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Author(s)	Summerville, Sarah; Casey, Dympna; McCarthy, Bernard; Hills, Caroline; Carroll, Clare; Costello, Maria; Hunter, Andrew; Burke, Eimear; Kennedy, Kieran; Power, Martin; Byrne, Dara; Donlon, Kate; Hanley, Marion; Ní Chianáin, Linda
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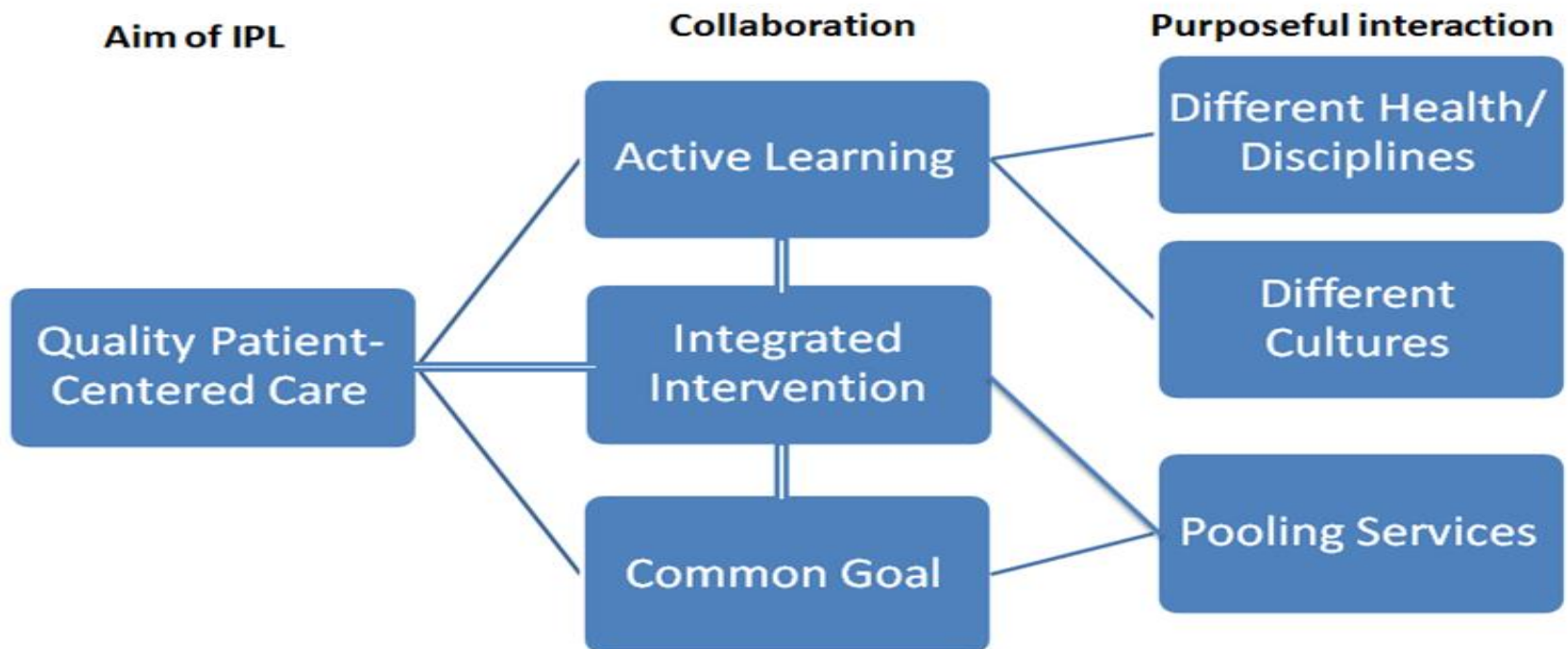


Sarah Summerville, Dympna Casey, Bernard McCarthy, Caroline Hills, Clare Carroll, Maria Costello, Andrew Hunter, Eimear Burke, Kieran Kennedy, Martin Power, Dara Byrne, Kate Donlon, Marion Hanley, **Linda Ní Chianáin**

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- Staff 'Millennium Funding'
- 'College of Medicine, Nursing and Health Sciences'

What is Interprofessional Learning?



Role of Simulation in undergraduate Interprofessional Learning

- ▶ An IP approach to healthcare is designed to develop a partnership among healthcare providers and their clients where knowledge and skills are shared so that they may achieve their common goal of improved patient outcomes (Bridges & Hanson 2012).
- ▶ Students must be educated in IP collaboration, communication, and teamwork to achieve competencies needed to function as a member of the IP team (Bridges & Hanson 2012).
- ▶ Interprofessional competencies such as these can be fostered online but are also effectively consolidated via face-to-face learning practise such as simulation (Bridges & Hanson 2012).
- ▶ Integrated learning of this kind allows undergraduate students to meaningfully engage and develop these transferable skills before they enter the world of practice
- ▶ Facilitator perceptions and attitudes towards the development and delivery of IPL play a vital role in the impact IPL for students (Bridges & Hanson 2012; Reeves et al. 2009; 2016)

About the Simulation...

- ▶ Teamwork communication exercise between undergraduate healthcare disciplines (Medicine, OT, SLT, Nursing)
- ▶ Right hemispheric stroke patient: Prepare plan to aid patient's recovery discharge

Dry run:

- ▶ Educators and actor participated in dry-run pre-pilot phase
- Simulation was adjusted and refined based on this

Pilot:

- ▶ 8 undergraduate participants + actor participated in pilot
- ▶ Recorded (SMOTS), controlled setting on campus

Method

- ▶ *Ethical approval*: Obtained from Research Ethics Committee (NUIG)
- ▶ *Setting*: School of Nursing & Midwifery at National University of Ireland, Galway
- ▶ *Methodology*: Descriptive qualitative methodology was used to capture data
- ▶ *Study design*: An exploratory, descriptive research design was used to address the aim of the study.
- ▶ *Data collection and procedure*: 1 hour semi-structured focus group led by experienced qualitative researcher
- ▶ *Data analysis*: Thematic analysis (Braun & Clarke, 2006) using Nvivo software

Purposive Sample

Participants	n	%
<u>Gender</u>		
Male	0	0%
Female	4	100%
<u>Age</u>		
40 - 50 yrs	3	75%
50<	1	25%
<u>Discipline</u>		
Medicine	1	25%
Speech & Language Therapy	1	25%
Occupational Therapy	1	25%
General Nursing	1	25%

Preliminary Findings

Thematic Analysis revealed 3 themes:

1. Transformative Learning
2. Professional Buy-in
3. Academic Staff Capacity

Conclusion

- ▶ Conceptual appreciation from clinicians/ academics for IPL Simulation and the benefits of this for patient care; yet in practice lack of resources and support remain for implementation in education across healthcare disciplines
- ▶ IPL Simulation requires established funding and a leader to direct this in order to thrive across healthcare disciplines
- ▶ IPL Simulation requires established space within curriculum
- ▶ Workload and preparation is intensive for staff already working on established existing modules
- ▶ Academic staff valued the experience and indicated the merit of undergraduate inter-professional engagement to promote collaborative practice which has the potential to improve patient care.

Questions?

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