



INTERPROFESSIONAL LEARNING BY ADVANCED CLINICAL SIMULATION

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INTERPROFESSIONAL LEARNING (IP)

Why?

Many adverse events relate to communication difficulties between the members of the interprofessional team (Reader, Flin, & Cuthbertson, 2007)



The health professions' educational programs face the challenge of incorporating this IP into the curriculum to prepare students to work together to build better, safer, patient-centered care (WHO)



http://whsc.emory.edu/home/publications/medicine/emory-medicine/fall2012/img/pg8_team.jpg

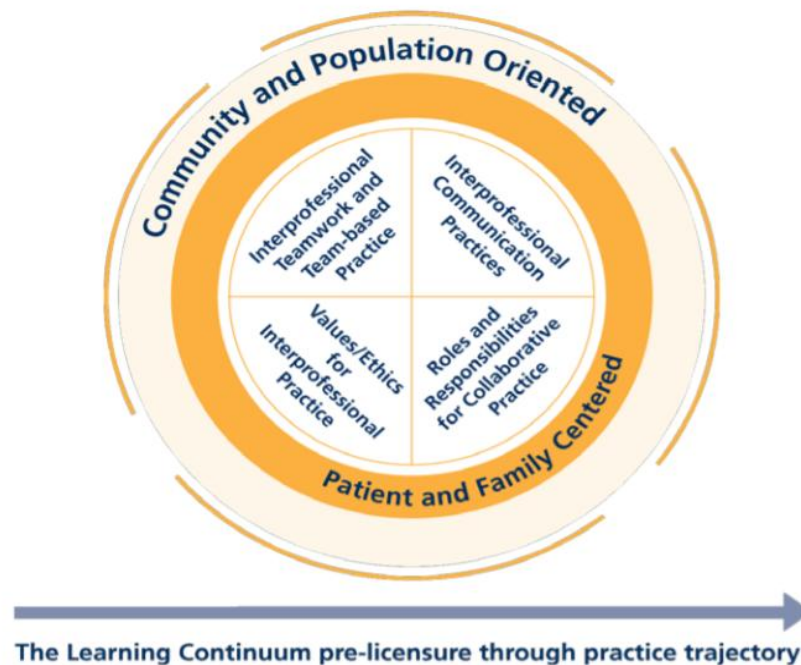
INTERPROFESSIONAL LEARNING (IP)

Concept

Two or more health professions learning interactively about, from and with each other, all with the common goal of enabling effective collaboration and improving patient health outcomes (WHO, 2010)

INTERPROFESSIONAL LEARNING (IP)

Interprofessional Collaboration Competency Domain



Four competences were identified as essentials:

Sharing values/ethics,
Assuming
role/responsibility,
Communication
Teamwork.

ADVANCED CLINICAL SIMULATION (ACS)

Concept

ACS is a technique that uses a situation or environment created to allow persons to experience a representation of a real healthcare event for the purpose of practice, learning, evaluation, testing or to gain understanding of systems or human actions.



HCS facilities at Faculty of Nursing

ADVANCED CLINICAL SIMULATION (ACS)

