Interprofessional clinical simulation: Evaluating a post-operative surgical pilot with nursing and medical undergraduate students

Description/Background (include purpose and need): The College’s of Nursing and Medicine at the University of Saskatchewan have made interprofessional education a key priority for practice, research, and education. However, to date, there are few (if any) opportunities for medical and nursing undergraduate students to learn together, through a simulated clinical learning activity. This project marks a first step towards engaging nursing and medical students in a clinical simulation learning activity. We will pilot two post-operative surgical simulations with a small group of nursing and medical undergraduate students, evaluate these pilots, and then attempt to implement this approach into the broader medical and nursing curriculums at the University of Saskatchewan.

Cluster Lead: Kristen Haase, Assistant Professor, College of Nursing

Members of the Cluster:
Dr. Trustin Domes, Director of Undergraduate surgical education, College of Medicine
Dr. Noelle Rohatinsky, Assistant Professor, College of Nursing

Additional faculty may be invited to join the cluster as the project evolves.

Goals and predicted timeline (specific Deliverables/Milestones) bullet point please:
The goal of this project is to provide medical and surgical undergraduate students an opportunity to work together on a post-operative simulation scenario and to evaluate their experiences.

Our learning outcomes for the simulation are:
(1) To gain exposure to interprofessional competencies of role clarification, interprofessional conflict resolution, collaborative leadership, and team functioning;
(2) To gain knowledge of the medical/surgical content.

The specific timelines are:
- Acquire funding and program approvals- August 2017
- Acquire ethics approval- August 2017
- Retain services of SSRL to conduct evaluation- August 2017
- Conduct pilot of simulation-September 2017
- Evaluate pilot simulation using qualitative methods- September 2017
- Analyze and interpret data – October – November 2017
- Disseminate findings – November 2017- January 2018
- Meet with stakeholders within both colleges to explore implementation across programs – January to March 2018
- Conduct further evaluation using survey methods, following broader implementation in the curriculums in year 2.

**Envisioned process (specify how the group will function; e.g., frequency and types of meetings, how you will monitor milestones):**
The faculty involved in the pilot (Haase & Domes) will work together during the short-term to finalize and implement the pilot in September 2017. Following the pilot, the team lead will provide monthly updates via email. In-person meetings to discuss significant milestones will occur on an as needed basis, over the next two years. For example, to finalize the simulation scenario, to discuss findings, and to strategize broader implementation.

**Financial (specify how funding will be spent, can be high level criteria and processes for allocating funds rather than a specific budget; note any additional or matching funds):**
For the first year, funds will be primarily used for data collection and analysis with the assistance of support from SSRL. For year two, we will use the funds to conduct additional survey research, with the broader cohorts of medical and surgical undergraduate students, once the project has been further implemented.

**Scope (Focus):**
*In Scope:* To evaluate a pilot of an interprofessional learning activity and to develop an implementation plan arising from the findings.

*Not In Scope:* Evaluation of the courses or the medical/nursing curriculum outside of the scope of this project.

**Constraints, Assumptions, Risks and Dependencies of Note**

| Constraints | - Challenges pertaining to year two implementation as they rely heavily on resources related to CLRC space |
| Assumptions | - Student willingness to consent in evaluation of pilot  
- Support for broader implementation at the college/curricular levels  
- We will receive ethical approval prior to conducting any evaluation with student involved in this work. |
| Risks and Dependencies | - College-level support for implementation |

**What in-kind support would benefit your project?**
The team may utilize library support to search the literature for the publication. We will also seek in-kind funding for the payment of our standardized patients during the simulation, and for lunch prior to the simulation. Support for research design will be conducted by team members, with the support of GMCTL members, as needed.