplinary Patient Orders

- Calcie Stone
  - Insert foley catheter, obtain C&S and UA
- Patrick Puffer
  - Obtain sputum for C&S. Chem 7. ABGs
- Tim Jaibird
  - W/B. Type & Cross. Blood Administration
- Eisa Sweet
  - Blood Glucose and UA
- Harry George
  - Culture of foot wound

Additional Learning Activities Incorporated

- “Interesting” Visitors
  - HIPAA & Communication
- Security
  - Violent Visitors & Prisoner Patient
- Contact Isolation
  - PPE & Visitor Education
- Seizure
- Code
  - Interdisciplinary Roles & Orders
Evaluating the Student Experience

- 97% agreed or strongly agreed this simulation helped prepare them for actual clinical experiences.
- 99% agreed or strongly agreed this simulation helped them recognize roles and responsibilities of collaborative healthcare providers.
- 91% agreed or strongly agreed this simulation improved their interprofessional communication skills.
- 98% agreed or strongly agreed this simulation helped generate respect for other collaborative healthcare partners.
- 98% agreed or strongly agreed this simulation allowed them to learn from students in other healthcare professions.
Light Bulb Moments

- "I truly understand the importance of both roles today and I respect others’ jobs. It helps relate to the nurses and understand how much they truly go through."
- "It was very interesting to actually see the lab samples run and better understand why they take time to process."
- This clinical experience definitely helps me realize that a team is needed for an outcome and that communication is key.
- "I had no clue that the nurses had to hang blood with saline at the bedside and do so many checks after picking it up from me in the lab."

Light Bulb Moments Continued

- "This experience was great! Actually collaborating first hand between both nursing and the lab tech students gave me a chance to better understand our similarities and differences."
- "I always heard of the things nurses dealt with, but it was another thing to actually see it. I hope the nursing students learned as much from me."
- "At first, I was really not looking forward to spending 3 hours 'pretending' to be a nurse, but it turned out to be extremely fun and eye opening."
- "I learned so much and feel less frightened about starting clinicals."

Questions?
Comments?
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