Inter-Professional Education: Integrating Nursing Simulation Lab in a Graduate Quality Improvement Course

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Key Points
- Understanding how to utilize other means, tools, opportunities to enhance the teaching and learning experiences of students in non-clinical healthcare programs.
- Expanding use of nursing simulation lab in non-clinical setting.
- Positive impact on graduate student IPE.
- Tool to engage student in inter-professional collaboration.
- A tool to prepare students for “real world” situations, events in workplace.

Methods
- Week 1 thru 2: Simulation exercise created, and additional outside materials such as research articles, and lectures were prepared.
- Week 3: Simulation lab and experience introduced to student's enrolled in the course. Students were assigned to groups and project case scenario.
- Week 5: Students received outside materials to prepare for simulation lab exercise. All materials pertaining to simulation exercise were posted to blackboard as well.
- Week 8 The Simulation Lab: Student received lecture on simulation lab, and their project case scenario. After the simulation exercise, student were debriefed and given the opportunity to ask questions about the simulation event.
- Week 10 On Line Activity: Students were asked to reflect on their simulation lab experience and to answer several questions relating to how the simulation contributed to the course and learning.

The Question?
Can nursing simulation be integrated into a non-clinical classroom? To answer this question, a pilot case study was undertaken to examine how the nursing simulation lab in the College of Health Professions could be integrated into a non-clinical graduate course in Quality Improvement.

Outcomes
Qualitative analysis was done to assess the students’ reflection and responses to questions pertaining to the simulation experience. The students were asked to answer the following questions:
1. How did the nursing simulation lab impact the quality improvement project?
2. How did the nursing simulation lab contribute to:
   a. The course delivery
   b. Course instruction
   c. Student Learning experience

The Students' feedback revealed that the nursing simulation lab experience contributed positively to the course, instruction and their learning experience. All students reported that the nursing simulation provided “realistic” learning experience and had a positive impact on their quality improvement project.

Implications
- Expanding the use and application of the nursing simulation lab in a non-clinical graduate course has the potential to improve the following: a) Course delivery, b) Course instruction, and c) Student learning experiences in the classroom.
- Integrating the nursing simulation lab can be utilized to facilitate student IPE learning by providing “realistic” learning scenarios that will help prepare them for real world events that they will encounter in their healthcare careers.
- Finally, integrating the nursing simulation lab in the non-clinical graduate course, Quality Improvement in Healthcare Organizations helped improve student performance on the quality improvement project, and facilitated their understanding in how to approach quality improvement in healthcare from an IPE perspective.

References

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