

Interprofessional education on ICU in a dedicated student room

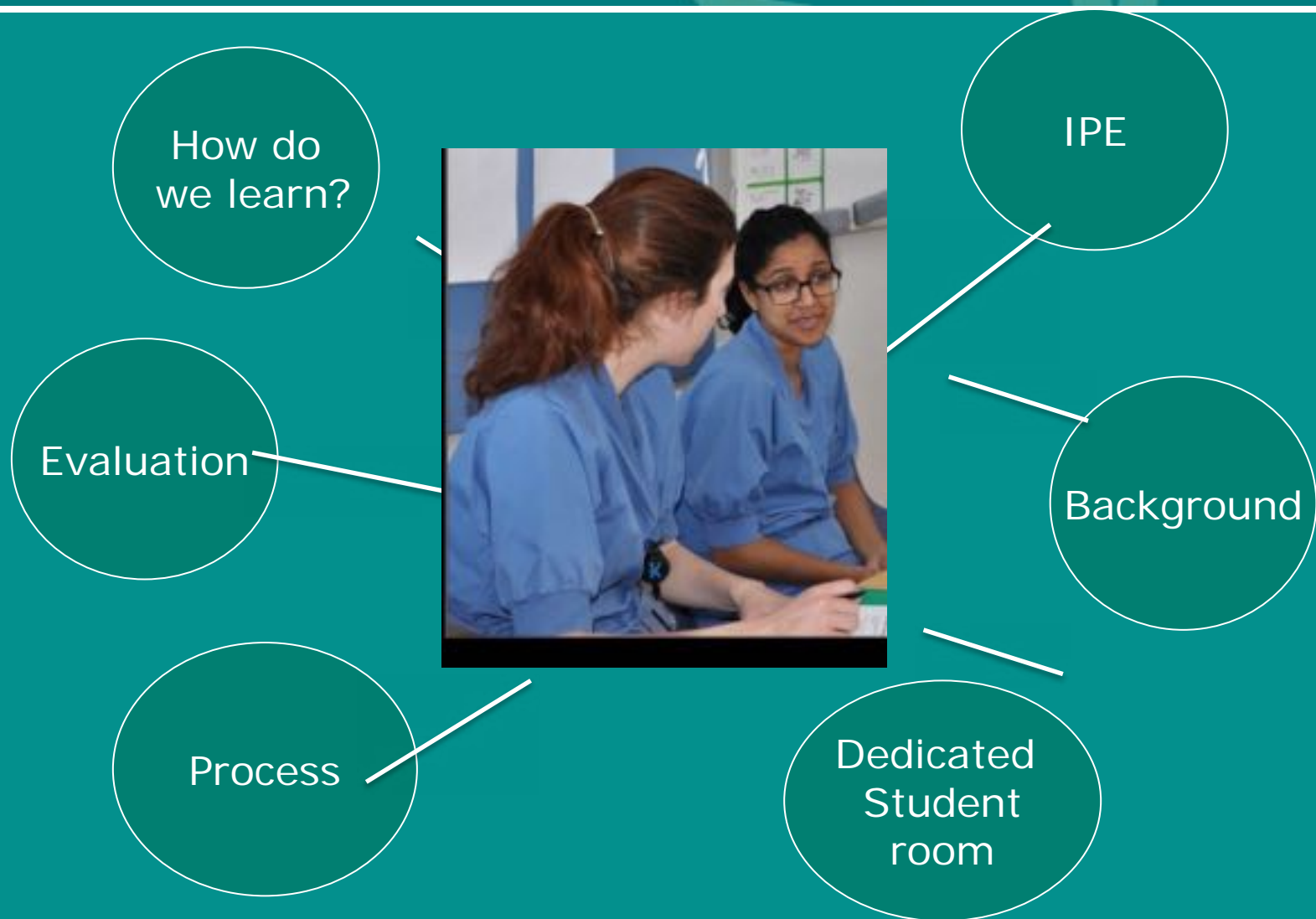


Barkestad E. RN CCRN BSc, MaSc
Head of education at the Anaesthesia and
Intensive care department
Danderyds Hospital, Stockholm, Sweden





Interprofessional Education in dedicated student room





Interprofessional Education

**Professions develops best in
meaningful ,
social interaction.**

**Learning stimulates by discussion,
meeting and in activity together
with other people.**

- CAIPE 2002 <http://www.caipe.org.uk/about-us/>

ICN:s Ethical Code for Nurses

NURSES AND CO-WORKERS

Practitioners and Managers

Create awareness of specific and overlapping functions and the potential for interdisciplinary tensions and create strategies for conflict management.