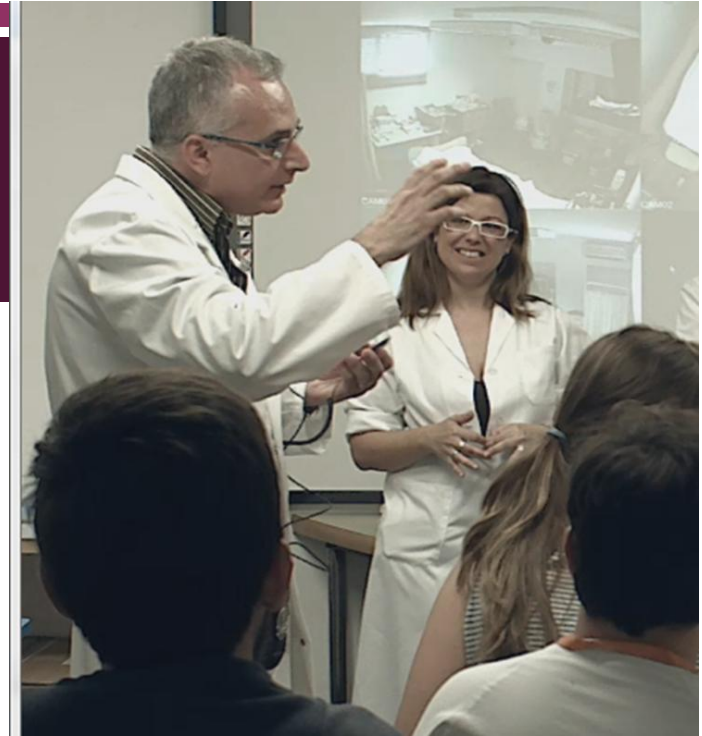
ACS uses a simulator (e.g. mannequin, standardized patient, virtual or computer model, procedural model) as any representation used during training or assessment that behaves or operates like a given system and responds to the user's actions (Council for the Accreditation of Healthcare Simulation Programs, 2013)



HCS facilities at Faculty of Medicine

OBJECTIVES

To gather evidences on the learning efficiency of IP-ACS by pilot experiences



- i To measure the student satisfaction with this activity
- i To test the student perception of ACS as a learning technique for the acquisition of non-technical skills (teamwork, effective communication and leadership)
- i To assess the impact of this clinical practice on students outcomes

SIMULACIÓN CLÍNICA
6 ABRIL - 18:00 - AULA DE HABILIDADES
Facultad de Medicina y Odontología UV

