



Featured Article

Immersive Clinical Simulation in Undergraduate Health Care Interprofessional Education: Knowledge and Perceptions

Guillaume Alinier, PhD, MPhys, PGCert, CPhys, MInstP, MIPEM, SFHEA^{a,b,c,*},
Colin Harwood, BA, DipNEd, DipAdEd, RMN, SRN, FHEA^a,
Patricia Harwood, DipNEd, DipAdEd, BA, BSc(Hons), MSc, RGN, RSCN, RN^a,
Susan Montague, BSc(Hons), RGN, RHV, RNT^a, Eileen Huish, MA, PGCert, DCR(R)^a,
Krishna Ruparelia, MSc^a, Melina Antuofermo, MSc^a

^aUniversity of Hertfordshire, School of Health & Social Work, Hatfield, UK

^bHamad Medical Corporation Ambulance Service, Doha, Qatar

^cNorthumbria University, Newcastle, UK

KEYWORDS

interprofessional
education;
multiprofessional
simulation;
teamwork;
undergraduate;
IPE

Abstract

Background: Interprofessional simulation at the undergraduate level has been tested but is still very scarcely used because of curriculum and logistical issues. Over a 3-year period, we have conducted extra-curricular immersive simulation sessions for multiprofessional groups of final year health care students.

Methods: After ethical approval, a series of scenarios requiring various combinations of health care professionals' inputs were designed for students attending the simulation sessions on offer. Another team of faculty were involved in the creation of a questionnaire to test students on discipline-specific knowledge and about their perception of multidisciplinary working. Students recruited to the study were semi-randomly selected to either a control or experimental group, which determined whether they completed the knowledge questionnaire before or after simulation exposure.

Results: Participants were 237 students from adult/children/learning disability/mental health nursing, paramedic, radiography, physiotherapy, and pharmacy. Questionnaire data analysis showed that experimental group students reported a higher perceived level of knowledge of other professions and were more confident about working as part of a multidisciplinary team than control group students ($p < .05$). Although positive for both groups, experimental group students expressed greater appreciation for prequalification interprofessional learning opportunities. The experimental group outscored the control group by 3.23% points on the discipline knowledge questionnaire ($p < .05$).

Conclusions: The study shows that even limited interprofessional simulation exposure enabled students to acquire knowledge of other professions and develop a better appreciation of interprofessional learning. Discussions during the debriefings highlighted the fact that interprofessional training is important and valued by students, especially if it is well contextualized and facilitated through the exposure to realistic scenarios.

Cite this article:

Alinier, G., Harwood, C., Harwood, P., Montague, S., Huish, E., Ruparelia, K., & Antuofermo, M. (2014, April). Immersive clinical simulation in undergraduate health care interprofessional education:

None of the coauthors have any commercial financial support to declare.

* Corresponding author: g.alinier@yahoo.com (G. Alinier).

Knowledge and perceptions. *Clinical Simulation in Nursing*, 10(4), e205-e216. <http://dx.doi.org/10.1016/j.ecns.2013.12.006>.

© 2014 International Nursing Association for Clinical Simulation and Learning. Published by Elsevier Inc. All rights reserved.

Key Points

- Students recognize the value of learning alongside peers from other disciplines in a simulation context.
- Students gain knowledge about the skills and role of other healthcare professionals by taking part or observing an interprofessional scenario-based simulation activity.
- Simulation positively impacts on students' perception of multidisciplinary working.

Universally, health care education is still too often delivered on a uniprofessional basis, not reflecting the reality of everyday clinical practice. Since 2000, interprofessional education (IPE) has become a focal point in the United Kingdom (Chief Medical Officer, 2009; Department of Health, 2000, 2008; General Medical Council, 2009) and in international health care training agendas through national reforms and recommendations (Goble, 2004; Institute of Medicine,

2003, Mikkelsen Kyrkjebø, Brattebø, & Smith-Strøm, 2006; Rosen, 2008; World Health Organization, 1988, World Health Organization, 2010), not only for continuing medical education but also in undergraduate health care education (Hallikainen, Vaisanen, Rosenberg, Silfast, & Niemi-Murola, 2007; Hoffman & Harnish, 2007; Lau, Dolovich, & Austin, 2007; van Soeren, Macmillan, Cop, Kenaszchuk, & Reeves, 2009). Although it is not formally proven, IPE is reported to have the potential to prevent barriers from arising between different professional groups (Ker, Mole, & Bradley, 2003), to enhance interprofessional awareness and interprofessional cohesiveness (Baker et al., 2008), or to highlight those and help develop mutual respect among team members from different professions (Mikkelsen Kyrkjebø et al., 2006). An important element of safe and effective patient care is knowledge and understanding of other professionals' roles and skills within a team (MacDonald et al., 2010). As such, this study showed that simulation is perceived a useful strategy to teach collaboration and problem solving among multiprofessional teams of students taking part in clinical scenarios (Titzer, Swenty, & Hoehn, 2012). This demonstrates the usefulness of simulation to promote the importance of team-based and interprofessional approaches to learning and health care delivery (Bradley, 2006). Based on feedback generally provided by

medical and nursing students, the nurse–physician relationship is perceived to improve after simulation experience, so it is an educational activity that should be further exploited across all allied health care professions (Dillon, Noble, & Kaplan, 2009; Scherer, Myers, O'Connor, & Haskins, 2013). It is, however, acknowledged that further research is required to prove or disprove the merits of IPE and simulation-based education in improving collaboration among undergraduate health care students (Hoffman & Harnish, 2007, Hood et al., in press, Peate, 2013) and how this transfers into the real-world postqualification teamwork activities and impacts on patient outcome (Pollard, Miers, and Rickaby, 2012). There is a particular lack of studies reporting on interprofessional activities involving students from allied health care professions (Titzer et al., 2012).

IPE is defined as an educational episode when members of two or more health care professions engage in learning with, from, and about each other (Barr, Koppel, Reeves, Hammick, & Freeth, 2005), which aligns to the well-accepted definition of IPE from the Centre for the Advancement of Interprofessional Education, which also adds that it is “to improve collaboration and quality of care” (CAIPE, 2002). To that effect, the way a simulation experience is facilitated has a strong influence on how much engagement actually happens between the various professions taking part in a joint learning activity. The Centre for the Advancement of Interprofessional Education definition further clarifies that the term IPE include all learning in academic and work-based settings, before as well as after qualification (CAIPE, 2002), when it would then often be referred to as “team training” and relate to a broader range of literature (Eppich, Howard, Vozenilek, & Curran, 2011).

Background

The institution where this study was conducted introduced a compulsory IPE module in the first and final year of most of its undergraduate health care programs beginning in 2003. In 2005, it was decided to supplement the primarily didactic and project-based final year IPE module with an optional high-fidelity simulation-based component to enable students to experience multiprofessional teamwork by working alongside their peers from other disciplines in scenarios facilitated in a safe and controlled environment (Alinier & Montague, 2005). Every academic year between 2007/2008 and 2009/2010, up to 700 final year students

Download English Version:

<https://daneshyari.com/en/article/5868241>

Download Persian Version:

<https://daneshyari.com/article/5868241>

[Daneshyari.com](https://daneshyari.com)