Optimising Simulation for Inter-Professional Education

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Overview

• Definition of IPE
• The evolution of IPE in simulation
• Learning objectives and why they are fundamental
• The benefits and risks of IPE
• A simple IPE simulation you can do in your hospital
• A complex IPE simulation that is possible with the right kit and faculty
DEFINITION OF INTER-PROFESSIONAL EDUCATION
Inter-professional education

• "Inter-professional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care”
  – Centre For The Advancement Of Interprofessional Education, UK
## Inter-professional education

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<th>Multidisciplinary</th>
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Comparison of language used and patterns of communication in interprofessional and multidisciplinary teams. 2007. Journal of Interprofessional Care, 21, 17e30
### Inter-professional education

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**INTERDISCIPLINARY**

**MULTIPROFESSIONAL**
THE EVOLUTION OF IPE IN SIMULATION
The evolution of IPE in simulation

http://henrivanbentum.blogspot.co.uk/2013/04/rebirth-of-camas.html
The evolution of IPE in simulation
The evolution of IPE in simulation

Young physicians, surgeons, and women, (will be) perfectly taught the art and practice of midwifery… by means of a contrivance made on the bones or skeleton of a woman with an artificial matrix (of glass), whereby all the inconveniences which might otherwise happen to women from pupils practising too early on real objects will be entirely prevented… (Sir Richard Manningham, 1739)
The evolution of IPE in simulation

Laerdal Medical
The evolution of IPE in simulation
LEARNING OBJECTIVES
Learning objectives

“A statement of what the learner is expected to accomplish or acquire as a result of the learning experience.”
Learning objectives

“A statement of what the learner is expected to accomplish or acquire as a result of the learning experience.”
Learning objectives

• Who is it for?
• Is there a curriculum?
• Specify the intended endpoint
• Write in the future tense
• Avoid over complexity or ambiguity
• Statements of achievement
  – Knowledge
  – Technical skills
  – Non-Technical skills
Scenario Title: Hypoglycaemia

Target learners: Final Year medical students and final year nursing students

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At the end of this scenario and debriefing, the learners will be able to:

- Demonstrate a systematic approach to assessment of the critically unwell patient
- Recognise airway obstruction and use simple airway maneuvers for the obstructed airway
- Discuss important aspects of effective clinical leadership including sharing of mental models
- Discuss the importance of prioritisation of clinical tasks in the emergency situation
- Demonstrate strategies for appropriate allocation of tasks
- Administer appropriate treatment to a hypoglycaemic patient utilizing available resources
- Identify situations when senior help is required
- Demonstrate a structured help request (SBAR)
Learning objectives

Scenario is built on learning objectives

Scenario is driven to cover learning objectives

Debriefing is concentrated around learning objectives

THMs are the learning objectives
RISKS AND BENEFITS OF IPE
# Inter-professional education

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<th>BENEFITS</th>
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<td>Waste of time and money</td>
<td>Improved team-working</td>
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<tr>
<td>Deterioration in inter-professional understanding/working</td>
<td>Breaking down of inter-professional barriers</td>
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<tr>
<td>Psychological upset</td>
<td>Improved patient care</td>
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<tr>
<td>Loss of confidence in you and your simulation set-up</td>
<td>Improved patient safety</td>
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<td>Improved morale</td>
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AN IPE SIMULATION YOU CAN DO IN YOUR HOSPITAL
Equipment and Staff

- **Equipment**
  - iPhone (or similar) App
  - 2 iPhones/iPads (or similar)
  - Clinical paraphernalia (stethoscope, IV fluids, obs chart, notes, etc.)

- **Staff**
  - Patient
  - Observer
  - Controller

- **Participants**
  - Registered and un-registered nurses
  - Acute Medicine FY1, CT1+, etc.
Scenario

• Septic patient
  – xx year old patient (modified to available staff)
  – Admitted yesterday with LRTI now on ward, on appropriate antibiotics
  – Vital signs/EWS score worsening
  – Un-registered nurse to perform obs, recognise trigger, call registered nurse
  – Registered nurse to attend, confirm deterioration, start initial management, contact FY1
  – FY1 to attend, obtain handover, approve/alter initial management, contact senior as patient deteriorates further
Debrief

• Communication
  – Initial contact and request for assistance
  – Handover at point of care
  – Documentation in notes

• Adherence to protocols
  – EWS triggers
  – Sepsis 6 protocol

• Prioritisation of tasks

• Leadership

• Recognition of deterioration
AN IPE SIMULATION YOU CAN RUN IN YOUR SIM CENTRE
Equipment and Staff

• Equipment
  – Laerdal SimMan (or similar)
  – SMOTS AV system (or similar)
  – Clinical paraphernalia

• Staff
  – Confederate in the room
  – Observer/Debriefer
  – Controller

• Participants
  – Registered and un-registered nurses
  – Acute Medicine FY1, CT1+, etc.
  – Anaesthesia/ICM CT1+ etc.
Scenario

• Septic patient
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Scenario

- Septic patient
  - CT1+ to attend, recognise need for ICM input, contacts senior and ICM clinician
  - ICM and senior AM attend, discuss need/appropriateness for ICU
  - Further deterioration requiring intubation and ventilation with inotropic support
  - Transfer to ICU
Debrief

• Communication
  – Initial contact and request for assistance
  – Handover at point of care
  – Documentation in notes

• Adherence to protocols
  – EWS triggers
  – Sepsis 6 protocol
  – RSI protocol

• Prioritisation of tasks

• Leadership

• Recognition of deterioration
Summary

• IPE is not new
• It is better not to run a simulation-based IPE event than a bad one
• Learning objectives are key
• It needn’t cost a lot of money
THANK YOU

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scotsimcentre.blogspot.co.uk