Purpose and Aim

- To evaluate the perceptions (Kirkpatrick 2a) and knowledge (Kirkpatrick 2b) of undergraduate nursing students of the RT role in the delivery of a high-risk neonate.

Background and Significance
- There is a need to improve and advance research in interprofessional education (IPE) and high-fidelity simulation (HF-Sim).
- The IPE learning outcomes for this study focused on an obstetric emergency.
- This study included the development of an IPE HF-Sim simulation and interprofessional education (IPE).

Purpose
- To determine if self-perceived ability ratings of IPEC sub-competencies are potential barriers or facilitators to collaboration.
- To practice IPE teamwork and skills.

Interprofessional Education Collaborative (IPEC) roles and responsibilities sub-competencies (IPEC, 2016)
- Interprofessional collaboration (Kirkpatrick 2a) of undergraduate nursing students of the RT role in the delivery of a high-risk neonate.

Review of Literature
- Combining IPE with HF-Sim has a positive impact on student IPE learning (Palaganas et al., 2016).
- Difficult to identify the most important factors that impact IPE learning.
- Limited information.
- Lack of innovative suggestions in the literature (Jeffries, Swoboda, & Akintade, 2016; Palaganas et al., 2016).
- HF-Sim provides improvements in the overall quality of patient care (Jeffries, Swoboda, & Akintade, 2016).
- Major role of IPE research has focused on level 1 (reaction) and level 2a (attitudes/attitudes)
- The expanded Kirkpatrick Model (Barr et al., 2000)
- Expansion of IPE research into level 2b (knowledge and skills) and level 3 (behavior) needed to determine additional learning outcomes of IPE training.

Methodology
- The pre-post non-equivalent design
- Nursing and RT faculty developed two obstetric emergency HF-HPSims
- Pre-briefing and pre-survey
- 40 minutes each scenario
- Three groups of 7 participants
- Intervention: IPE HF-HPSim
- Control: HF-SIM
- Control: No intervention
- Data set cleaned to include paired pre-post participants

Data Analysis
- Data set cleared to include paired pre-post completed surveys
- All analyses were performed using SAS 9.4
- The post-pre paired comparisons
- Wilcoxon signed-rank test (p < 0.05).

Discussion/Implications
- All three nursing student groups were able to accurately document in writing the role of a RT in the delivery of a high-risk neonate.
- Statistically significant difference in the self-perception of the ability to communicate the roles of a RT between groups.
- Students engaged in the IPE HF-Sim reported higher self-perceptions of their ability to communicate the roles of a RT.
- Future research is needed to determine if self-perceived ability ratings of IPEC sub-competencies are potential barriers or facilitators to collaboration.

Conclusion
- This study discovered a difference in undergraduate nursing student knowledge of a RT as compared to student self-perception of their ability to communicate the role of the RT.
- Understanding professional roles and increased self-efficacy in communicating those roles can impact an individual’s ability to articulate the importance of including other team members in delivering high quality healthcare.

Results
- 20 nursing and eight respiratory therapy student participants
- All Junior level
- Statistically significant results compared to HF-Sim and no intervention groups

References
- Available upon request

Methodology
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- 40 minutes each scenario
- Three groups of 7 participants
- Intervention: IPE HF-HPSim
- Control: HF-SIM
- Control: No intervention
- Voluntary participation
- Informed consent obtained
- IRB approval from HSC
- Perceptions and knowledge of the role of an RT were assessed through an electronic survey.
- 20 quantitative and 2 open-ended questions

Data Analysis
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