
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

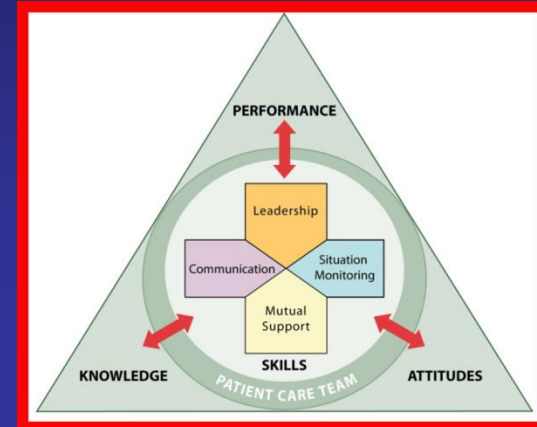
- **What is IPE and why do it?**
- **Quality and Safety Education for Nurses (QSEN) Institute (2013)**
- **Institute of Medicine (IOM) (2001; 2011)**
- **The Joint Commission (2013)**
- **Interprofessional Education Collaborative Expert Panel (IECEP) (2011)**
- **And many more**

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



Facility Barriers

- IPE Support
- Scheduling and Time
- Physical Space
- Simulation Center

Clinical Simulation Center



Clinical Simulation Center



Control Room Equipment Installation Continues

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?

Time	Participants	Time	Participants
M 11-1130 S 1130-1200 D 1200-1230	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	M 1130-1200 S 1200-1230 D 1230-1330	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

Student Barriers: Student Skill Mix



Student Barriers: Student Skill Mix



Student Barriers: Student Skill Mix



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

- **IPE is essential to promote patient safety and decrease errors in healthcare delivery (IECEP, 2011; IOM, 2001, 2013; QSEN Institute 2013; Joint Commission, 2013)**
- **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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