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Using Simulations to Improve Interprofessional Communication and Role Identification between Nursing Student and Child Life Specialist Students

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Dr. Peggy J. Jacobs is an assistant professor at Mennonite College of Nursing. A nurse since 1984. She completed her bachelors in nursing from Mennonite College of Nursing, an MS in Nursing at Northern Illinois University, a post-masters certificate in Nurse-Midwifery and DNP at the University of Illinois at Chicago. Her areas of specialty include OB, pediatrics, and health assessment. Dr. Jacob's research interest are in simulation and breastfeeding support.



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Sheri Kelly is an assistant professor at Mennonite College of Nursing. She received her MSN from Saint Francis Medical Center College of Nursing and PhD in Nursing Science from Illinois State University. Her areas of specialty include Emergency Care and Leadership. Sheri's research interests include the use of simulation in nursing education, expert role modeling, and improving outcomes for persons with dementia.



Keri Edwards
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Keri Edwards is a certified child life specialist, who worked at a children's hospital for 10 years. Her work at the hospital allowed her to work with child life students at both the practicum and intern level. As the Director of the Child Life Graduate Program, she now shares her knowledge and experiences with the next generation of child development professionals preparing to work with children and families in health care settings. Additionally, she is working toward her doctorate in Special Education.



Lynn Kennell
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Lynn Kennell, RN, MS, Instructional Assistant Professor, has been teaching in the Mennonite College of Nursing in the arenas of Nursing Care of Children, Maternal Infant Nursing, and Cultural and Spiritual Dimensions of Health Care for 35+ years. She serves as the Transcultural Faculty Advisor within the college, course leader of Nursing Care of Children, and is a clinical simulation specialist for our simulation laboratory serving on the Clinical Simulation Initiative Committee for the past several years.



Cindy Malinowski
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Cindy Malinowski is currently an Instructional Assistant Professor with Mennonite College of Nursing at ISU. She teaches courses related to pathophysiology, pharmacology, and medical surgical nursing and functions as a Nursing Simulation Specialist.

Based on Recommendations by the World Health Organization to improve patient outcomes through teamwork and communication, the college of nursing collaborated with the child life specialist program to incorporate interprofessional collaboration into existing simulations. A quasi-experimental design with a pre and post-test regarding roles was used to discover how 3rd semester undergraduate nursing students and 3rd semester graduate child life specialist students (CLS) communicate during four simulated pediatric care scenarios. Consenting to participate were 49 nursing students and 4 CLS students. The intervention group included a CLS. Videotaped simulations and audio taped debriefings were evaluated with the validated Interprofessional Collaborator Assessment Rubric (ICAR). Significant differences were found in communication and collaborative patient family

approach. Nursing students showed greater growth in role understanding of the CLS (pre-13.69, post-14.13) compared to the CLS of the nursing role (pre-8.6, post-9.4). Students recognized the need to continue to improve their teamwork and communication.

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Peggy Jacobs DNP, APN; Sheri Kelly PhD, RN; Keri Edwards MS, CCLS EdD(c); Lynn Kennell MS, RN; and Cindy Malinowski, MS, RN

Purpose:

This study was conducted to:

- discover how third semester undergraduate nursing students and third semester graduate child life specialist students communicate with each other and provide patient/family education during four simulations portraying care of the hospitalized child
- determine whether participation in simulation in addition to coursework leads to gains in their knowledge on nursing and child life specialist roles.
- To embrace World Health Organization (WHO) recommendation to being interprofessional team building beginning in academic health programs

Background:

Simulation –based team training is an excellent way to develop interdisciplinary teamwork, analyze team performance including communication (August et.al. 2012).

An interprofessional simulation between nursing students and social work students found that the students were able to better evaluate both teamwork and communication by working together in the simulated patient care events (Foster & Derrick, 2015).

Little information is known about nursing student gains in simulations focused on interdisciplinary communication and no research was found on child life specialist student participation in simulations.



ICAR Significant Results

Competency	Mean	SD	P
Respectful Communication	2.7 RN 3.0 CLS	.470 RN .000 CLS	.010
Communication Strategies	2.55 RN 2.95 CLS	.605 RN .224 CLS	.011
Collaboration Patient Input	2.35 RN 2.9 CLS	.587 RN .447 CLS	.002
Collaboration Information Sharing	2.15 RN 2.55 CLS	.366 RN .510 CLS	.007
Patient Advocacy	1.9 RN 2.55 CLS	.447 RN .759 CLS	.002

Student Group	Mean Pre-Test	Mean Post-Test
RN (N=46)	13.69	14.13
CLS (N= 4)	8.6	9.4

Methods:

This pilot study used a descriptive, quasi-experimental design using a pre and post test prior to and after simulations.

The target audience were 3rd semester undergraduate America's Promise nursing students (N=46) and graduate child life specialist students (n=4)

Prior to simulations both groups of students received a 4 question pre-test relating to each others role followed by a 10-minute overview of their counterpart's roles in the patient care setting.

Data collected using video-tape review of 20 acute care pediatric simulations scenarios over two days using the Interprofessional Collaborator Assessment Rubric (ICAR), which included 6 competencies (*listed in the Results table*) with specific dimensions ranging in a rating from 1 (*lowest competency*) to 4 (*highest competency*).

Structured debriefing sessions immediately following the simulations were audio recorded and evaluated with the ICAR and for central themes.

Themes:

from Audio-taped Debriefing Sessions

Nursing students were task and assessment focused.

Child life specialist students (CLS) were support and education focused with patient and or family.

Both groups verbalized the need to improve teamwork and communication processes between their roles.

Recognized the need to be consistent in identifying role(s) to patient/family members.

Voiced some concerns from both student groups of "trying not to step on" or interfere with one another's roles.



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