



Implementation of an Interprofessional Faculty Development Program in Simulation

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WELCOME

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Disclosures:

- Erini Serag-Bolos** – I have no COI in this presentation and have nothing to disclose
- Dawn M Schocken** – I have no COI in this presentation and have nothing to disclose
- Eleanor Rawson** – I have no COI in this presentation and have nothing to disclose
- Haru Okuda** – I have no COI in this presentation and have nothing to disclose

Course Overview:

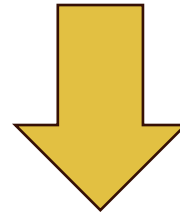
This course is designed to provide an exemplar model of a Faculty Development Program in simulation that targets content-specific and interprofessional simulation experiences in a Simulation Consortium.

Objective #1:

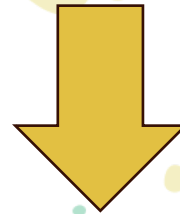
Identify the required elements for an evidence-based simulation experience that correlates to discipline-specific and IPEC competences

Goal: Workforce Effectiveness to the Max

● Involvement of interprofessional simulation faculty using a standardized approach to simulation training



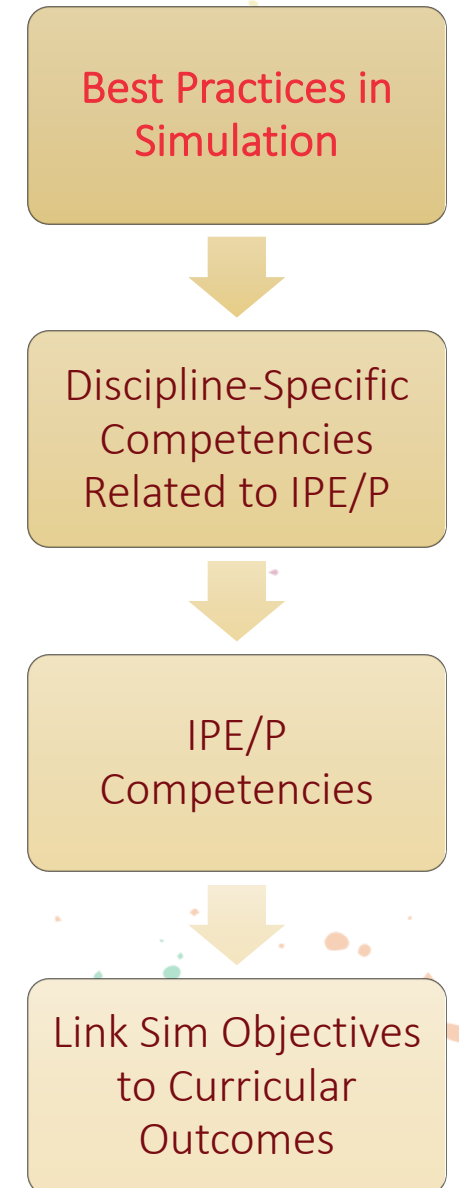
Maximized workforce effectiveness



Improved patient quality outcomes throughout the healthcare system

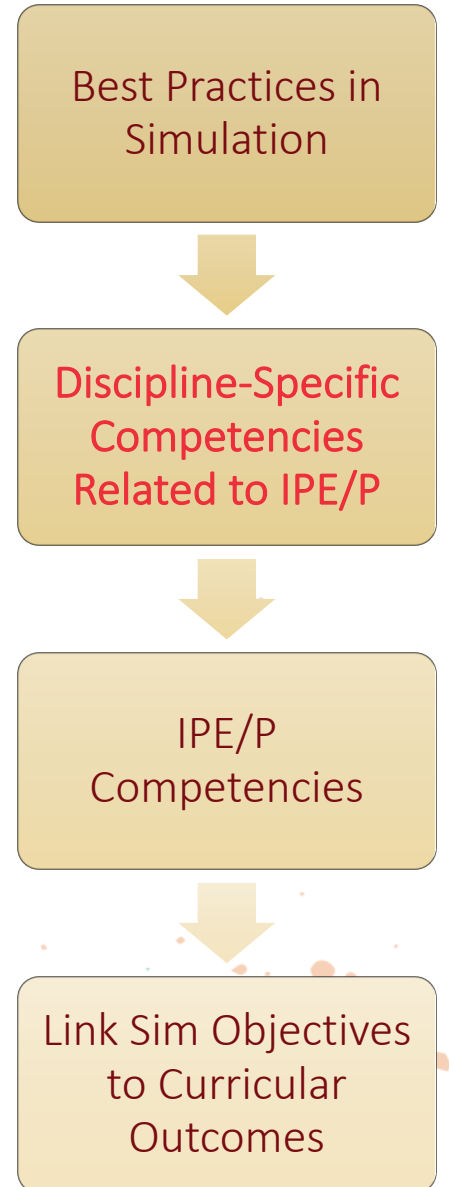
Identify Simulation Best Practices