Casos clínicos en sala de críticos simulada
Objetivo: Salvar Vidas

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CLINICAL CASES IN THE SIMULATED CRITICAL ROOM

OBJECTIVE: TO SAVE LIVES

TEAMWORK

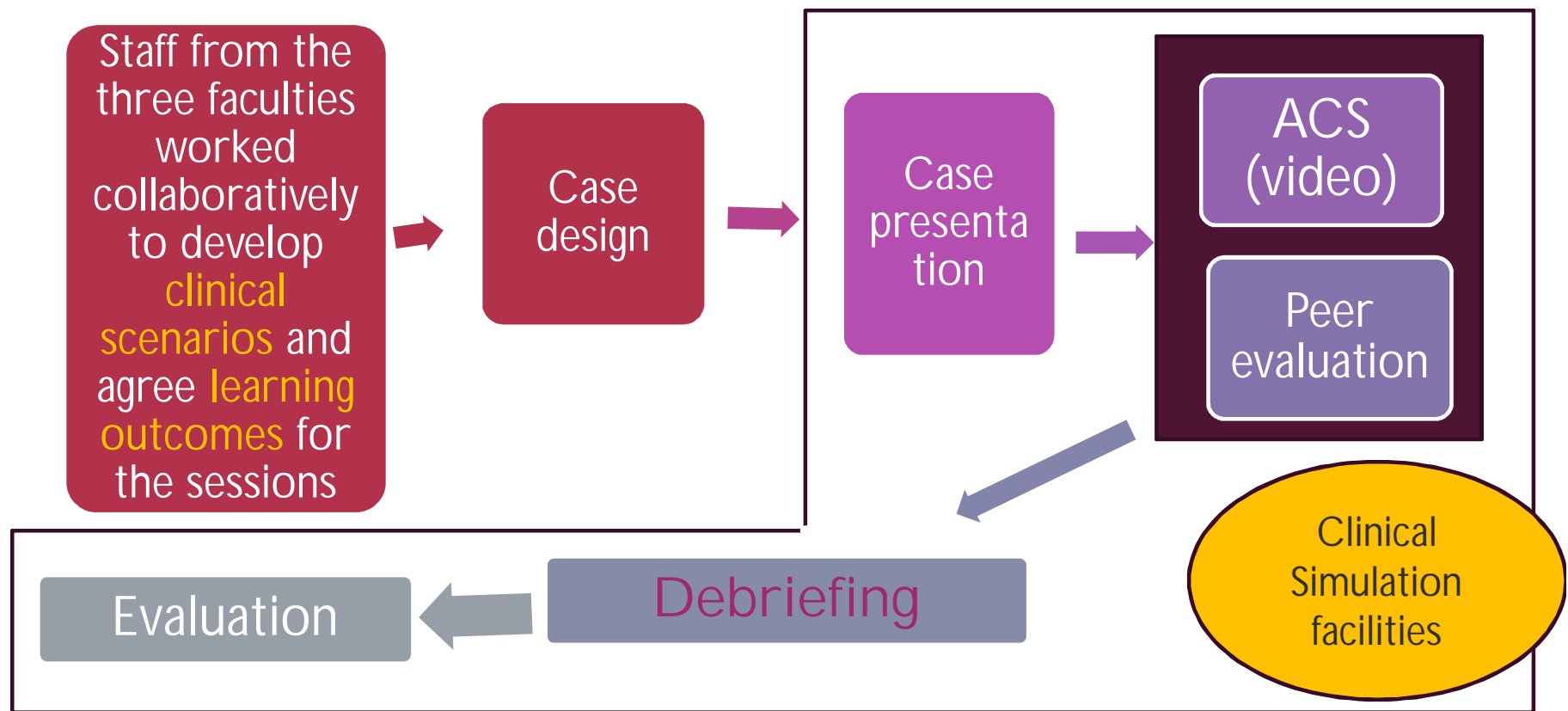
METHODOLOGY

- i PARTICIPANTS:
 - ü 6 staff members of the Faculties of Medicine, Nursing and Pharmacy
 - ü Volunteer students from:
 - i Medicine (6th year, n = 21)
 - i Nursing (4th year, n = 20)
 - i Pharmacy (5th year, n = 30)

- i FACILITES: Clinical box with mannequin, connected to control system in the next room and video and sound recording systems, classroom with screen



METHODOLOGY



METHODOLOGY

Information about the case:

A 73-year-old woman, allergic to NSAID and to metamizole, with a history of HTA, hypothyroidism, a ruptured disc herniated 10 years before, depressive syndrome and total right hip prosthesis operated 6 years ago.

She went to the hospital for right hip pain and was diagnosed with dislocation of the right hip prosthesis. She entered the area of traumatology and surgery was scheduled. The day after the intervention, the patient presented a febrile peak and positive urine cultures to *Escherichia coli* and *Enterococcus* sp.

Linezolid was prescribed. Simultaneously, opioids (25 μ / 72h of transdermal fentanyl and 50mg / 8h of tramadol) and paracetamol 1g / 8h were prescribed as an analgesic treatment.

METHODOLOGY



A 6 student team was formed (2 from every degree) and worked together to solve the clinical case in the simulation room for 15 minutes.

The outcome depends on the interaction and collaborative work of them.

METHODOLOGY

The team was observed by peers who filled out a check-list of technical and non-technical skills.



METHODOLOGY

		Alumnos que realizan el caso:			
PUNTOS CRITICOS					
SISTEMATICA	SI	NO	INCORRECTO	OBSERVACIONES	
Alumno Evaluador:					
Identificación Paciente					
Motivo de la urgencia					
Valoración del nivel de conciencia					
Monitorización de constantes vitales					
Grupo ENFERMERIA					
Monitorización constantes y reevaluación paciente					
Administración fármacos					
Administración oxígeno					
Soporte vital avanzado. Administración fármacos, colaboración vva					
Grupo MEDICINA					
Evaluación paciente					
Manejo vía aérea					
Soporte vital avanzado. Toma de decisiones.					
Grupo FARMACIA					
Reconocimiento interacción medicamentosa					
Pauta tratamiento eficaz ante dicha interacción					

TECHNICAL SKILLS

- Identify signs and symptoms of an adverse reaction to medication
- React to medication adverse effects
- Recommend alternative therapies

