

Incorporating Interprofessional Education to Distance Curricula Through Online Simulation: A Pilot Project

CHERIKA ROBERTSON, LINDSAY GILBERT, CATHERINE SMITH, JASON KEY, AMBER TEIGEN, KATHRYN NEILL, MIKE ANDERS, MARI DAVIDSON, JILL JOHNSON, TIFFANY TASSIN, LETYCIA NUNEZ-ARGOTE

ABSTRACT

Simulation is a vehicle to develop Interprofessional (IP) Education (IPE) collaboration. In a situation where hands-on simulation is not possible, especially with online and distance programs, learning may happen through observation, active participation in debriefing, and self-reflection. With the need to develop IP activities for laboratory sciences distance learners, an IP simulation was designed to immerse students in IPE concepts by a mock scenario providing counseling regarding syphilis test results to a pregnant patient. Prereadings were provided and IP student teams were assigned. Teams prepared before experiencing a standardized participant encounter. Following the encounter, teams participated in debriefing where they reflected on the team performance. Students completed pre- and post-activity evaluations of self-assessments of the learner's perceptions of IPE and the simulation, using a Likert scale. Students from pharmacy,

genetic counseling, medical laboratory sciences, cytotechnology, physician assistant, and public health programs participated. Results from both face-to-face and online evaluations were compared. There was statistical significance between the pre- and post- assessment scores in simulation experiences ($P < 0.01$). Only 18% of participants strongly agreed with the statement they had the ability to "Learn with, from and about IP team members to enhance care" before the activity. After the activity, 91% of participants strongly agreed with the statement. Students agreed the simulation was a valuable educational activity. This project provides an IP team learning activity in both face-to-face and online formats, which highlights the role of medical laboratory sciences in contributions to patient-care decision making and develops the IP communication skills of future health professionals.

Clin Lab Sci 2022;31(2):95

Cherika Robertson, University of Arkansas for Medical Sciences

Lindsay Gilbert, University of Arkansas for Medical Sciences

Catherine Smith, University of Arkansas for Medical Sciences

Jason Key, University of Arkansas for Medical Sciences

Amber Teigen, University of Arkansas for Medical Sciences

Kathryn Neill, University of Arkansas for Medical Sciences

Mike Anders, University of Arkansas for Medical Sciences

Mari Davidson, University of Arkansas for Medical Sciences

Jill Johnson, University of Arkansas for Medical Sciences

Tiffany Tassin, University of Arkansas for Medical Sciences

Letycia Nunez-Argote, University of Kansas Medical Center

Address for Correspondence: Cherika Robertson,
cnrobertson@uams.edu