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Development of multi-professional simulation-based education in acute care

Statement of the Problem: The development of multi-professional simulation-based learning is important in acute nursing, where sometimes-rapid fluctuations in patients' condition call for effective and competent action from those contributing to the care. Familiarity with the competence areas and responsibilities of the other professional groups helps promote optimal action. Multi-professional collaboration does not emerge naturally. It is a combination of many factors and requires constant and conscious development. The purpose of the research was to describe nursing and medical staff's experiences of the usefulness of multi-professional simulation-based education in one hospital district in Finland. The research aimed at producing user-oriented knowledge to be used in the development of multi-professional simulation pedagogical continuing education. The study is a part of larger research project, whose purpose is to build up a multi professional simulated learning environment for a network of partners. They involve a university of applied sciences, a vocational education center, a health technology development center and a hospital district.

Method: Data were collected using a web-based survey tool. The questionnaire contained both quantitative and qualitative items. Quantitative data was analyzed using SPSS Statistics for Windows 23 and qualitative data was analyzed using inductive content analysis.

Findings: Both nursing and medical staff experience that simulation education is useful for the development of multi-professional teamwork. Members of a well-functioning multi-professional team accept their mutual differences in competence but work for a common goal. The collaboration can be hindered by lacking information about the other team members' work and by different professional practices, concepts and ways of thinking.

Conclusion: Learning multi-professional collaboration occurs both individually and in communities. Its basis lies in respecting diversity, in the potential of collaborative learning, motivation, facilitation and evaluation and in acquiring multi professional competence.

Biography

Mari Salminen-Tuomaala has completed her PhD in Health Sciences and is currently working as a Senior Lecturer in Seinajoki University of Applied Sciences, School of Health Care and Social Work. She is the Project Manager in simulation-based education research and development project. She has worked as a Registered Nurse at medical departments, cardiac care unit and emergency department. Her main research and expertise areas concern acute care (intensive care, out-of-hospital emergency care, care and counseling at the emergency department), simulation-based education, psychosocial coping of myocardial infarction patients and their spouses, families as clients in health care and families in challenging life situations. She has about 40 conference presentations and over 50 scientific publications.

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