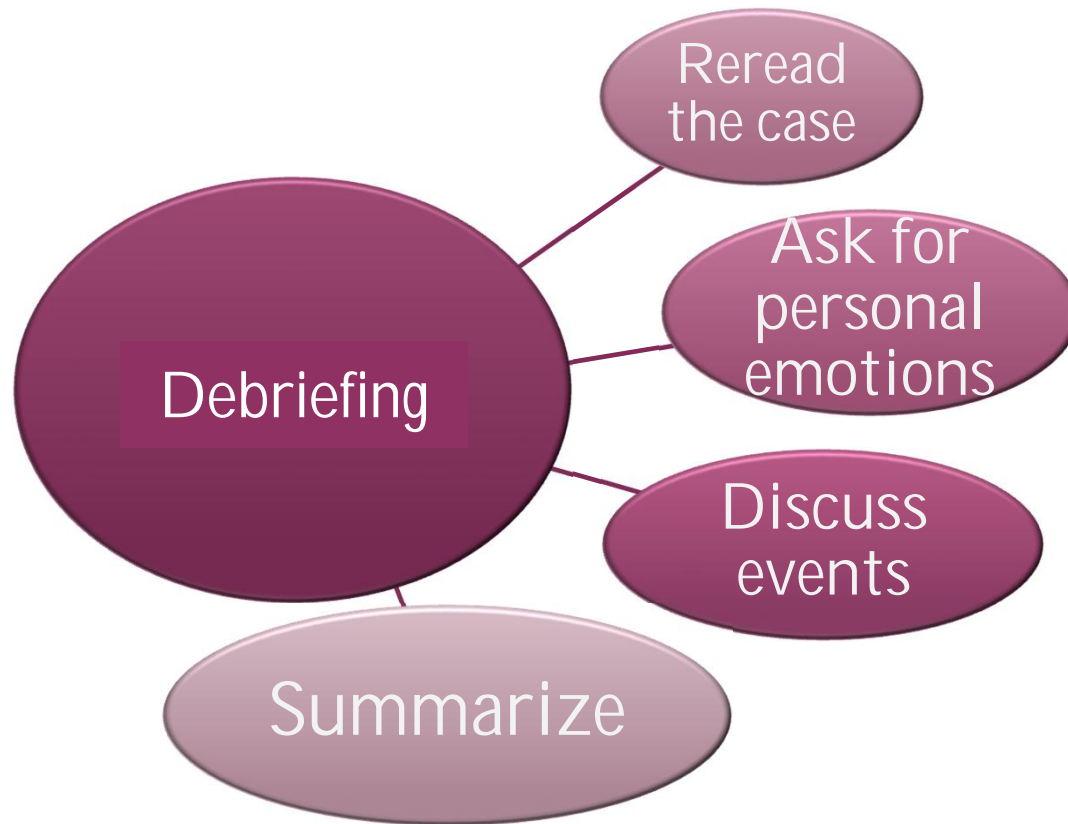
METHODOLOGY

Gestos (habilidades no técnicas)	SI	NO	Regular (explicar por qué)	OBSERVACIONES
Presentación al paciente				
Tranquiliza al paciente				
Aplica medidas de seguridad del paciente				
Comunicación con el paciente y/o sus familiares				
Comunicación eficaz equipo				
Conocimiento del entorno				
Designación lider (Liderazgo)				
Prioriza las intervenciones de forma efectiva				
Petición de ayuda				
Coordinación equipo (Distribucion carga trabajo)				
Anticipación y planificación (transferencia correcta)				
Usar toda la información disponible				
Movilización de todos los recursos disponibles				
COMENTARIOS QUE SE QUIERA AÑADIR:				