- Best Practice Guidelines
 - International Association for Nursing Association for Clinical Simulation and Learning (INACSL) Standards of Best Practice: Simulation
 - The Association of Standardized Patient Educators (ASPE) Standards of Best Practice
 - Standards for Simulation Certification
- Faculty Development
 - Society for Simulation in Healthcare (SSIH) certification
 - Institution-specific training and collaboration



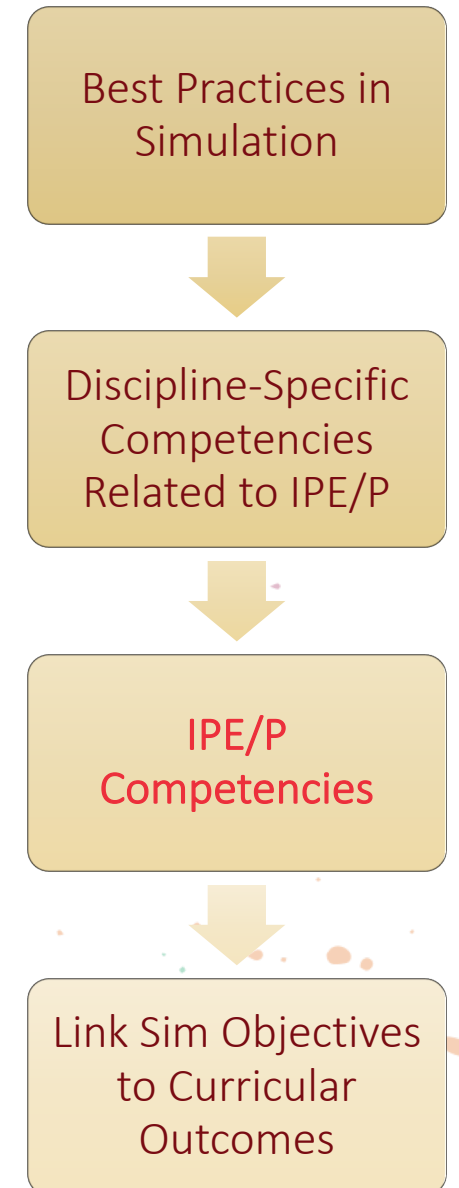
Discipline-Specific Competencies Related to Interprofessional Education & Practice (IPE/P)

- Accreditation standards among disciplines vary by definition, frequency, and setting of IPE
 - Liaison Committee on Medical Education
 - Standard 7.9 - Interprofessional Collaborative Skills - *"...teams that include health professionals from other disciplines as they provide coordinated services to patients...include practitioners and/or students..."*
 - Commission on Accreditation of Physical Therapy Education -
 - Standard 6F - *"The didactic and clinical curriculum includes interprofessional education...development of interprofessional competencies including, but not limited to, values/ethics, communication, professional roles and responsibilities, and teamwork."*
 - Standard 6L3 - *Involvement in interprofessional practice*
- Consistent definitions and expectations are necessary for successful IPE simulation within programs