Develop workplace systems that support common professional ethical values and behaviour.

Develop mechanisms to safeguard the individual, family or community when their care is endangered by health care personnel.

Educators and Researchers

Develop understanding of the roles of other workers.

Communicate nursing ethics to other professions.

Instil in learners the need to safeguard the individual, family or community when care is endangered by health care personnel.

National Nurses Associations

Stimulate co-operation with other related disciplines.

Develop awareness of ethical issues of other professions.

Provide guidelines, position statements and discussion fora related to safeguarding people when their care is endangered by health care personnel.

Competence tool

Clinical Domain	Professional Domain	Managerial Domain	Education & Development Domain
Assessment & nursing diagnosis	Complex decision making	Unit management	Personal development
Planning Ethical & legal	Team management	Development of others	Implementation
Communication	Health & safety	Evidence based practice	Evaluation
Quality Assurance			

Good team work in ICU is essential for the patient



- The different working rotations from staff causes a lack consistency in the team
- The leaders role is important
- There are studies showing that effective collaboration can influence the outcome for critical ill patients.

- Rose, 2011, Knaus 1985, Wheelan et.al 2003, Heth &Heath 2010

Errors

Errors occur because of lack of team communication

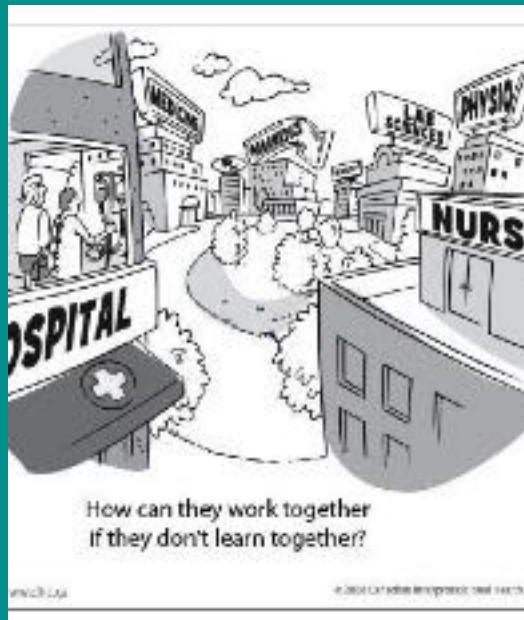
- *Communication errors occurred in 37 % in observation study of ward rounds* (Donchin et al.,1985)
- **30% of specific information was lost between OR team** (Lingard ,2004)
- **Exended length of surgery** (Gillespie 2012)

In OR Communication: Time out protocols

Allows the entire surgical team to verify the correct identity of the patient, procedure, and site.

Evidence Cochran Reviews

- Review year 2002 = 0 findings
- Review 6 studies 2007 = 4 positive outcome
- Review 15 studies 2013 = 7 med positive result
4 with mixed results and 4 no impact at all.



. Reeves et al Cochrane
library

The context

Two different student teams from at least two professions worked throughout the morning and evening shift, for a period of four consecutive days on an ICU in Stockholm.



The role as a supervisor



SBAR as a communication tool

- S situation
- B background
- Assessment
- R recommendation

- Neurology
- Respiration
- Breathing
- Circulation
- Sedation(/Pain)
- Abdomen/ Nutrition
- Kidney/Fluid balance
- Mobilization
- Infection
- Relatives



Intubation , extubation and bronchoscopy



X-ray on the ward or transport to CT scan?



Time out before the procedure

- Think first
- Act second
- Be Prepared !!!!



