



# Designing an Inter-professional Education Simulation for Nursing and Respiratory Therapy Students

Nichole Lamberty DNP, RN, CNE , Melissa Serwe DNP, RN, CHSE, Amy Setchell BS, RRT

Madison Area Technical College - Madison, Wisconsin USA

## INTRODUCTION

- Nurses lack preparation in communication and collaboration skills in difficult situations (Leonard et al., 2022).
- Increase complexity of healthcare requires improved collaboration (Sergakis, 2020).
- Simulation can improve communication and collaboration through interprofessional education (IPE) (Wagner, Liston, & Miller, 2011).
- Improved patient safety and outcomes using IPE scenarios (Cadet, et al., 2023).
- Interprofessional Education (IPE) occurs when student or professionals from two or more healthcare disciplines learn together with the goal of improving collaboration and patient care. This approach fosters teamwork, enhances communication, and helps different professionals understand each other's roles and responsibilities.

## KEY PURPOSES OF IPE IN HEALTHCARE

### Enhancing Teamwork and Collaboration

Encourages working together more efficiently.  
Reduces professional silos and fosters mutual respect.

### Improving Patient Outcomes and Safety

Promotes a team-based approach to patient care, reducing errors and improving decision-making.  
Strengthens coordination, leading to more comprehensive and effective treatment.

### Clarifying Roles and Responsibilities

Helps professionals understand what each team member contributes to patient care.  
Prevents duplication of tasks or role confusion in clinical settings.



### Developing Communication Skills

Enhances clear and respectful communication across disciplines.  
Reduces misunderstandings that can lead to medical errors or inefficiencies.

### Encouraging a Patient-Centered Approach

Focuses on holistic care by integrating expertise from different professions.  
Ensures that all aspects of a patient's health—physical, mental, and social—are addressed.

### Strengthening Leadership and Decision Making

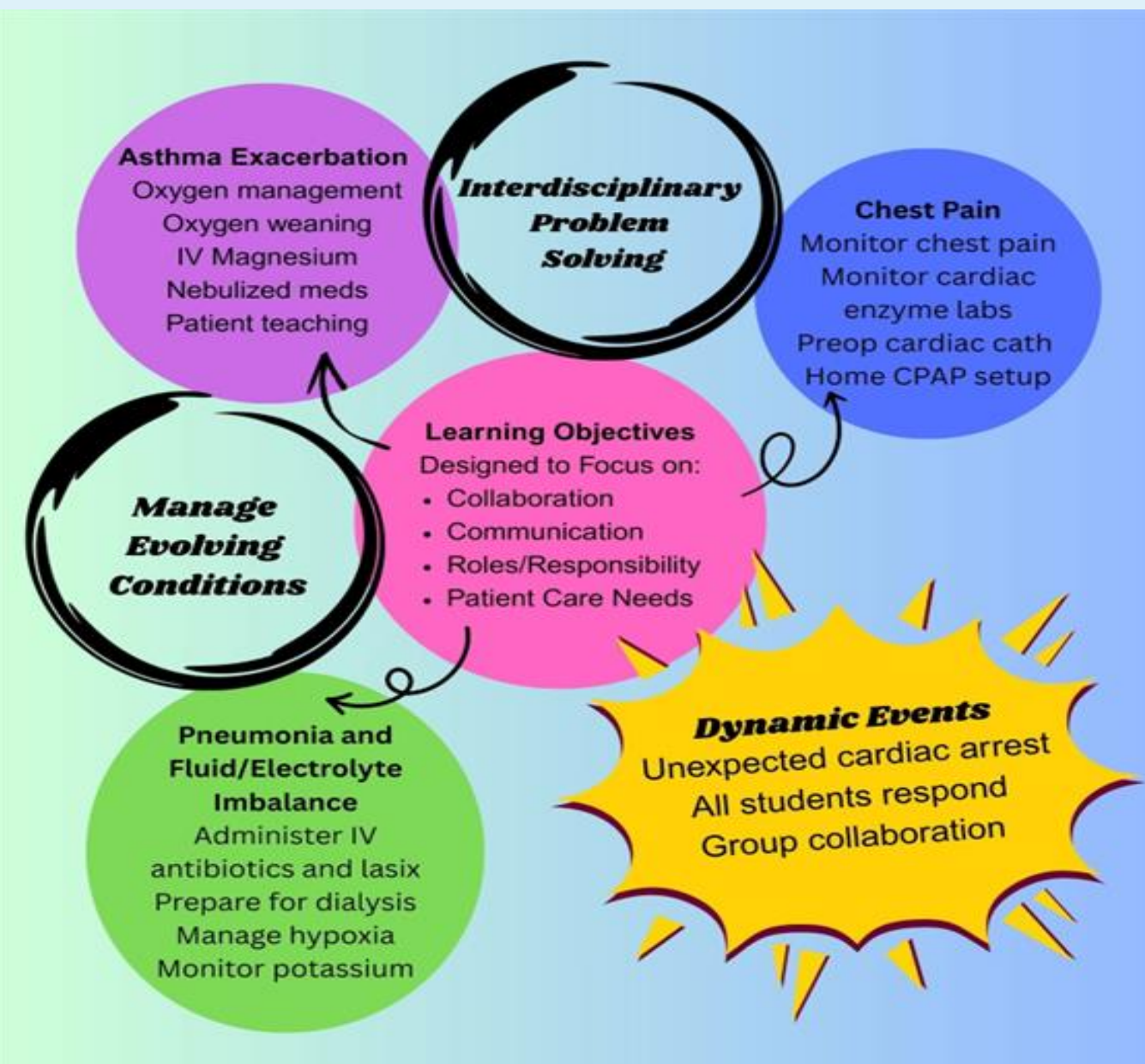
Encourages shared leadership and joint problem solving in complex cases.  
Promotes evidence-based decision making across disciplines.

