



Northern Ontario  
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# NOSM

EST. 2005

# IPE Objectives for In Situ Simulation



<http://www.jumpsimulation.org/blog/category/education/>

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We have no conflict of interest  
to declare



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How many of you work in simulation?

How many have done In Situ simulation?

How many have done Interprofessional In Situ simulation?

***Interprofessional Education*** occurs when two or more professions **learn with, from and about each other to improve collaboration** and the quality of *care* (J.J.D Juchniewicz, K.J Thomas 2013).



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*Insitu Interprofessional Simulation* occurs when two or more professions **learn with, from and about each other to improve collaboration ...in a real environment using a simulation modality**



<https://www.google.com/search?q=image+of+hospital&>

real



simulated



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***In Situ Simulation*** = simulation activities that take place in the actual clinical work environment (SSH, 2012).



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# Sooooo .....

What makes In Situ IP Sim different from IP Sim in a simulation lab?

Is it also Multidisciplinary and/or Interdisciplinary?



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## Common learning objectives

- Primary objective – communication and collaboration to improve patient care (common)

## Complimentary learning objectives

- Complimentary objective – varied responsibility according to discipline

What is the desired outcome?



## Example: Health assessment in SOB scenario

- *nurse assesses, requests physician, implements orders, charts and communicates ...*
- *physician assesses, diagnoses, orders treatment, charts, and communicates ...*
- *respiratory therapist assesses, provides breathing intervention as ordered, charts and communicates ...*

# Quick Study

## IP Learning Objectives

- What makes a learning objective IP?
- Which types of 'usual' or 'common' learning objectives can be called IP?
- Where would you anticipate challenges in developing IP learning objectives? What are your ideas on resolving those?
- How can you adopt IP objectives in an in situ simulation?

# Developing In Situ Simulation

- Conduct a needs assessment to identify interested participant fields and subject matter
- Identify interested faculty/facilitators
- Include the education & management staff of the target clinical area
- Provide training as necessary

# Developing In Situ Simulation

Examine the logistics

- Schedules
- Spaces for the scenario & the debriefing
- Frequency of delivery
- Portability of desired equipment
- Optimal learner numbers
- Traffic flow
- Collateral impacts

# Developing In Situ Simulation

Communication needs:

- Date, time, duration with those who are usually active in the area
- Pre-briefing the participants?

“What if” planning

- What if there's a fire alarm?
- What if there's a code?
- What if ... ?

# Developing In Situ Simulation

- Identify complimentary IP learning objectives & design your scenario using the Scenario Template
- Practice!

<https://www.youtube.com/watch?v=OPaxz9xZja4>

- **Published on Sep 2, 2014**
- The Peter M. Winter Institute for Simulation Education and Research (WISER) is a world class multidisciplinary training and research facility. WISER is an institute of the University of Pittsburgh with a mission to conduct research and training programs utilizing simulation based education to provide a safer environment for patients of the University of Pittsburgh Medical Center and its affiliates.



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# Small Group Session

In small groups of 2 to 4:

Following the IP simulation planning points we have discussed:

- Take on the roles of those professional faculty/facilitators
- Select a scenario topic & learning objectives
- Identify a location
- Name the participant roles
- Plan your logistics

You're ready for ... Scenario Development

# Sharing

- Talk about the challenges encountered and how you addressed them
- Where do you see value in IP practices in In Situ simulation?
- Is this something better used by practicing professionals vs. students?



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# Any Questions



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