Summative and formative evaluation



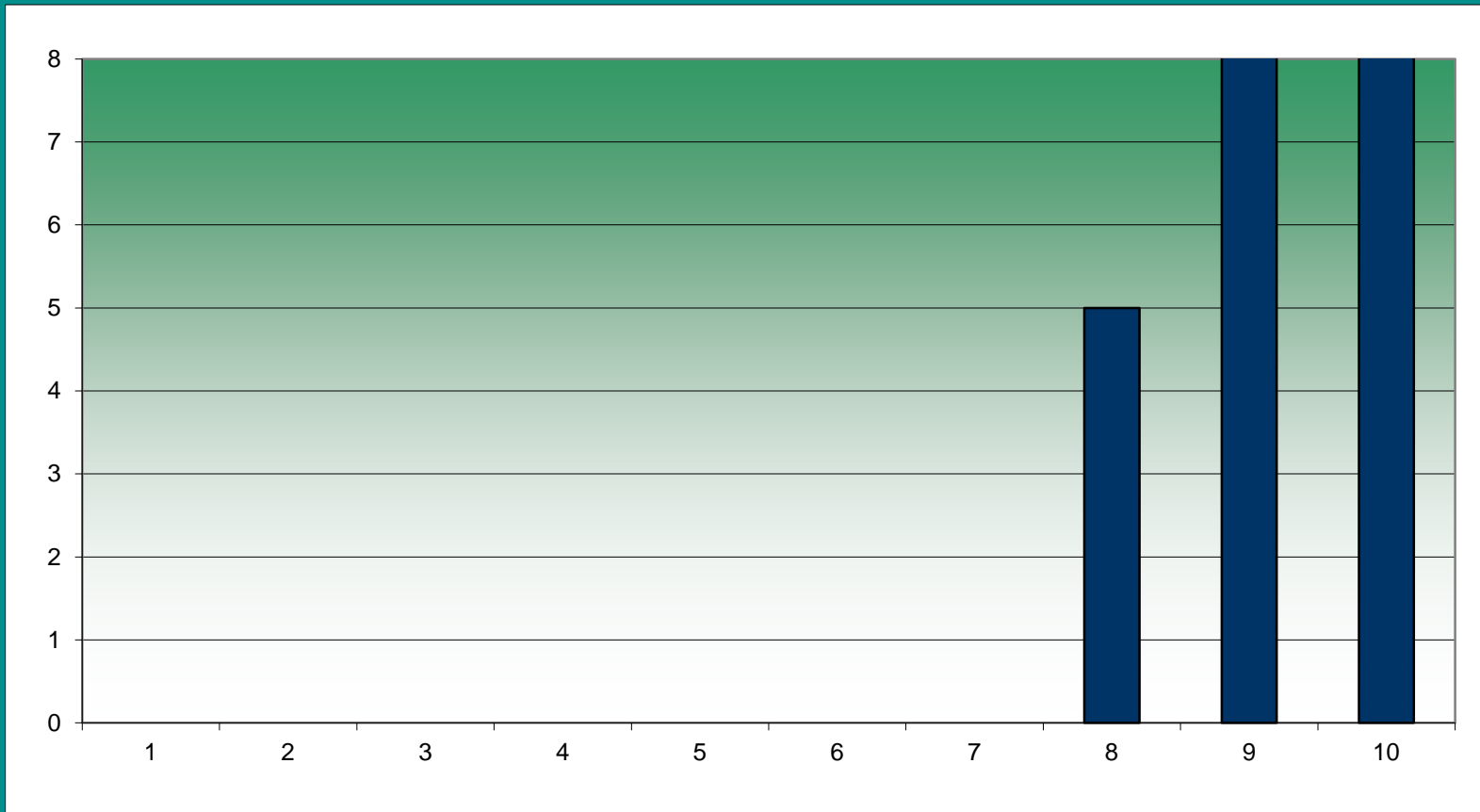
Result summative evaluation

Under-graduate level	Post-graduate level	Doctors during their residency	Staff introduction auxillar. nurse	Staff introduction CCNR	Medical student
11	3	8	4	3	1

The students knowledge about different health care professions

Before	After
Mean 7,1 (1-10)	8,8 (5-10)

Can IPE in a dedicated student room influence and develop communication skills in a team?



Result

The foundation
for good
collaboration is good
communication

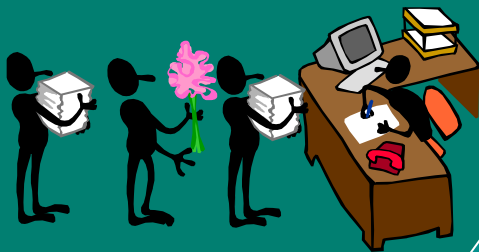


When can
I participate again?



This is what we learned

Interprofessional
education



Interprofessional
learning



Satisfied
students and
staff





Thank you for listening'

eva.barkestad@ds.se

References

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Qualitative research with interviews