### Preparing Future Healthcare Professionals for Real World Practice

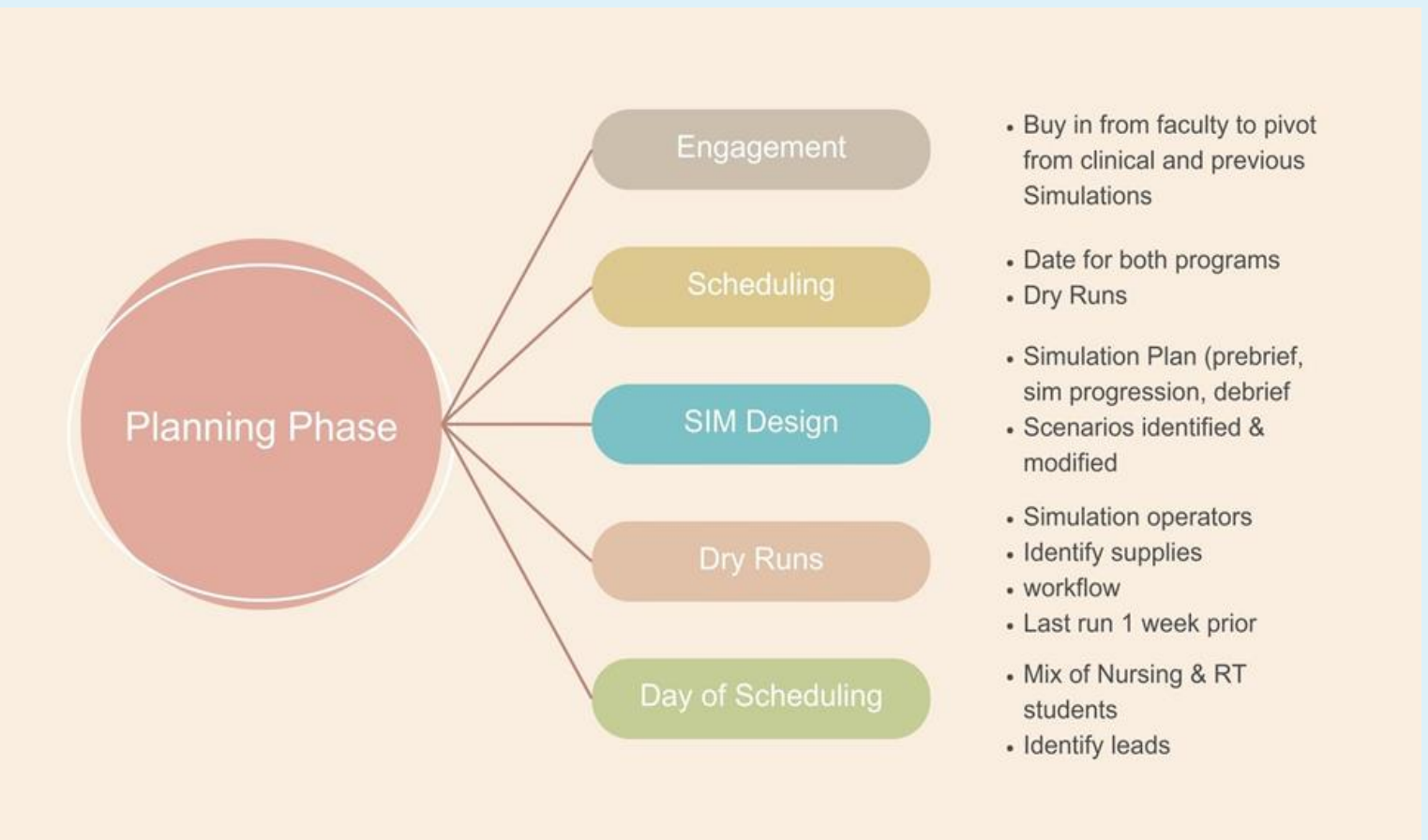
Provides early exposure to collaborative healthcare environments, ensuring graduates are workforce ready.  
Reduces professional isolation and promotes a culture of teamwork.