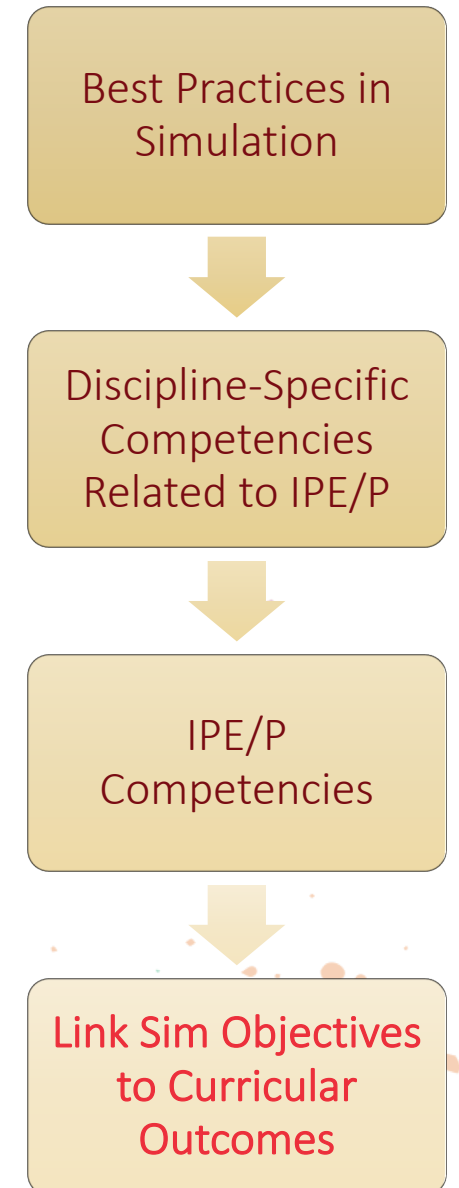
Interprofessional Education & Practice (IPE/P) Competencies

- Best Practice Guidelines
 - Interprofessional Education Collaborative (IPEC)
 - Values & ethics for IPP
 - Roles & responsibilities
 - Interprofessional communication
 - Teams and teamwork
 - TeamSTEPPS by AHRQ
 - Team structure, communication, leadership, situation monitoring, and mutual support
 - National Center for Interprofessional Practice & Education
 - Institute for Healthcare Improvement (IHI)
 - Joint Commission's National Patient Safety Goals



Correlate Simulation Objectives to Curricular Outcomes

- Discipline-specific competencies
 - Accreditation standards
 - Entrustable Professional Activities (EPAs)
 - Blueprints for licensure examinations
 - Predetermined interprofessional competencies
 - Identify commonalities among health disciplines' accreditation requirements
 - Competencies that align with institution's mission, vision, and values
 - Curricular mapping to outcomes and learner levels
 - Assessment methods and evaluation plan
- ➔ Programmatic continuous quality improvement

