

## Interprofessional student teams managing deteriorating patients: A window into their experience and thinking after a simulation-based workshop.

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### Abstract

Background:

In health sciences, two emerging pedagogical approaches hold particular promise for student learning: Interprofessional Education (IPE) and simulation. IPE provides a space for students of different health disciplines to work together and to learn together. Better understanding of respective roles and responsibilities and as well as communication and collaborative leadership strategies are expected outcomes. Simulation provides a safe learning environment to develop complex competencies such as teamwork while mobilising knowledge and procedural skills. Three health professional programs (medicine, nursing and respiratory therapy) in Moncton, New-Brunswick, have been offering their graduating classes an interprofessional simulation workshop using patient deterioration scenarios. Workshop design along with evaluation results will be presented.

Research questions:

- 1) To determine students' level of satisfaction and confidence with learning
- 2) To compare students' knowledge of key concepts related to patient deterioration pre and post simulation experiences
- 3) To determine students' perception of impact on their clinical experience.

**Method:**In the Fall of 2015, 91 students in the final year of their program (medicine, n=33; nursing, n=53; respiratory therapy, n=5) participated. Through interactive lectures and role-play, they learned about crises resource management, initial assessment and treatment (ABC algorithm), and communication strategies with patient and family. Then, in interprofessional teams of 3-4, they participated in a series of patient deterioration scenarios and debriefings. Students were invited to draw conceptual maps of key concepts related to team management of deteriorating patients pre and post workshop as well as complete a satisfaction and confidence in learning with simulation questionnaire. Four to five months later, students were sent a final questionnaire on the impact of simulation on their clinical experience. Data were analyzed using descriptive statistics and thematic analysis. Analysis of conceptual maps was inspired by

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Wilson, Mandich & Magalhaes's (2015) proposed framework.

Results: Out of 91 students, 85 filled out satisfaction and confidence questionnaires. Students were satisfied with the learning experience and reported increased confidence in their eventual participation in emergency case management. Some indicated they better understood their role. For most, impact on clinical experience seems minimal as students report observing rather than managing deteriorating patient. Concept map suggest students' integrated initial assessment as well as effective communication strategies.

Conclusion:

Use of interprofessional simulation workshop is an effective way to improve students' confidence in participating as part of a team in the management of deteriorating patients.