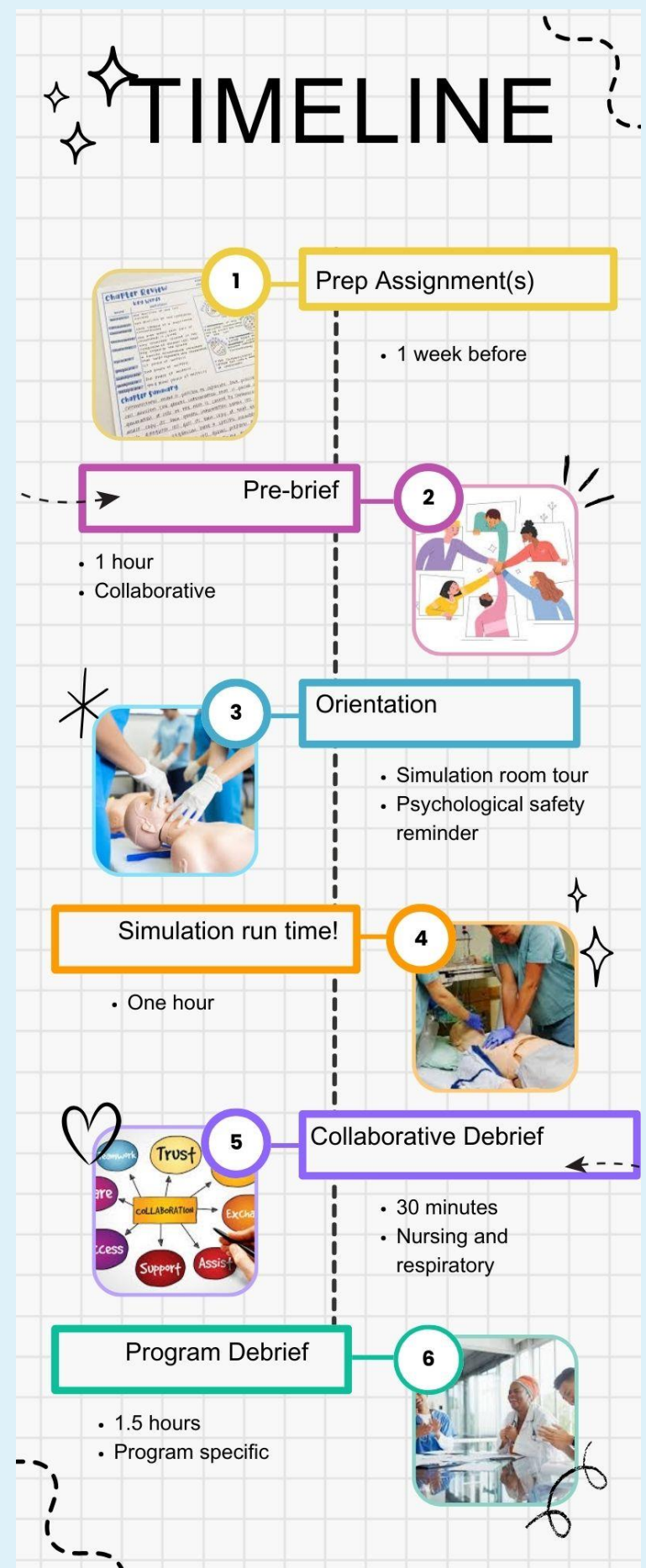
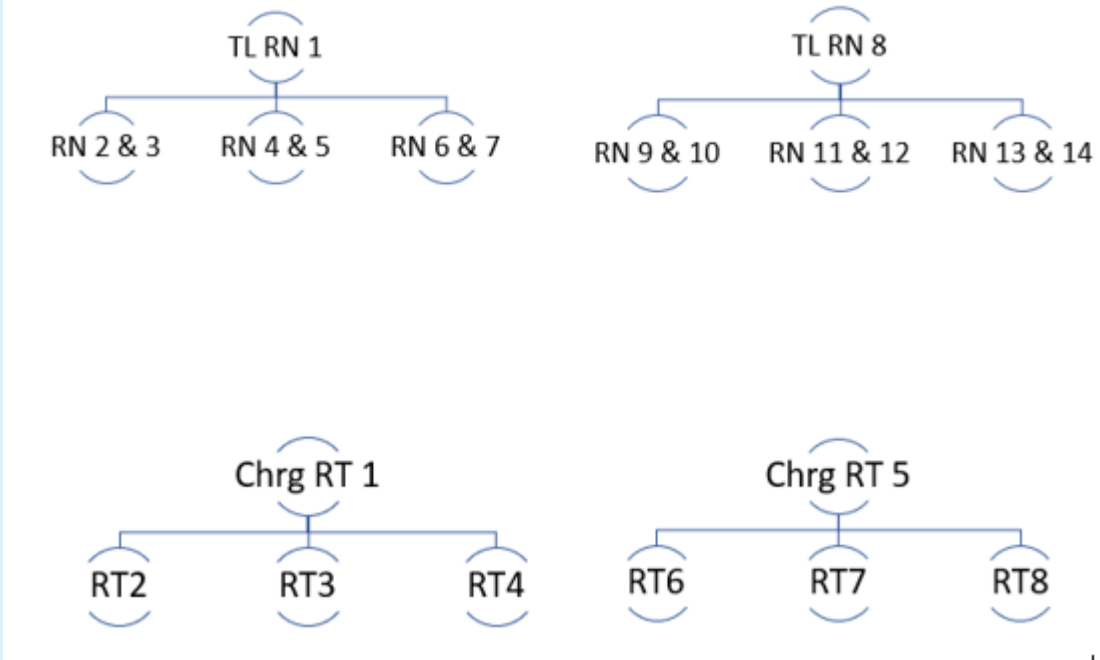
## SIMULATION DESIGN



