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Use of simulation debriefing for the development of interprofessional competencies in medical and distance learning nurse practitioner students

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Statement of the Problem: Interprofessional healthcare teams are becoming the norm in healthcare delivery. Opportunities for safe non-threatening interactions among interprofessional learners are essential for the development of communication skills among student learners. Participation in provider neutral Interactive Case Studies (ICS) allows students the opportunity for critical thinking in real-world scenarios. Simulation provides an excellent opportunity to address interprofessional education needs and ultimately enhance collaborative practice. Face to face debriefing has been well established as an accepted method of reinforcing concepts presented during the simulation, but what happens when interprofessional debriefing occurs at a distance?

Strategy/Intervention: At a large urban academic health center, advanced practice nursing students and medical students completed a provider-neutral Interactive case study (ICS). An interprofessional faculty team developed scenarios using the core competencies for interprofessional collaborative practice as a framework. Incorporation of distance learning students into synchronous interprofessional debriefing was accomplished using a conferencing software program. Interprofessional faculty facilitators set the tone as nonthreatening and encouraged open dialogue among students.

Findings: Evaluations from both the nurse practitioner students and medical students were overwhelming positive with 83% of participants reporting the activity as valuable to their education. The debriefing afforded learners to develop a clearer perspective of each profession's specific roles as part of the team. In addition, this teaching strategy offers faculty an opportunity to assess the student's grasp of the concepts evaluated within the case and to guide the learners in becoming part of a cohesive interprofessional team. Interprofessional simulation debriefing is a dynamic teaching technique that can facilitate positive interaction among student learners.

Biography

Sherry L Donaworth is an Assistant Professor of Clinical Nursing at the University of Cincinnati, College of Nursing. She is board certified as an Adult-Acute Care Nurse Practitioner and a Family Nurse Practitioner. Her extensive clinical practice experience has included critical care, cardiology, geriatrics as well as primary care. As a Lead Faculty for advanced pharmacology and clinical management of adult health problems, she has utilized the "Flipped Classroom" and advanced technology in teaching, for both onsite and distance learners. She served as a Content Expert on an ANE HRSA Grant for interactive case studies for distance learning students.

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