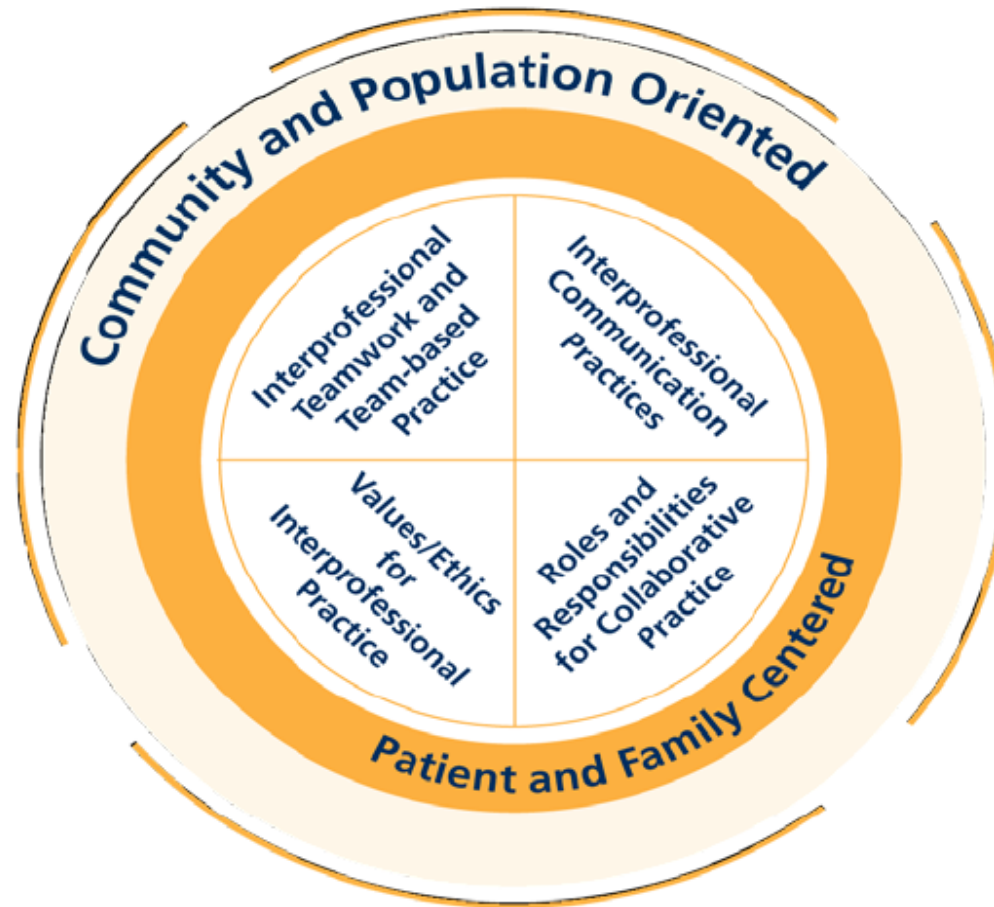


Objective #2:

Illustrate simulation integration into both discipline-specific and interprofessional experiences



Objective #2:



USF Health Modules:

1. Introduction
2. Soccer Man Down
3. Communications in Teams
4. Transitions of Care
5. Teams and Teamwork
6. Paper To Practice
7. TeamSTEPPS
8. Patient Safety
9. Disaster Training
10. Capstone TIPS
11. Telehealth in Action
12. Poverty Simulation

Objective #2:

- *Discipline-Specific Curricular Objectives:*
 - Each program has accreditation guidelines requiring interprofessional educational activities embedded into their curriculum.
 - Utilization of simulation in these activities makes the learning more experiential in nature.



Objective #2:

- *Discipline Specific Curricular Objectives:*
 - Curricular development to meet learner needs
 - Creating activities that are engaging and learner centered
 - Assuring faculty have the training to assure each learner's needs are met
 - Creating a safe space for IPE events to occur

Objective #2:

Benefits for IPE Sessions:

- Simulates the workplace environment
- Allows learners to practice future roles and activities
- Gives learners a better understanding of the other discipline(s) roles and responsibilities.



Objective #2:

Challenges of IPE Sessions:

- Scheduling
- Space
- Faculty participation
- Other resources



Objective #3:

Synthesize participant, facilitator, and simulation experience evaluations to enhance quality improvement



- Evaluation of IPE Simulation

- High-Fidelity Scenario
- Meet course objectives?
- Supplies/Materials
- Facility

