

## BACKGROUND

California Baptist University's (CBU) health profession programs recognize the international call for integration of interprofessional education competencies to prepare students for collaborative practice. One proposed approach to improving health professionals' abilities to work effectively in teams is to integrate the required Interprofessional Education Collaborative Competencies (IPEC) within graduate healthcare related programs. One identified method of working in teams is a large-scale multidisciplinary disaster simulation. This simulation is embedded as the capstone activity for the IPE program. The simulation objective is to integrate advanced learners to work collaboratively as appropriate, to assess, plan, provide care/intervention and make decisions to optimize client/patient, family, and community health outcomes and improve quality of care through a university wide IPE simulation. Students draw upon previously learned knowledge, skills, and attitudes related to the four domains of IPE education to effectively apply leadership qualities that support collaborative practice, and team effectiveness.

## PROBLEM



Every year since 2017, the CBU University wide IPE disaster focused simulation includes over 500 participants (20 Community Embedded Participants (e.g., local fire department), 200 Learners, 250 Standardized Patients, 50 Multidisciplinary Facilitators) from multiple healthcare disciplines across the university and from the local community. In 2020, the unrepresented global pandemic required flipping the previous face to face activity and transitioned onto a virtual unfolding, problem-based learning activity. Using the Zoom platforms small groups, digital story telling as well as pre-brief and debrief activities we successfully met the objectives previously set for in person simulation.

