

# USING INTRA-PROFESSIONAL NURSING SIMULATIONS TO ADVANCE COLLABORATIVE PRACTICE

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## Scope and Purpose

- The use of high-fidelity simulation is a well-established pedagogy to help bridge the academic-practice gap.
- Our College of Nursing has multiple degree level and speciality nursing programs that could provide students with intra-professional simulation experiences.
- Intra-professional simulations within the nursing profession is rarely found.
- PURPOSE:** Describe the process to develop, implement and evaluate a collaborative, intra-professional pediatric nursing simulation at a large midwestern, urban university.

## Supporting Literature

- Core competencies for interprofessional collaborative practice in simulations is well-established.<sup>1,3,4</sup>
- Interprofessional simulation scenarios incorporate competencies such as collaboration, knowledge building and integration of individual new roles alongside other professionals.<sup>4</sup>
- There is rare reported use of intra-professional simulations in nursing education.<sup>2</sup>
- Recommendations for inclusion of antiracist and inclusive approach to healthcare simulations are noted more in medical versus nursing literature.<sup>5</sup>
- No nursing literature offers specific guidance for implicit bias, anti racist or inclusive approaches for simulation and debriefing sessions.



## Project Implementation

- 32 PNP and RN students** participated in intra-professional pilot simulation.
- Two simulations:** PNP student as provider, RN student as bedside nurse using intra-collaboration and gender affirming cases..
- Objectives:**
  - Identify the main health condition using appropriate assessment and admission health history data
  - Increase clinical nursing skills and pediatric management
  - Communicate effectively with healthcare team
  - Discuss and evaluate values of collaboration and new role responsibilities
- Debriefed** students separately and together.
- Qualtrics evaluation survey** to students
- Informal faculty evaluation:** "What went well, what could have gone better & what did we learn"

Intraprofessional Simulation Schedule						
Time	Noah Sim Do	Noah Sim View	Kylar Sim Do	Kylar Sim View	Sim Descriptions	
8:00 a-8:15a	All complete orientation to simulation day					<b>Sim 1</b> Noah: 9-year-old, pediatric asthma exacerbation, mid-fidelity manikin & an actor to play parent
8:15a-8:35a	BSN Team 1 DNP Student 1	BSN Team 2	BSN Team 3 DNP Student 2	BSN Team 4		
8:35a-9:00a	All debrief respective cases					<b>Sim 2</b> Teen "Kylar": Near syncope event, transgender actor assigned female at birth but identifies as male.
9:05a-9:25a	BSN Team 4 DNP Student 2	BSN Team 3	BSN Team 2 DNP Student 1	BSN Team 1		

## Lessons Learned

- Missed opportunities to explore gender affirming communication and reflections about implicit bias
- Inconsistent debriefing content from faculty specific to antiracist and inclusive communication
- Survey lacked questions regarding student feedback using anti-racist and inclusive principles into practice
- IPE simulation lacked activities for pre-licensure students to remain engaged in scenario once the PNP entered the room
- Debriefing lacked a comprehensive discussion on intraprofessional collaboration.

## Next Steps

- Establish and develop best practice models/modules (ICARE Sim) for incorporating anti-racist and inclusive simulations into all levels and speciality nursing programs.
- Create debriefing guidelines to enhance intra-professional collaboration, anti-racist and inclusive approaches to care.
- Increase faculty knowledge and confidence addressing these issues. Revise the evaluation survey to gather feedback about affirming communication and implicit bias.
- Conduct statistical evaluations of the survey data and prepare a manuscript for publication.

## References



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