- All learners should complete evaluation

- Anonymous

- End of semester & following each experience

- Update facilitators on evaluations for improvement

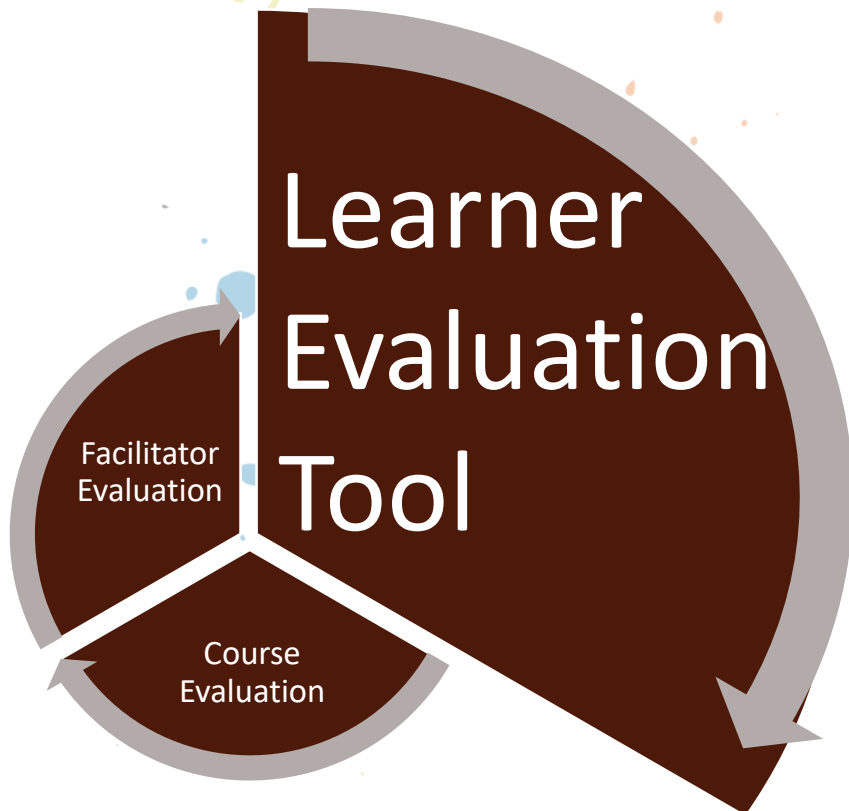
- Collect for annual review



- Learner will evaluate facilitators (including Simulation Operations Specialists)
- Faculty peer-to-peer review
- Pre-brief, debrief, and interaction with learners
- SAFE tool

1. Knowledge, Presence and Presentation Skills (How the facilitator presented themselves)	5	4	3	2	1	N/A
a. The facilitator explained his/her role to the group.						
b. The facilitator provided an overview of how the session and debriefing will proceed.						
c. The facilitator addressed the participants' questions and concerns in a professional and timely manner.						
d. The facilitator was prepared for both the session and debriefing.						
e. The facilitator used instructional media, such as flip charts, white boards, and/or VR playback.						
f. The facilitator demonstrated professionalism in body language, dress, and demeanor.						
g. The facilitator demonstrated effective use of time throughout the session and debriefing.						
h. The facilitator maintained control of the session and debriefing.						
i. The facilitator demonstrated thorough subject knowledge.						
Comments:						
2. Relating Skills	5	4	3	2	1	N/A
a. The facilitator remained objective throughout the session and debriefing.						
b. The facilitator demonstrated sensitivity to gender and cultural differences.						
c. The facilitator used reflective listening ensuring individuals were heard and understood by the entire group.						
d. The facilitator acknowledged and supported the learner's comments and suggestions.						
e. The facilitator identified and clarified any misunderstandings.						
f. The facilitator engaged learners during the session and debriefing.						
3. Group Management	5	4	3	2	1	N/A
a. The facilitator effectively managed the group's energy.						
b. The facilitator kept the group informed of the course's progression.						
4. Intervention Skills	5	4	3	2	1	N/A
a. The facilitator effectively handled disruptive learners (if applicable).						
b. The facilitator took steps to prevent conflict in the group.						
c. The facilitator asked open-ended questions to assist the group during the session and debriefing.						
d. The facilitator effectively differentiated between content (knowledge) and process (task).						





- Anonymous
- Distribute after each experience
- Review in a timely manner
- Adapt, Change & Evolve

SIMULATION: BRINGING LEARNING TO LIFE



Learner Course Evaluation

Course: _____ Date(s): _____ Location (Circle): CACLS CAMLS VSCE
 Instructor(s): _____
 Your credentials: _____ (MD, DO, RN, RT, ARNP, CRNA, Student, LPN, etc.)
 Specialty: _____ (Internal Medicine, Emergency Medicine, Pediatrics, Neonatology, Obstetrics etc.)

Previous simulated clinical experience (SCE): ☐ None ☐ <3times ☐ 3-5 times ☐ 5-10 times ☐ >10 times