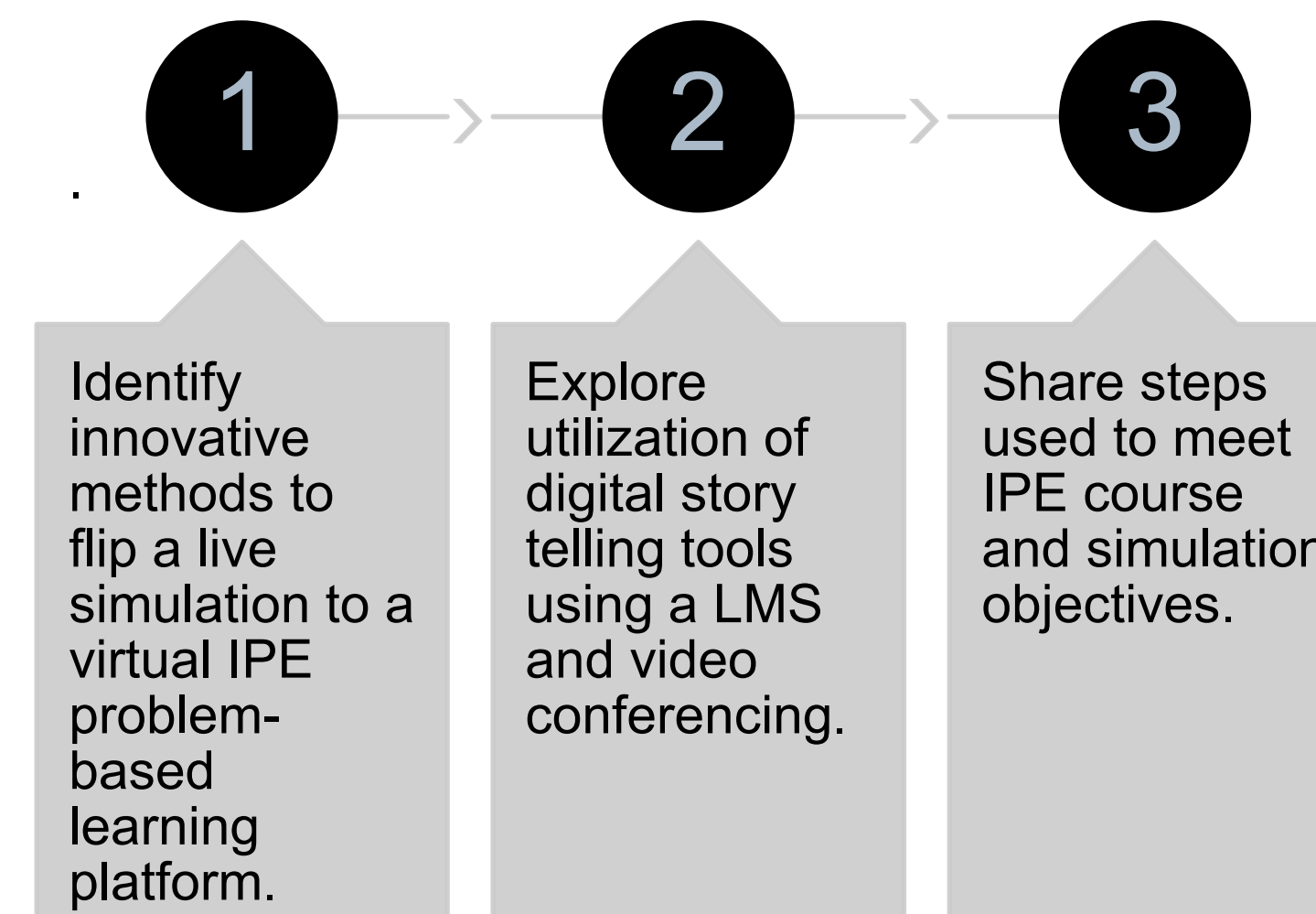
## IMPLEMENTATION MODEL :TEAMWORK



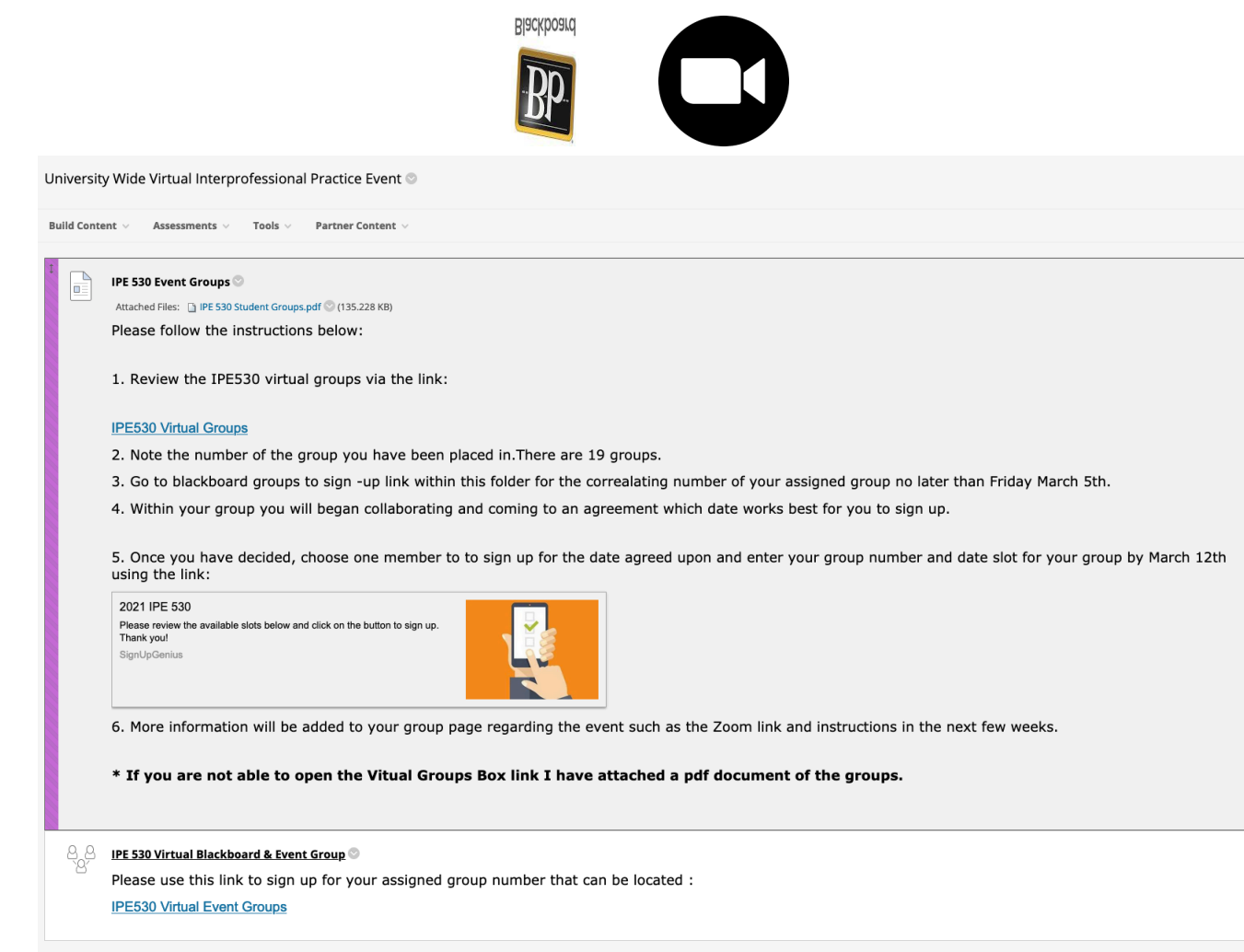
### IPE Faculty Champions from 7 Disciplines

