Simulation experiences with undergraduate health and social care students: an interprofessional approach

Presented by:
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Background

• New state-of-the-art simulation facilities in the UoS include a variety of settings, including a simulated hospital ward, midwifery facilities and a replica home environment.

• Simulation & IPE is embedded in individual programmes within UoS undergraduate health & social care programmes, but no IPS learning opportunity provided.

• Historically the simulation team consisted of 8 nursing academics. However, over the last 3 years the team has expanded to include over 40 members from a variety of health and social care disciplines.

• Gough et al (2012) recognise that IPS can improve knowledge, confidence, team working, communication and is a useful approach in undergraduate (UG) education.
Interprofessional Simulation team

- Nursing (Adult, CYP, MH)
- Physiotherapy
- Midwifery
- Social Work
- Learning disability nursing/social work
- Occupational Therapy
- Radiography

- (Counselling)
- (Podiatry)
- (Criminology)
Simulated Flat & Immersive
**Interprofessional collaboration**

- Idea for IPS day discussed initially in Sept 2015
- Worked in small teams
- Lead profession(s) for each scenario
- Brainstorming concepts
- Scenarios drafted and circulated
- IP involvement was key
- Variety of settings
- Pilot day ran July 2016
- Facilitated again in January 2017
The scenarios

1) Bedside monitoring in intensive care (Physiotherapy)
2) Working with parents with Learning Disabilities (Joint Social Work/LD team)
3) Neonate with reduced level of consciousness (Radiography, Social Work & CYP nursing)
4) The identification and management of a woman presenting with perinatal mental (Midwifery & MH nursing)
5) Altered level of consciousness in an adult (Adult nursing)
6) Meaningful engagement (Occupational therapy)
Bedside monitoring

• **Scenario context**
Intubated and ventilated 62 year old (SimMan3G) in ICU following fall downstairs. Patient’s respiratory status is starting to deteriorate and more investigations are needed & a physiotherapy respiratory assessment requested

• **Setting**
ICU

• **IP involvement**
Physiotherapy, radiography and nursing

• **Learning outcomes**
- To assist in the assessment of an intubated & ventilated patient in ICU
- To liaise with other members of the inter-professional team to allow a holistic assessment of needs
- To observe the role of other professions in the care of a critically ill patient
Working with parents with learning disabilities

- **Scenario context**
  Mum is a 28 year old woman (SP) with a moderate learning disability. She and her partner (John age 40, SP) have a 7 year old child Annie. John has a mild learning disability. He goes out to work. Denise is a stay at home parent.

- **Setting**
  School nurse & school pastoral support worker visiting Denise at home

- **IP involvement**
  Social work and Learning disability nursing

- **Learning outcomes**
  - To discuss concerns in relation to Annie’s recurrent head lice
  - To demonstrate sound communication skills
  - Consider conflict resolution skills & motivational interviewing skills
  - To deliver care that is supportive and non-judgemental
Neonate with reduced level of consciousness

• **Scenario context**
2 week old infant (SimNewB) with reduced level of consciousness & bruising to torso. Suspected shaken baby.

• **Setting**
Paediatric A&E

• **IP involvement**
CYP nursing, Radiography, Social Work

• **Learning outcomes**
  - To recognise reduced level of consciousness
  - To safely transfer to CT scan
  - To assist with discussions regarding results of CT scan with social work support
Perinatal mental health

• Scenario context
28 year old woman (SP) who is 20 weeks pregnant with her second child

• Setting
Attends A+E with her partner who reports Emma has not been sleeping for the past 2 days with very poor diet and fluid intake.

• IP involvement
Midwifery and Mental Health Nursing

• Learning outcomes
  ➢ To be able to recognise a deteriorating mental state
  ➢ To assess a mental state using a proforma
  ➢ Recognition of the relationship between mental and physical health
  ➢ Have knowledge of appropriate referral pathways
Altered level of consciousness in an adult

- **Scenario context**
  Confused 36 year old woman (SimMom) with deep laceration to head

- **Setting**
  Emergency department

- **IP involvement**
  Adult & MH nursing, OT, Physio & Radiography

- **Learning outcomes**
  - Assess an acutely ill patient using A-E algorithm
  - Recognise the mobility needs of a patient with a developing right hemiparesis
  - Safely transfer a patient to radiology
  - Discuss the roles of the Interprofessional Team
  - Use of complex communication skills & handover using SBAR
Meaningful Occupation

- **Scenario context**
  Service user (SP) ready to be discharged from an acute admission, pending an OT assessment.

- **Setting**
  Mental health hospital day room, and the local (real) train station.

- **IP involvement**
  OT and Nursing (MH)

- **Learning outcomes**
  - To discuss the value of choosing meaningful occupations in assessments
  - To evaluate the nature of client centred practice
  - To understand the role of the OT in environmental assessment
Delivery (Jan 2017)

- Optional for UG Level 6 students undertaking the following programmes: nursing (all fields), midwifery, social work, occupational therapy, radiography and physiotherapy

- Virtual welcome/introduction provided

- Student registration and allocated a group with personalised plan of the day (28 students attended)

- 10-15 minute warm up in small groups

- Started rotation of scenarios

- The ‘diary room’

- Evaluation
“Today has allowed me to develop my knowledge base on the role of the interprofessional team and put this into practice in a clinical environment. I feel today has been very beneficial and all the scenarios were realistic and enhanced my knowledge with exposure of different fields of practice. I feel that this should be continued and maybe introduced at an earlier stage of training to prepare students for these particular issues and increase their awareness”

“Today has been extremely useful for my learning and growth as a final year student. The whole day has included various learning opportunities which has exposed me to other fields of practice. The scenarios have been beneficial to me and I feel has aided my transition. The lecturers have been nothing but supportive and have worked extremely hard facilitating this fantastic learning opportunity”.

“A fantastic day of learning. Simulations were very realistic and the debriefings were constructive and informative”

https://www.youtube.com/watch?v=tjOyM7cLHds&feature=youtu.be
Challenges

• Resources
• Attendance
• Registration & group allocation
• Managing student expectations
• Distressed/upset students
Moving forward

• To run again January 2018 (2 days)

• Work to ensure that social work and radiography students participate

• Engage Counselling, Podiatry, Prosthetics & Orthotics

• Amend & resubmit ethics approval application for a longitudinal study

• Involvement of service users and carers
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Thanks for listening…

Any questions?
References