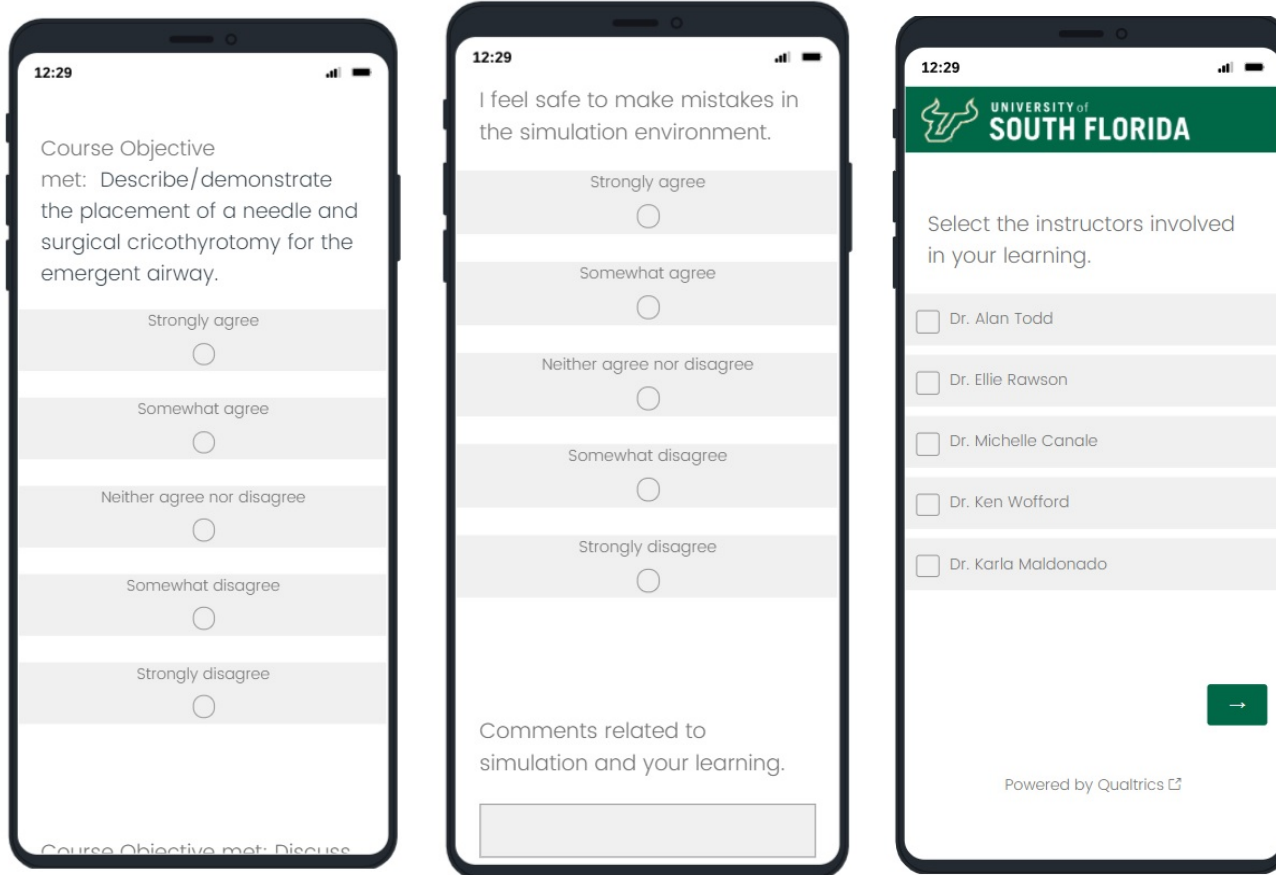
Did the simulation center staff or the instructor(s) show any commercial bias? ☐ YES ☐ NO

Did the staff or instructor(s) disclose any conflicts of interest? ☐ YES ☐ NO

Please rate the following statements on the scale provided. Mark N/A if you had no experience with the statement

