

Student Perceptions of an Interprofessional Simulation Experience: A Qualitative Study

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BACKGROUND

- Several studies have identified both a lack of interprofessional cooperation and ineffective communication as problems that interfere with successful patient outcomes (Angelini, 2011).
- Lack of interprofessional collaboration and IPE may result from limited opportunities to practice and develop teamwork skills before entering clinical practice, indicating an urgent need to incorporate the teaching of interprofessional collaboration into education across healthcare disciplines.
- Research has identified one of the central benefits of IPE experiences to be that this type of exercise has a unique ability to enhance understanding, awareness, and respect of other team members' roles and how they contribute to the team before students enter the clinical setting by creating an environment that fosters problem-solving, communication and teamwork dynamics .



RESEARCH OBJECTIVE

The purpose of this study is to examine and understand subjective perceptions of an inter-professional simulation lab experience from students within the fields of nursing, physical therapy, nutrition, and social work



IMPLICATIONS

Simulation -based learning (SBT) provides health professionals an opportunity to gain experience to communicate interprofessionally, and thus contribute to safer more comprehensive care of patients

Providing opportunities to practice interdisciplinary communication in bachelor's level education setting improves health care students ability to operate as unified collaborators within the clinical setting

Inter-professional simulation is a teaching strategy that shows great promise in meeting Institute of Medicine (IOM and Nurse of the Future Initiative goals of promoting teamwork among the healthcare professions

METHOD

Qualitative design , IRB approval was obtained

- Students from the following areas
 - physical therapy (n=40), nursing (n=50),
 - nutrition (n=30) and social work (n=20)
- Each group participated in a 15-minute interprofessional simulation 2.5 hours exercise debriefing with the interprofessional faculty
- Post-simulation, students submitted a 1-page anonymous reflection summarizing their perception of the experience which coded by cohort, using content analysis to develop themes

RESULTS

The majority of responses from all students regarding the value and benefit of their IPE simulation lab experience were overwhelmingly positive. Three overarching themes were became evident:

Increased understanding of the role of other professionals
Increased sense of confidence and ability to improve patient outcomes
Interprofessional simulation is a valuable experience

Providing opportunities to practice interdisciplinary communication in bachelor's level education setting improved healthcare students perceptions of their ability to operate as unified collaborators within the clinical setting

References

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