- Athletic Training
- Nursing
- Physician Assistant
- MFT/Psychology
- Public Health
- Social Work
- Speech-Language Pathology
- Community Partners

## IMPLEMENTATION PROCESS



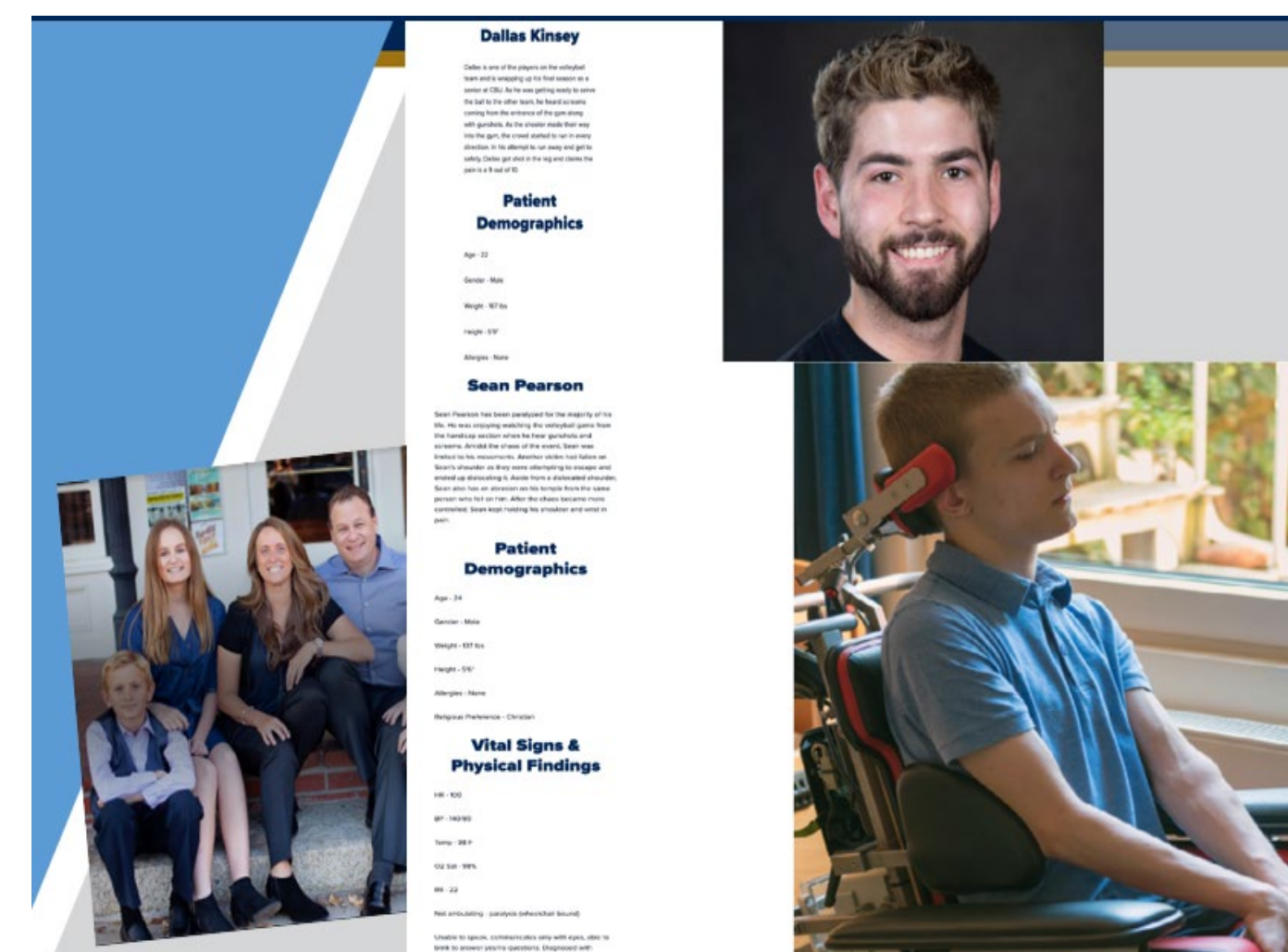
## Intervention: Technology



- Zoom platform –Breakout rooms
- Wiki on Blackboard
- Blackboard for access to all materials for each member of the group
- Sign-Up Genius for group sign-ups