	Do Not Agree	Somewhat Agree	Strongly Agree	Not Applic.
I received an introduction to simulation training at the simulation center	0	1	2	N/A
I received an introduction to equipment/supplies	0	1	2	N/A
The facility enhanced my learning experience	0	1	2	N/A
Simulation as a learning method enhanced my learning experience	0	1	2	N/A
Course Objective was met: _____	0	1	2	N/A
Course Objective was met: _____	0	1	2	N/A
Course Objective was met: _____	0	1	2	N/A
Didactic content was directly supported by the simulated clinical experience	0	1	2	N/A
Completing the simulation helped me understand classroom information better	0	1	2	N/A
I felt safe to make mistakes in the simulation environment	0	1	2	N/A
I developed a better understanding of the pathophysiology of the conditions in the SCE	0	1	2	N/A
I developed a better understanding of the medications that were used	0	1	2	N/A
I feel more confident in my decision making skills	0	1	2	N/A
My assessment skills improved	0	1	2	N/A
My technical skills improved	0	1	2	N/A
I feel more confident that I will be able to recognize changes in my real patient's condition	0	1	2	N/A
I am able to better predict what changes may occur with my real patients	0	1	2	N/A
I was challenged in my thinking and decision-making skills	0	1	2	N/A
Debriefing and group discussion were a valuable part of the learning experience	0	1	2	N/A
I learned as much from observing my peers as I did when being actively involved in caring for the simulated patient.	0	1	2	N/A
Viewing and discussing the recorded SCE were a valuable part of the learning experience	0	1	2	N/A
Confederates (actors) in the scenarios, enhanced my learning experience	0	1	2	N/A
VPCC staff's clinical support enhanced my learning experience	0	1	2	N/A
_____, lead debriefer enhanced my learning experience	0	1	2	N/A
_____, lead debriefer enhanced my learning experience	0	1	2	N/A
_____, lead debriefer enhanced my learning experience	0	1	2	N/A
_____, instructor/educator helped me to critically think	0	1	2	N/A
_____, instructor/educator helped me to critically think	0	1	2	N/A
_____, instructor/educator helped me to critically think	0	1	2	N/A

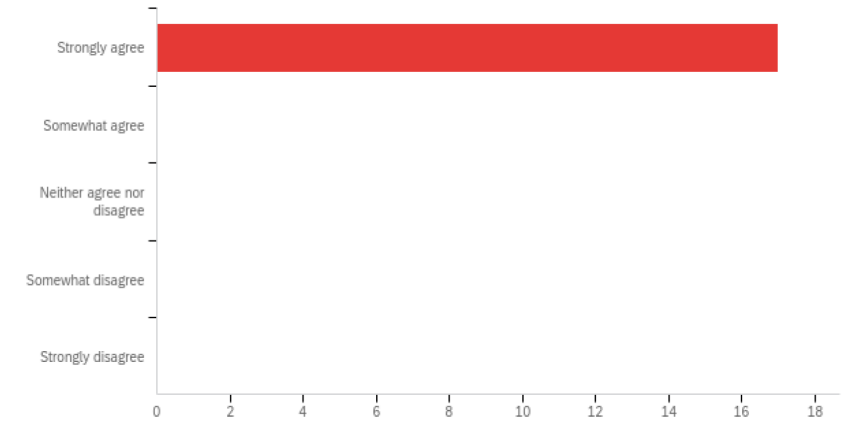
Comments:



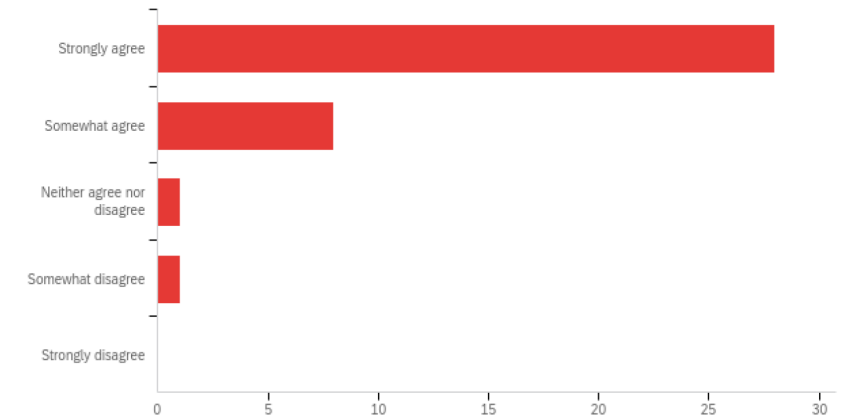
*Screenshots from Qualtrics online survey tool

SIMULATION: BRINGING LEARNING TO
LIFE

Q8 - Course Objective met: Identify clinical signs and symptoms of severe aortic stenosis.



Q11 - I developed a better understanding of the medications that were used.