NONTECHNICAL SKILLS

- Leadership
- Team coordination
- Effective use of information

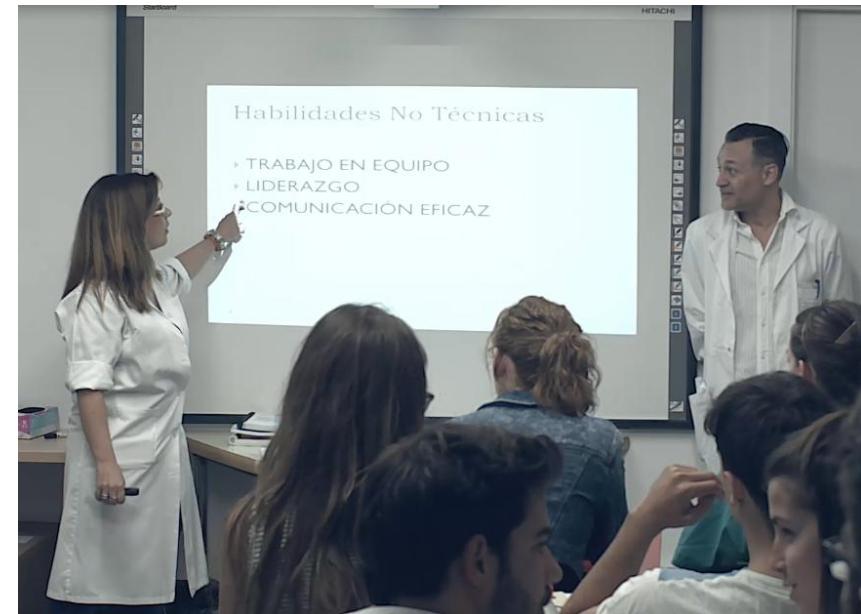
METHODOLOGY



METHODOLOGY

During the debriefing, the facilitator emphasizes the use and importance of non-technical skills such as teamwork, effective communication and leadership as learning objectives.

The group also has to identify the ideal performance to have better outcomes for the patient



METHODOLOGY

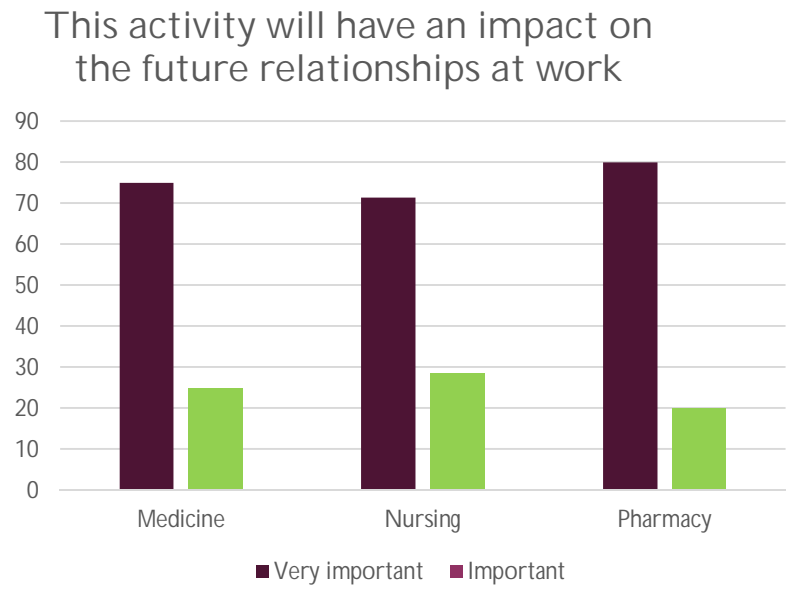
The complete session was video-recorded, including debriefing, to be used in other learning contexts



Evaluation was conducted by a survey at the end of the session with several items with a Likert type test

RESULTS

STUDENT'S SATISFACTION WITH IP DURING PREGRAD COURSES



I've never imagined how much pharmacists know!