## Focus

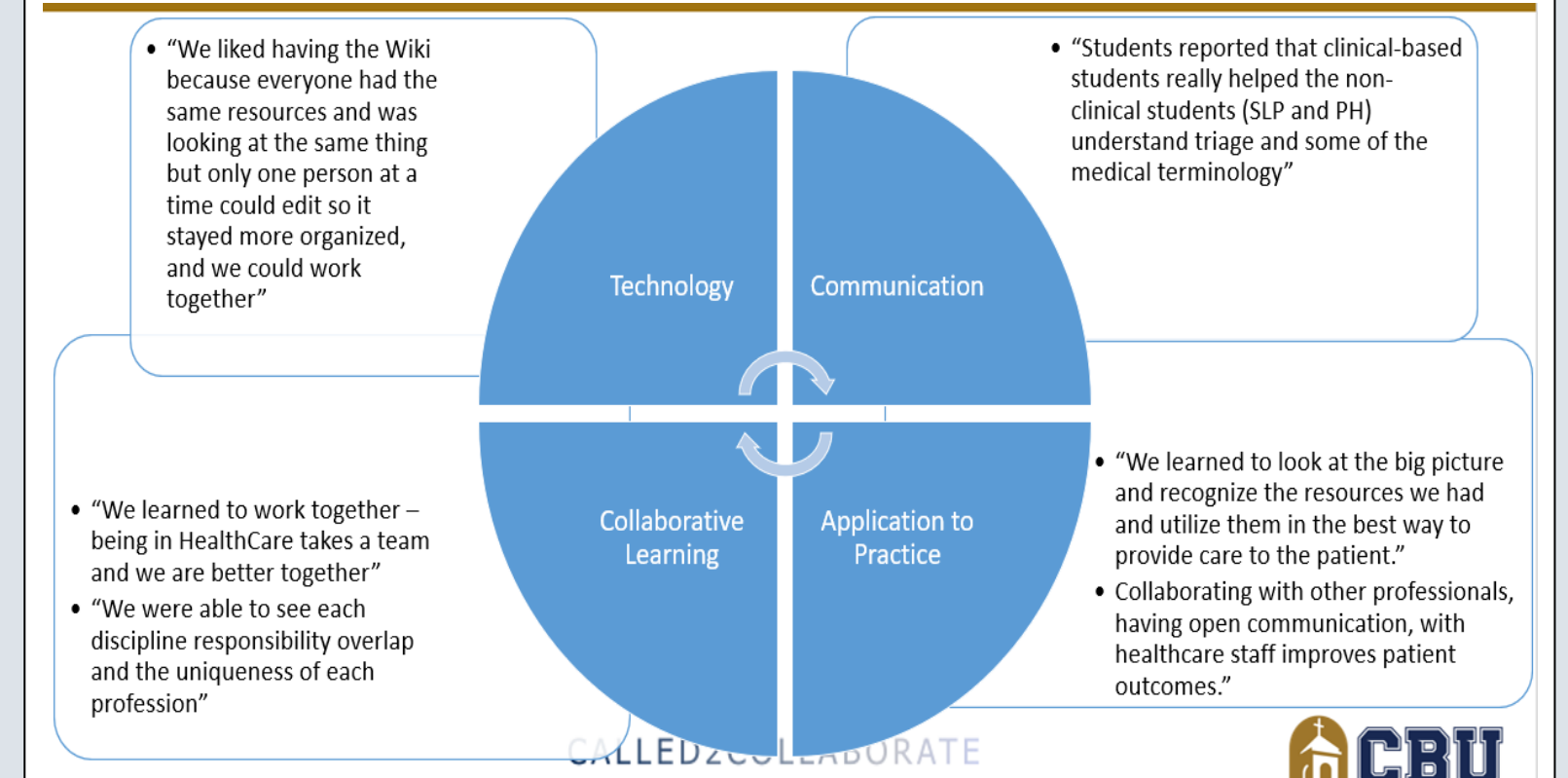
- Virtual Student Activities :
- Pre-Planning – IPEC competencies
  - Patient Triage
  - Patient Care Plans
  - Post Event Patient, Family, and Community Care
  - Long-Term Follow-Up



## Outcomes



- PEARLS debriefing : assessing what they felt they achieved
- Gather Student Feedback
- Facilitation Feedback
- Outcome Based Reflections



## CONCLUSION

Remain the same due to COVID for Spring 2022  
Spring 2023 will include a hybrid approach to give more time to team planning based on feedback.

## RESOURCES

- Interprofessional Education Collaborative Expert Panel, American Association of Colleges of Pharmacy, & American Association of Colleges of Osteopathic Medicine. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel.*