

Together for the First Time: Nursing Trainees and Medical Students Practice Simulated Emergencies

Training of healthcare professionals largely rely on structures that have developed over the course of time. Most programs still offer very little opportunity for doctors- and nurses-to-be to participate in joint courses. This is what calls for inter-professional frameworks where joint action of the two professions can be practiced during the training phase. The Klinik für Anästhesiologie – Anästhesie-, Intensiv-, Notfall- und Schmerzmedizin and the Berufliche Schule at Universitätsmedizin Greifswald have joined forces in order to face this challenge. In partnership, they have initiated a project focused on **increasing patient safety through the integration of inter-professional human-factor training into the training for health care professions.**

The project's objective is the educational development, practical establishment, and evaluation of an inter-professional course addressing both nursing and medical students at Universitätsmedizin Greifswald. Students complete a 16-hour simulation-based course in the clinical emergency medicine. Particular attention of the project is given to the design of simulated learning environments in a way which allows the target group to be academically challenged, while at the same time leaving enough room for cognitively challenging social processes of interaction and reflection. Clinical emergencies are authentically represented by specifically designed simulated case scenarios. High-tech dummies programmed to exhibit specific symptoms are used to represent emergency patients. This type of mutual learning in case scenarios focuses on the acquisition of technical skills. Algorithms depict desired emergency medical action and decision steps both professions should be familiar with. Above all, however, techniques for effective communication and teamwork - so-called non-technical skills - are practiced in a joint setting. Arising questions include i.e. "who assigns tasks?", "have instructions been communicated clearly?", or "how should feedback be given?". Inter-professional teams of about 6 participants are enrolled in up to eight different case scenarios. Each scenario is followed by a debriefing session by means of reconstructing the process and

reflecting upon what they experienced together, with the objective of a shared concept for successful inter-professional collaboration.

A total of 240 participants attended the 16-hour courses in a two-year pilot phase (2014–2015). Six nursing trainees and six medical students took part in each of the 20 courses offered, with each course handled by specially trained teachers from both professions. Based on the positive evaluation results, the course was incorporated into both the medical school curriculum and the nursing training program for the 2016 summer semester. Furthermore, it was augmented with an inter-professional teaching rounds on the surgical intensive care unit. Starting 2016, 140 medical students and 140 nursing trainees will complete the 16-hour inter-professional learning sequence per year as a required part of their training at Universitätsmedizin Greifswald.

Contact:

Maud Partecke (coordination)

Professor Konrad Meissner

Klinik für Anästhesiologie –

Anästhesie-, Intensiv-, Notfall- und Schmerzmedizin

Universitätsmedizin Greifswald

Ferdinand-Sauerbruch-Str.

17475 Greifswald

+49-3834-865-820

konrad.meissner@uni-greifswald.de

maud.partecke@uni-greifswald.de

Christiane Reppenhagen

Berufliche Schule an der

Universitätsmedizin Greifswald

Hans-Beimler-Str. 85

17491 Greifswald

+49-3834-867-501

christiane.reppenhagen@uni-greifswald.de