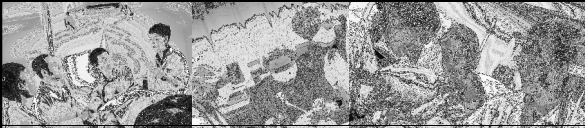


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Bridging the gap: Enhancing interprofessional education using simulation

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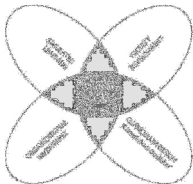
Our Vision

Michener is a Centre of Excellence for the Advancement of Applied Health Sciences Education
www.michener.ca

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Introduction

Exploration of the salient issues related to the integration of simulation and interprofessional education in order to develop innovative approaches for the delivery of education and improved clinical practice, all contributing to an improved quality of patient-care and outcomes.




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What is Simulation?

- ✓ Provides a positive and dynamic learning experience
- ✓ Students refine patient skills and collaborate within interprofessional team
- ✓ Students engage in a risk-free environment
- ✓ Gained interest due to the alarming incidence of medical error and patient safety concerns

Simulation is viewed as a solution to a number of current health care issues including:



Availability of patients for student practice Societal acceptance of students learning on patients Challenges faced by educational institutions in securing clinical sites

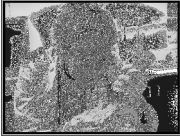
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Simulation-Based Education

Attempts to reproduce realistic situations that may be encountered in real-work settings...but in a protected environment.

Benefits:


- Feedback & Reflection
- Repetitive Practice
- Range of Difficulty & Variation
- Controlled environments where learners can make, detect and correct errors without adverse consequences



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Interprofessional Education

Profession-specific delivery of health care education currently lacks the following principles of IPE:



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The “raison d’être”

The underlying theme in simulated learning activities is the concept of practice in a “no risk” environment.

For students this means:

- Opportunity to build confidence
- Apply their knowledge
- Enhance technical, critical thinking and crisis management skills

Patient Care
and
Safety

For educators this means:

- Verify competence in a safe, interactive environment, prior to entering clinical setting

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Curriculum Design: A Break from Tradition


The instructional design of curriculum is traditionally “silo” based, and therefore for institutions to engage in curriculum redesign of this magnitude raises issues including:

- Cost
- Scheduling
- Cross-appointment of faculty
- Developing multiple scenarios providing varied situational experience with a patient-centred focus

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Faculty Development: A Break from Tradition

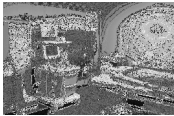
- Crucial to enhance teaching using appropriate simulation tools and methodologies
- Mentoring by colleagues who have recent experience with new technologies
- Promotes hands-on practice using simulation
 - enhance patient care and safety
 - develop a respect for, and experience in, interprofessional collaboration

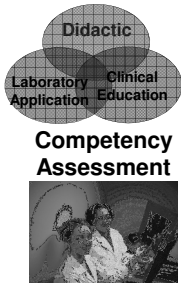


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Enhanced Educational Model

Simulation-based Education





Interprofessional Collaboration



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Organizational Challenge

What is required for successful transformation?




- Appropriate levels of funding
- Major investment in capital and curriculum development
- Investment in additional human and physical resources
- “Change agents” and early adopters throughout the organization
- Collaboration to help facilitate curricular integration
- Established collaborative partnerships amongst academic and health care institutions
- Ongoing commitment by senior leadership at all partner institutions

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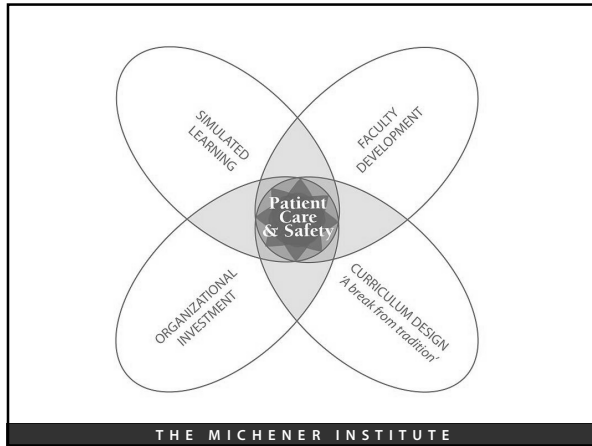
The Organizational Challenge

Benefits of interprofessional simulations

- Reduce delays and impact on patients
- Reduce supervision required in the actual patient setting
- Cost efficient to the system as a whole

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Further Research and Development

- Whether the use of simulation in IPE actually improves patient safety or patient outcomes remains relatively unexplored
- A true claim of interprofessional learning cannot be fully articulated without the applied health professions being included
- This will require faculty development focused on how to design curriculum and how to teach using simulation within an interprofessional model
- Development of a knowledge base of interprofessional simulation modules or case studies and a corresponding set of assessment and evaluation tools for clinical readiness is imperative
- The opportunities are limitless for using research methodologies and analysis to provide evaluative evidence to support the use of IPE enhanced by simulation

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Conclusion

- Until such time as new research is conducted the progress will be slow in convincing educational and health care partners to transform their educational delivery models
- A significant transformation of traditional educational models we has the potential to benefit the overall education of health professionals
- Which will lead to improved provision of health care by providing patients with a better experience and outcome

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Thank You

Questions?

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