Undergraduate inter-professional simulation: an innovative pilot project

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Background: In January 2014, clinical tutors at the University of Manchester Pharmacy School were given the opportunity to develop and deliver an innovative clinical skills tutorial to 3rd year undergraduates. As one of the core GPhC outcomes, inter-professional education (IPE) became an obvious primary focus. Coupled with the recent development of a clinical simulation facility at UHSM (University Hospitals of South Manchester) it provided an ideal and timely opportunity for learners to practice elements of IPE with the same distractions and complexities present in the real clinical setting in a safe learning environment.

Description of work: Third year UoM medical and pharmacy students (43 in total) were challenged with common clinical scenarios in the safe environment of a simulated ward. Students worked in pairs or as a group of three to represent the actions and contributions of their own profession. Joint GMC and GPhC outcomes were devised in order to make the sessions relevant to both disciplines and each scenario was made more realistic with the use of clinical skills tutors (with backgrounds in nursing/midwifery and pharmacy) playing the role of nurses, patient/manikin voice and relatives. Each simulation was also facilitated by a separate clinical tutor responsible for pre-session briefings and post-session debriefs. The students were required to work collaboratively to safely manage an acutely unwell patient, prioritising tasks such as diagnosis, medication histories, prescribing, prescription review, discharge planning and counselling on high-risk medicines such as warfarin.

Proposed evaluation: To assess the learning of students participating in the interprofessional simulations we used a post assessment tool, validated by assessment researchers from the Macy grant at University of Washington¹. Elements explored included learning and performance, skills, team structure, leadership, situation monitoring, mutual support and communication. 100% of students enjoyed learning in a simulated environment and the opportunity of working with students from other professions.

References

Available online:

<http://collaborate.uw.edu/educators-toolkit/interprofessional-simulation-team-training-faculty-toolkit/prepost-assessment-tool>

http://collaborate.uw.edu/sites/default/files/files/Post_Assessment.pdf