## PLANNING AND IMPLEMENTATION



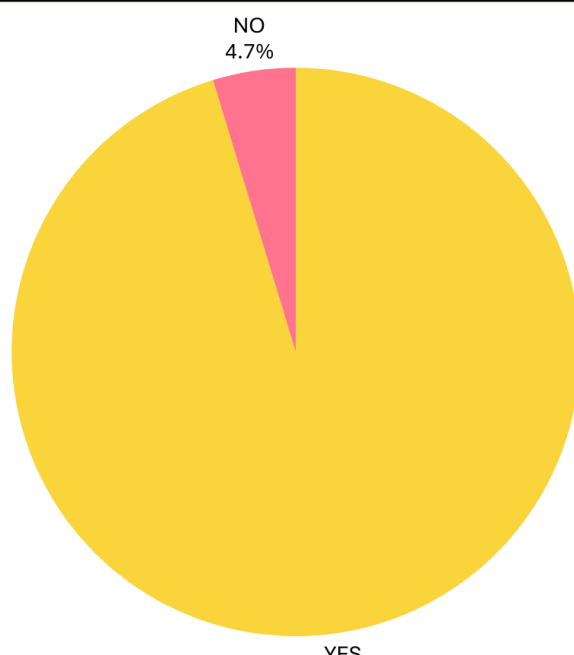
### Example of set up with 14 ADN students and 8 RT students TL=Team lead and Chrg=Charge



## RESULTS

A post survey was completed by 75% of the students (n 21). Below are highlights of 4/10 survey results.

Q1. The clinical day was designed and carried out in a way that allowed me to use my clinical judgement and leadership skills. YES or NO results summarized to the right. (n=21)  
Comments:  
• It was a great learning opportunity.  
• I really thought that it was great practice for a code situation.  
• I appreciated the guidance during the code so that we learned the correct way to carry one out successfully.  
• Allowing us to actually use clinical judgement.  
• Allowing us to practice, even if we failed, this is the time to do so and learn.

