

# USING INTRA-PROFESSIONAL NURSING SIMULATIONS TO ADVANCE COLLABORATIVE PRACTICE

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**Topic:** Diversity, Equity, & Inclusion

**Category:** Quality Improvement/Evidence-Based Practice Project

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## Abstract

### Background/Introduction

High-fidelity simulation is a well-established pedagogy to facilitate the application of knowledge and pediatric clinical skills for pre-licensure and advanced practice nursing students. The benefits of interprofessional or interdisciplinary clinical simulations between healthcare professionals have been reported, but intra-professional simulations within the nursing profession is rarely found. In addition, there is virtually no mention in nursing literature regarding the use of antiracist and inclusive approaches when conducting simulation and debriefing sessions.

### Purpose

This article describes the process used to develop and implement collaborative, intra-professional pediatric nursing simulation scenarios by adapting Interprofessional Education Collaborative (IPEC) core competencies, using an antiracist and inclusive approach.

### Methods or Processes/Procedures

This article describes the process used to develop and implement collaborative, intra-professional pediatric nursing simulation scenarios by adapting Interprofessional Education Collaborative (IPEC) core competencies, using an antiracist and inclusive approach.

### Results

Pre-licensure nursing students and Pediatric Nurse Practitioner (PNP) Doctor of Nursing practice students from a large Midwestern public university engaged in two intra-professional simulation scenarios. Post-simulation debriefing sessions occurred separately between pre-licensure nursing and advanced practice students with one additional collaborative feedback session that included both groups of students.

### Limitations

From lessons learned, more specific guiding points for debriefing sessions were suggested to improve intra-professional collaboration using antiracist and inclusive approaches to care.

### Conclusions/Implications for Practice

In addition, suggestions for faculty training to enhance knowledge and confidence about incorporating concepts of implicit biases and inclusivity were also mentioned.

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## Biography

Dr. Johnson's nursing career dates back to 2005, specializing in primary care for underserved youth. She's a educator at UIC Nursing since 2014, contributing to various courses, especially simulation. Her innovative HELP TLC program empowers young people in managing their health journey, while actively advocating for collaborative healthcare at the university level. Dr. Paige Ricca (she/her) brings 22+ years of pediatric/neonatal care experience to her role as assistant professor. Her work emphasizes equity, inclusivity, and antiracism in teaching and research, with a focus on LGBTQIA+ cultural safety, racial equity, and diversity integration in nursing simulations, aligning with INACSL standards.

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