

Interprofessional Simulation: Enhancing the Learning Experience for ASPIRE Scholars – Mock Code

Michael Moreland, BSN, RN, David Copsey, BSRT, RRT, Pamela Combs, DNP, BC- ANP



Background

Interprofessional simulation-based learning experiences are a strategic way to improve teamwork and communication, as well as trust and respect among healthcare workers.¹ The Howley ASPIRE program is a 12-week program that offers instruction to high school juniors to develop their understanding of the four healthcare careers that it supports: Respiratory Therapy, Nursing, Surgical Technology and Sterile Processing. Students choose their career of interest and go on to post-secondary training to become experts in that field. ASPIRE faculty created a simulation utilizing a scenario that would demonstrate the interdependence of all four healthcare careers, giving students an opportunity to experience the dynamics of multidisciplinary learning and collaboration

Contact Information

Michael Moreland - mmorelan@ccf.org
David Copsey - copseyd@ccf.org
Pamela Combs – combsp@ccf.org

Course Description

One of the most challenging clinical scenarios in which Interprofessional teamwork, communication, trust and respect can be fostered is when a patient is in cardiopulmonary arrest. Our faculty wanted to demonstrate to students how the four Howley ASPIRE careers would simultaneously work together to provide care for a patient in this situation. The objectives were as follows:

1. The students will differentiate the four roles and how they work together to impact patient outcomes in a code blue scenario.
2. The students will demonstrate an interprofessional hands-on approach to patient care utilizing teamwork and communication.



Outcomes

Objective 1:

In the mock code scenario participants were exposed to the roles of:

1. Sterile Processing: Code Cart is maintained by this department.
2. Respiratory Therapy: managed airway to establish adequate ventilation and oxygenation.
3. Nursing: appropriate assessment of patient; activation of code blue; and initiation of BLS.
4. Surgical Technology: Students debriefed on the patient in the scenario being rushed to surgery for continuation of care and how a surgical technologist would prepare the operating room for an emergency case.

Objective 2:

In the mock code scenario participants had to communicate effectively regarding:

1. BLS 1-2-5 metrics
2. Respiratory Therapy and interpretation of ABGs, and placement of advanced airway
3. Use of AED/Zoll defibrillator and achievement of ROSC
4. Coordination of patient transfer to the O.R.
5. Simulation of SBAR to Surgery Team

Next Steps:

Incorporate Standards of Best Practice²

1. Integration of a theoretical framework.
2. Integration technological advances such as AI.
3. Designing effective debriefing techniques for interprofessional learning.

References

1. Sezgin MG, Bektas H. Effectiveness of interprofessional simulation-based education programs to improve teamwork and communication for students in the healthcare profession: A systematic review and meta-analysis of randomized controlled trials. *Nurse Educ Today*. 2023 Jan;120:105619. doi: 10.1016/j.nedt.2022.105619. Epub 2022 Oct 28. PMID: 36343420.
2. Standards of Best Practice: Simulation Standard VIII: Simulation-Enhanced Interprofessional Education (Sim-IPE). Decker, Sharon I. et al. *Clinical Simulation In Nursing*, Volume 11, Issue 6, 293 - 297