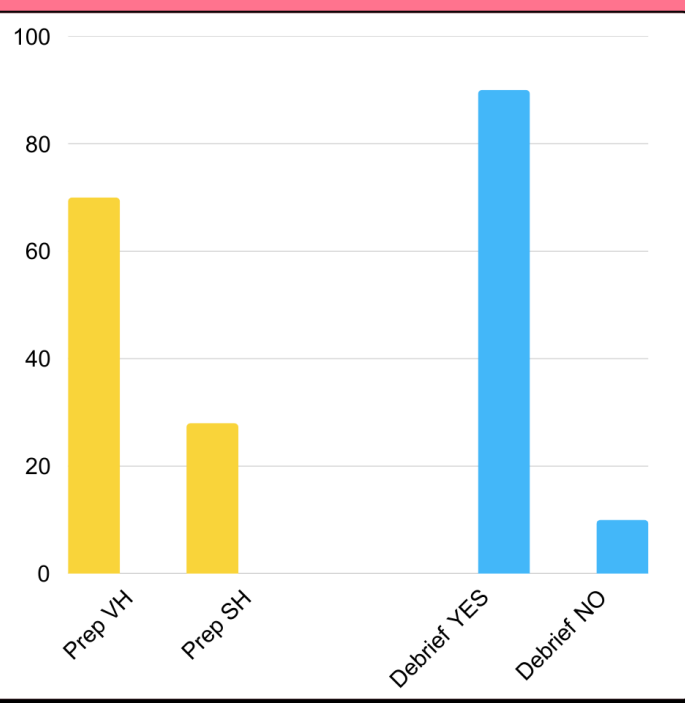


Q2. The simulation experience offered the opportunity to reflect, learn, and increase my confidence to prioritize care and interventions in my future practice. YES or NO (n=21)

100% of the students responded with YES!

Q3. The Prep work and Pre-briefing were helpful to my learning. (n=21) VH= very helpful SH= somewhat helpful

Q4. The debriefing was inclusive of different perspectives in thinking and learning. (n=21) YES or NO



## MADISON COLLEGE STUDENT COMMENTS

"I really enjoyed this sim; it was a fun learning experience."

"This was the best and smoothest running sim I have experienced, including the prep and debrief!"

"I really enjoyed today's clinical experience, especially the collaboration with the RTs."

"I felt how it feels in chaotic situation, tested my base of thinking and decisions."

## CONCLUSION

The Madison College student and faculty experience was evaluated to assess the effectiveness of the simulation design in achieving student learning objectives and fostering interprofessional collaboration between nursing and respiratory therapy. Key insights gained highlight the impact of structured IPE simulations on teamwork, communication, and clinical decision-making.



### Faculty Collaboration

Madison College faculty disciplines often work independent from each other. Every step of this simulation design and planning was conducted in collaboration across disciplines. Prebrief and debrief was led in a collaborative fashion as well. Students watched their faculty model communication and teamwork.

### Student Collaboration

Madison College students from the associate degree nursing and respiratory therapy programs were able to engage in the classroom and clinical setting. They spent time learning from each other, enhancing role and responsibility understanding.

### Roles and Responsibilities

Students gained a deeper understanding of their own scope of practice while also recognizing the unique skills and expertise of other disciplines.



### Shared Decision Making

Students learned when to collaborate and seek assistance, ensuring the effective use of interprofessional expertise and collaboration to make decision.

### Interdisciplinary Communication

Students communicated across disciplines to determine the plan of care, prioritize interventions, and advocate for the patient needs.

### Challenges in Scheduling

Coordinating schedules between programs proved challenging due to differing academic calendars and course structures. Flexibility and compromise from all was needed.

### Clinical Challenges

The State Board of Nursing allows simulation for clinical hours in the curriculum, however the Commission on Accreditation of Respiratory Care currently does not. This makes it more difficult for placing RT clinical and simulation assignments.

### Expanding Opportunities

Future planning includes looking at offering these opportunities to other programs and other student levels based on the importance of IPE across disciplines. Other opportunities being explored currently include Medical Lab Technician with Nursing and Occupational Therapy Assistant with Occupational Therapist collaborations.



## REFERENCES AND CONTACT INFO

Would you like more information? We are excited to share more with you!

Scan the QR Code for:

- A full reference list
- Madison College author contact information



Inter-professional Education  
Simulation - Nursing and  
Respiratory Therapy students.