Nurses are trained to observe every symptom

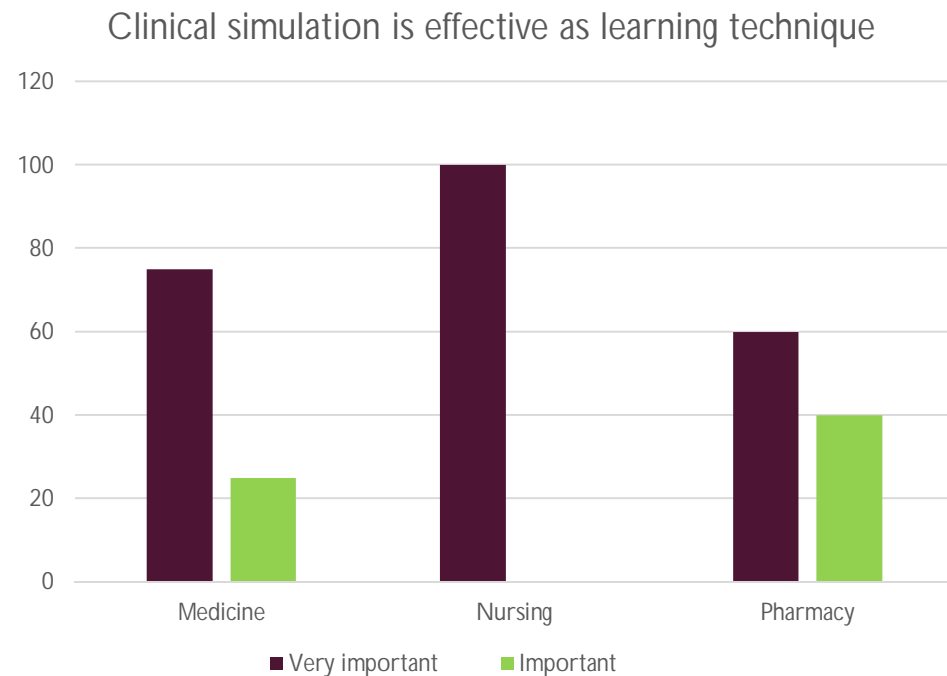
Likert scale: Useless-Very important (1-5)

RESULTS

STUDENT'S PERCEPTION OF ACS AS A LEARNING TECHNIQUE

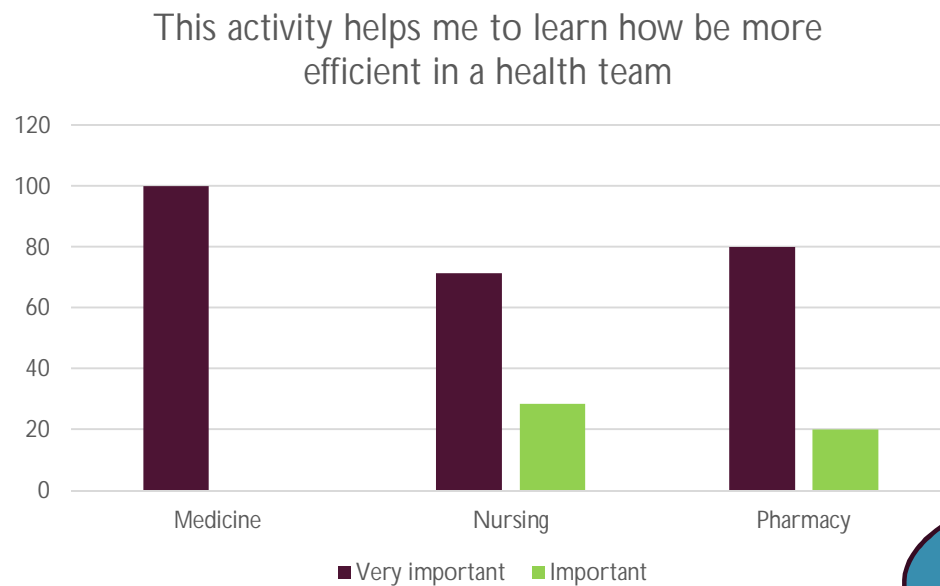
It should be used since the beginning of the degree!

As we can make decisions with impact on the patient we pay more attention!!



RESULTS

PERCEPTION OF LEARNING OUTCOMES OF NONTECHNICAL SKILLS



...safety depends on communication

Commitment is essential in health teams

The leader has to ensure everyone is clear about what they are required to do

CONCLUSIONS

- i Students support this type of activities as very relevant in their learning process
- i Students consider that this activity leads to the acknowledgement of the importance of teamwork and communication
- i The necessary assistance for the acquisition of clinical skills promotes both the transdisciplinary work and the respect and recognition of other professions' role
- i By using simulation in a controlled environment under supervision, IPL leads to deeper learning, towards better patient care outcomes.

ACKNOWLEDGEMENTS

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THANK YOU
FOR YOUR
ATTENTION!