

Strategies To Elevate the Hospital-Based Interprofessional Learning Environment



SIMULATION:
BRINGING LEARNING TO LIFE

#IMSH2021

WELCOME

Mary E. Holtschneider, MEd, RN, NPD-BC
Co-Director, Interprofessional Advanced
Fellowship in Clinical Simulation
Durham, North Carolina Veterans Affairs Health
Care System
Nursing Program Manager, Duke Area Health
Education Center

Chan W. Park, MD, FAAEM
Co-Director, Interprofessional Advanced
Fellowship in Clinical Simulation
Durham, North Carolina Veterans Affairs Health
Care System
Adjunct Faculty, Duke University

No Disclosures

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Learning Objectives

1. Identify **untapped opportunities** to increase interprofessional collaboration in the planning and implementation of hospital-based simulation education
2. Explore ways to enhance inclusivity and diverse **viewpoints** in interprofessional simulation activities
3. Discuss new strategies that can be **practically applied** to current simulation offerings

Pre-COVID Perspective (Interprofessional INTERACTIVE training)

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Ultimate Goal (Patient Care)

IPEC Core Competency

Competency 1

Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

Competency 2

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs **of patients** and **to promote and advance the health of populations**. (Roles/Responsibilities)

Competency 3

Communicate with patients, families, communities, **and professionals in health and other fields** in a responsive and responsible manner that supports a team approach to the **promotion and** maintenance of health and the **prevention and** treatment of disease. (Interprofessional Communication)

Competency 4

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to **plan, deliver, and evaluate** patient/population-

Our Journey Today Will Look At.....

Untapped opportunities to enhance the Interprofessional Learning Environment and foster diversity and inclusivity

Unique challenges with COVID-19 in the Interprofessional Learning Environment

Definition of Mindfulness and Resilience

Ways to incorporate mindfulness strategies for the workplace using virtual reality

Plutchik's Wheel of Emotions

Inbox (531) - mary.holtschneider

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Strategies to Develop Meaningful


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JNPD

Interprofessional Learning Environments

Column Editors: Mary Edel Holtschneider, MEd, MPA, BSN, RN, NPD-BC, NREMT-P, CPLP, and Chan W. Park, MD, FAAEM

Strategies to Develop Meaningful Interprofessional Learning Environments—Part 2



Chan W. Park, MD, FAAEM

Mary Edel Holtschneider, MEd, MPA, BSN, RN, NPD-BC, NREMT-P, CPLP

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we open this column heeding the wise counsel from Epictetus, who said, “We have two ears and one mouth so that we can listen twice as

to say next while the patient (or any other person) is talking. Though these skills seem simple enough, if we were to evaluate ourselves on how well we embody them, we would

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8/27/2020

Interprofessional Learning Environments Column

Five Strategies

Be curious and inquisitive about different professions

Strive for inclusivity in interprofessional continuing education

Mindfully focus on your intent before the content

Talk less, listen more

Add a business mindset to the educational arena

Interprofessional Learning Environments Column

Key Strategies

Be curious and inquisitive about different professions

Scope of Practice

Regulatory Issues

Current Challenges and Opportunities

Myth Busting

Interprofessional Learning Environments Column

Key Strategies

Talk less, listen more

Powerful questioning

Evoke discovery, insight, commitment, or action

Embody courage rather than apprehension

Interprofessional Learning Environments Column

Key Strategies

Mindfully focus on your intent before the content

To avoid perception of afterthought, offer real life value to all

Seek the right mix of participants

More is not always better

Interprofessional Learning Environments Column

Key Strategies

Strive for inclusivity in interprofessional continuing education

Continuing Education Relevance

Moving Beyond Silos

Refrain from “afterthought”

Interprofessional Learning Environments Column

Key Strategies

Add a business mindset to the educational arena

Approach educational endeavors with a business mindset
Pinpoint the value to the institution

State of the Interprofessional Learning Environment



What Is New Now?

Lack of trust

Lack of information/clarity

Lack of control

Effect of COVID-19

JACR Journal of the American
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Wolters Kluwer

Brain, Behavior, and Immunity 87 (2020) 126–127



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Brain, Behavior, and Immunity

journal homepage: www.elsevier.com/locate/ybrbi



The COVID-19 outbreak and Google searches: Is it really the time to worry about global mental health?



*Mindfulness is the self-regulation of attention
with an attitude of
curiosity, openness, and
acceptance*

Bishop, S. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice*, 11(3), 230-241.

Resilience

...that ineffable quality (capacity) that allows some people to be knocked down by life and come back stronger than ever.

Barry Kibrick

A Tool for Teaching Six Mindfulness Strategies

Mary Edel Holtschneider, MEd, MPA, BSN, RN-BC, NREMT-P, CPLP Chan W. Park, MD, FAAEM

In our last column, we introduced our Six Mindfulness Strategies Model as being a straightforward approach to helping Nursing Professional Development (NPD).

In this column, we will look at several ways to incorporate mindfulness strategies into a common stroke code simulation training session. Before we get there, think for

Plutchik's Wheel of Emotions

Inbox (531) - mary.holtschneider

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A Tool for Teaching Six Mindfulness

A Tool for Teaching Six Mindfulness

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graph TD; Pause --> Breathe; Breathe --> IdentifyEmotion[Identify Emotion]; IdentifyEmotion --> RecognizeSpace[Recognize Space]; RecognizeSpace --> ChooseHowToRespond[Choose How To Respond]; ChooseHowToRespond --> Respond; Respond --> Pause;
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FIGURE 1 Six Mindfulness Strategies Model. Developed by Mary Edel Holtschneider and Chan W. Park.

it as an involuntary function, centers us and helps clear our thought processes. The ED nurse or physician should continue to intensify his or her frustration and displeasure by placing blame and insinuating the response team should be liable for the delay in care. The goal here is to encourage the learner to take sufficient time to again clear his or her mind before responding. Again, this will provide the learner with another opportunity to reset expectations and to try to steer the conversation toward improved patient care, rather to assign blame.

Identify the emotion: As healthcare professionals, we are generally inadequately taught about ways to identify, process, and manage our emotions. At this point in the mindfulness process, taking a moment to identify what emotion one is feeling can also help with self-control. Stating “I feel angry” or “I feel sad” helps ground us in the moment and allows us to recognize what is going on inside. It is important to note that the learner needs to identify *his or her* emotion, not the emotion of the other person, as the learner can only control his or her actions and not the actions of others. The ED nurse or physician will elicit a variety of emotions and responses from the learner. This goal here is to train the learner on how to identify his or her particular emotion at that moment. Typically, people are taught to try and analyze what is

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Our Approach: Six Mindful Strategies

Pause – six seconds

Breathe

Identify the emotion

Recognize the opportunity between stimulus and response

Choose how to respond

Respond

Our Approach: Six Mindful Strategies

Virtual Reality Applications

Future of Interprofessional Learning Environments



mary.holtschneider@va.gov

chan.park2@va.gov

THANK YOU!

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