
January 2011

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Recommended Citation

Duffy, John (2011) "Selected Interprofessional Activities at the University Clinical Skills & Simulation Center," *Collaborative Healthcare: Interprofessional Practice, Education and Evaluation (JCIPE)*: Vol. 3: Iss. 1, Article 2.

Available at: <https://jdc.jefferson.edu/jcipe/vol3/iss1/2>

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Selected Interprofessional Activities at the University Clinical Skills & Simulation Center

John Duffy
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Interprofessional simulation has been a mainstay of a Jefferson education for almost a decade. Since the opening of the Hamilton Building in 2007, opportunities for interprofessional simulation have grown exponentially at the University. In response to this rapid growth, an Interprofessional Simulation Curriculum Committee (ISCC) was established by Dr. Michael Vergare, Senior Vice President of Academic Affairs in 2010. Committee members include representatives from nursing, medicine, occupational therapy, physical therapy, and pharmacy. The overarching goal of the ISCC is to promote and support the development of interprofessional education via simulation as a teaching/learning strategy for faculty and students on campus. To achieve this goal, the committee offers both individual consultation, as well as faculty development programs.

At Thomas Jefferson University's (TJU) fall faculty development seminar in October 2010, the ISCC presented *The Use of Simulation in Health Sciences Education*. This presentation included a trigger film on the collaboration of a multidisciplinary code team. The film has since been incorporated into many teaching plans and is being used by students across disciplines to showcase a collaborative effort that incorporates role identification, skill acquisition, and clear communication techniques in a simulated clinical backdrop of a patient experiencing cardiopulmonary arrest.

In December 2010, at the close of the fall semester, 300 interprofessional students from couples and family therapy, nursing, medicine, occupational therapy, physical therapy, and pharmacy participated in the program, *Communication Skills in Family Centered Care: What Do You Bring to the Table?* This program highlighted many of the teaching modalities used at the UCSSC. It included the use of a UCSSC produced trigger film and short film clips, live presentation by faculty, small interprofessional group discussions led by faculty, and a simulcast presentation of a family meeting using standardized patients who emerge from the screen to conduct an open panel discussion. Student evaluations of this program were positive, indicating that the session was valuable, and heightened their awareness of the importance of interprofessional communication among team members in the area of family centered care.

In spring 2011, the occupational therapy department repeated an interprofessional simulated learning activity in which students from occupational therapy, medicine, nursing, and pharmacy participated in a discharge planning scenario (developed by the Eastern Pennsylvania-Delaware Geriatric Education Center*). The physical therapy department in collaboration with nursing and medicine challenged their students with simulation scenarios on cardio-pulmonary assessment, GI bleed emergencies, and safe transfer

techniques for critical care patients. In addition, the physical and occupational therapy departments offered a workshop for senior medical students in the 4th year course, *Advanced Physical Diagnosis (APD)*. This workshop provided the learners with a skill set in physical assessment directed to patients who are at high risk for falling. This interprofessional component of the APD course, now offered for its second year, complements students' physical examination skills.

Through collaborative efforts among faculty, the following interprofessional simulations are in the planning stages. First, combining OB/GYN medical students with BSN nursing students in infant delivery scenarios using the human birthing simulator (Noelle). A second opportunity is joining up first year medical students and second degree nursing students from the Facilitated Academic Coursework Track (FACT) program to introduce quality and safety techniques such as Situation-Background-Assessment-Recommendation (SBAR) and Team Strategies and Tools to Enhance Performance and Patient Safety (Team STEPPS).¹⁻² The SBAR technique provides a framework for communication between members of the health care team about a patient's condition and Team STEPPS is an evidence-based teamwork system to improve communication and teamwork skills among health care professionals.

Creating healthy interprofessional team experiences early in students' education fosters a diversity of professional knowledge.³ Healthcare education at TJU is indeed at a very exciting time in its history.

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*The project described was supported by Grant Number D31HP08834 from the Department of Health and Human Services (HHS). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Health Resources and Services Administration Department of Health and Human Services (HHS).