



Multidiscipline Simulation as an Interprofessional Teaching Strategy

Gale Hoehn, MSN; Kathy Phillips, RN; Martin Reed, PhD, RT(R); Tony Schmitt, M.Ed, RRT;
Connie Swenty, MSN; Jennifer Titzer, BSN, RT(R), RCIS; Barbara Williams, DrOT

University of Southern Indiana College of Nursing & Health Professions



Background

- ❖ Education of health professions has traditionally occurred independently within disciplines.
- ❖ Literature has reported limited communication and prioritization among disciplines negatively affects patient outcomes.
- ❖ Interprofessional education was identified by the Institute of Medicine as a priority in changing health care.
- ❖ Simulation has been widely used as a teaching strategy in multiple disciplines.

Method

- ❖ A team of instructors created a simulated hospital setting whereby four disciplines interacted simultaneously in the care of a patient.
- ❖ Interventions were provided for the patient by each of the disciplines: nursing, occupational therapy, radiology, and respiratory therapy.
- ❖ Post simulation debriefing was conducted with students in their respective discipline, then as a multidisciplinary group.
- ❖ Data was collected using the NLN Educational Practices Likert Scale Questionnaire, with 5 indicating *Strongly Agree*.
- ❖ SPSS was used to analyze data.

Simulation Settings



Nursing and Respiratory Therapy



Radiology and Occupational Therapy

Analysis

- ❖ Simulation depicted real life situations and variables(mean-4.5, SD-0.61).
- ❖ Simulation was effective in the application of collaboration strategies(mean-4.4, SD-0.56).
- ❖ Simulation was a productive teaching strategy (mean-4.4, SD-0.69).

Conclusion

- ❖ Simulation actively involved students in the learning process.
- ❖ Simulation was effective in teaching communication and prioritization skills.
- ❖ Students' collaboration skills were effectively evaluated through simulation.
- ❖ Students were able to build on the knowledge and strengths of other disciplines.

Implications

- ❖ Simulation provides a means to increase communication and collaboration amongst disciplines in the delivery of evidence-based, patient-centered care.
- ❖ Appropriate teambuilding and collaborative strategies are necessary to identify shared goals.
- ❖ Patients benefit from effective care with a reduction in medical errors.
- ❖ Comprehension and respect of individual health professionals roles improves the efficiency in the delivery of patient care.