“That Wall was Broken Down”

Building Reciprocal Learning Partnerships Through Interprofessional Simulation Learning

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Outline

- State of Knowledge
- Study Design & Methods
- Results
- Implications & Recommendations

Interprofessional Simulation Learning

State of Knowledge

HPS: State of Knowledge

Team Collaboration

Performance

More Research Needed!

Interprofessional Simulation Learning

Study Design

Method

Objectives of the Study

- How interprofessional simulation learning (ISL) facilitates development of:
  - Disciplinary learning
  - Interprofessional skills.

Method

- Ethnographic approach
- Exploratory, descriptive, qualitative
- Insight into:
  - "The context, the people, and the interactions of practice"
    - (Roper & Shapira, 2000, p. 25)
  - When two professional cultures converged

Sampling

- Purposive sample
  - Sample size
    - 5 undergraduate BScN
    - 4 undergraduate pharmacy students

Data collection methods

- Participant observation
  - nursing student-led high fidelity simulation
  - pharmacy student-led standardized patient simulation
  - collaborative standardized patient simulation
- Semi-structured interviews
- Field notes

Data Analysis

- Content analysis
  - Coding of data
    - Observation data
    - Field notes
  - Themes emerged

Rigor

- Rigor
  - Credibility
  - Dependability
  - Confirmability
  - Trustworthiness
  - Transferability

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Findings

Empowerment Through ISL

- Transformative learning theory
  - Socialization into nursing and healthcare environment
  - Transformative learning
    - Experience
    - Social discourse
    - Critical reflection
  - Challenges beliefs re: practice and other disciplines
- Mezirow (1994, 1995)

Empowerment Through **ISL**

- Social learning theory
  - ISL is a SOCIAL ACTIVITY
  - Group dialogue and collaboration
    - Context
    - Community of social learners
  - Peer-filtering of knowledge
    - Informs their knowledge of Interprofessional Healthcare

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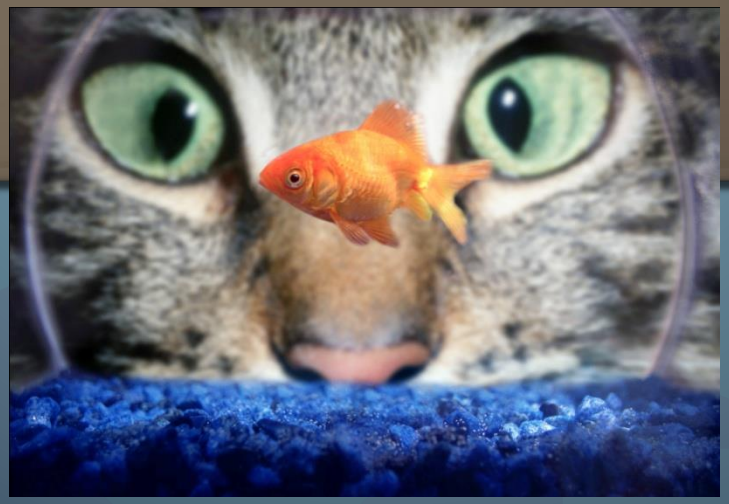
General Impressions of ISL



Impressions of ISL

- Positive experience for all
- Increased comfort and self-confidence
- Reduction of stress inherent to simulation?
- "It was surprisingly easy just to feel comfortable and feel at ease with each other"

Impressions of ISL

- Social Community of Learners
  - "down time"
    - Social bonding and relationship building
  - "I think just being able to talk to the pharmacy students when we were in a break… that was really neat to just ask questions."

Interprofessional Simulation Learning

Understanding their own professional roles

http://www.sudokuz.eu/illusion/illusionen.php

Understanding Their Role

- The role of Rapport
  - Pride in rapport
  - “Their role is entirely different”
  - “We have the time to develop rapport”
  - Rapport seen as key
    - by both professions

Understanding Their Roles

- Patient-centred Care at the heart of practice
  - Nursing
    - Holism of care
  - Pharmacy
    - On an Interprofessional level
- Profession specific knowledge base
  - “We have special roles”
  - We “have something to offer the team”

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Understanding the Role of the Other Profession

Understanding the Role of Others

- Similarities/Overlapping Roles
  - Patient-centred care

- "I felt that she [the pharmacy student] did a really good assessment … she also thinks of the head to toe assessment which is very similar to what we think of in nursing …"

Understanding the Role of Others

- Stereotypes challenged
  - Nurses value teamwork
  - Pharmacists work in isolation
    - "scientists thrown into social situations"
- "Of course there are differences… but it was actually really cool to realize how similar we are… we are a team"

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Interprofessional Collaboration

Interprofessional Collaboration

- More comfortable seeking assistance from other profession
  - Similar values
  - “Connection of humanity”
- Communication skills are key
- “I can’t do everything for the patient”
- Seeing each other as a Resource
  - Not being profession-centric

In the end…

- ISL was seen as a tool to building professional and personal relationships…
- Unique finding
  - The importance of unstructured social opportunities
    - Fostered teamwork and camaraderie

Interprofessional Simulation Learning

Implications

Implications & Considerations

- Strategic implementation of ISL
- Adapt existing scenarios
  - Save time & resources (Efsathkiou & Walker, 2013)
- Safe simulation
  - Avoid evaluation
  - Collaboration with other professions

Implications & Considerations

- We want more!
  - Bring in other professions
  - Series of ISL experiences
- Interprofessional faculty facilitation
  - Especially during debriefing
  - Address Misconceptions
    - **What unites us!**

with the other profession”

•There was “a connection of humanity”

QUESTIONS? COMMENTS?

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“The future of health care is teamwork… our scopes of practice mesh together”

http://blogs.rrc.ca/healthsciences/2012/10/introducing-interprofessional-education-to-nursing-students/