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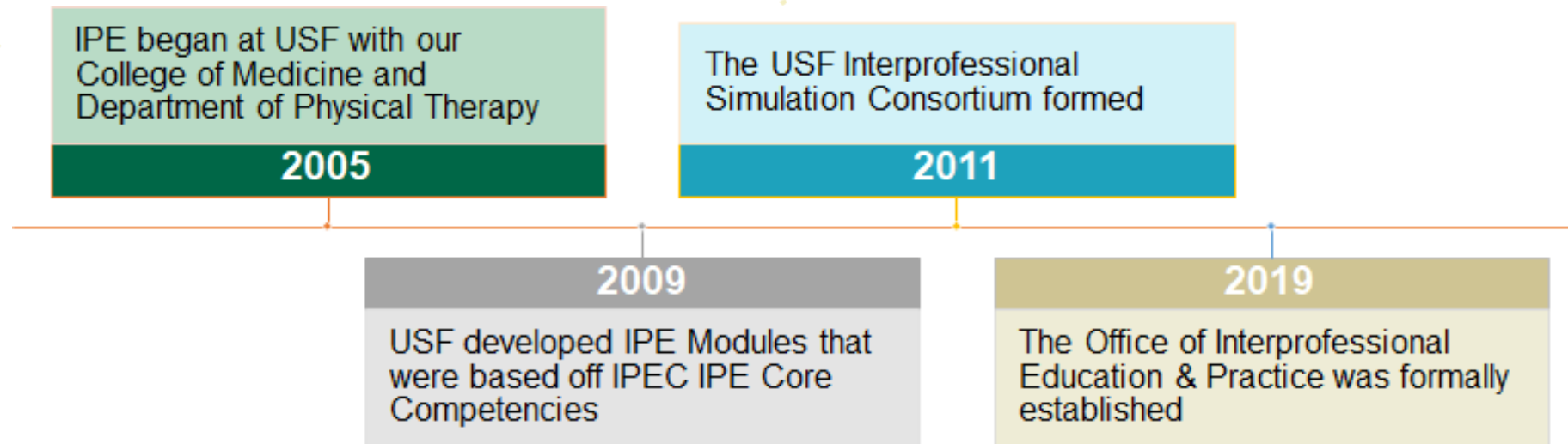
Objective #4:

- **Identify roles and positions to enhance integration and collaboration between disciplines and programs.**

USF Health

Office of Interprofessional Education & Practice

- The office was created to centralize IPEP programs and assist with organizing, marketing, and promotion of IPE activities within the university
 - Campus-wide IPEP events
 - Webinars and virtual content
 - Professional development and simulation trainings



IPEP Committees

- ✓ **Executive**
 - Strategic planning
 - Decision making
 - Resources
- ✓ **Education**
 - IPE Day
 - IPE curricular support
 - Training Innovation
- **Practice**
 - TGH/USF collaboration
 - Interprofessional training
- **Faculty Development**
 - Cross-professional instruction
 - Resources and education
 - Promotion and tenure
- **Research & Grants**
 - Interprofessional research facilitation
 - Collaborative grants
- **Student Advisory**
 - Student input on IPEP activities
 - Identify opportunities for engagement

Interprofessional Education at USF Health

- Course integrations – IPE is integrated into USF Health courses
- Modules – Morsani College of Medicine UME sessions run in workshop settings
- Training – IPE trainings are offered for health students, residents, and fellows
- Student organizations – IPE within student-led organizations (ex. BRIDGE clinic)
- Events – IPE events that highlight issues
 - Annual Interprofesssional Education Day
 - Annual Faculty Development Day
 - Webinars
- Podcasts
- Other initiatives

Strategies to Encourage Diverse Participation

- Bring everyone to the table
 - College of Behavioral and Community Science
 - College of Nursing
 - College of Pharmacy
 - College of Public Health
 - College of Medicine
 - MD Program
 - Physician Assistant Program
 - Athletic Training Program
 - School of Physical Therapy and Rehabilitation
- Expand to include non-health programs
- Get buy-in



QUESTIONS?



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SIMULATION:
BRINGING LEARNING TO LIFE



Implementation of an Interprofessional Faculty Development Program in Simulation

THANK YOU!