

ABSTRACT

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ORGANISATION – INHWE

THEME – Learning from Success/Established IPE

TITLE – Interprofessional Education: Nurse – Medic Simulation Initiatives

INTRODUCTION

Interprofessional (IP) simulation improves team performance and communication skills^{1,2} IP simulation was established with Cardiff University medical and adult nursing students as part of IP education³. The objective was to evaluate students' attitudes towards IP team working.

METHODS

Students were invited to attend simulation sessions of up to 3.5 hours duration and included a range of scenarios: stroke, seizure, cardiac arrest, sepsis using high fidelity mannequins in a simulated ward environment. A facilitator led post session debrief was conducted. Students were asked to complete the 10 item SPICE-R evaluation tool at the end of each session.

RESULTS

Evaluation is ongoing, of the n=77 evaluations received so far, the majority of students strongly agreed IP education was beneficial in enhancing their education 69% (53/77), practice 68% (52/77), role understanding 62% (48/77), team-working 69% (53/77), increasing patient satisfaction 77% (59/77) and improving health outcomes 74%(52/77). Approximately half of students agreed health professionals should collaborate on interprofessional teams 49% (38/77) and their role within an IP team is clearly defined 57% (44/77). Students similarly agreed they understood others' roles 43% (33/77) and clinical placements are an ideal place for health professional students to interact 43% (33/77).

CONCLUSION

We created a nurturing environment for students to work interprofessionally. Successful interprofessional team working helps patient outcomes. More work is needed to ensure students understand each other's role, to explore further opportunities for IP simulation and evaluate the longer-term outcomes and impact of IP simulation on patient care.

References

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