



**Samuel Merritt  
University**

# Realizing Your Professional Impact as a CRNA

**Celeste G. Villanueva, EdD, CRNA, FNAP**  
**Assistant Vice President, Academic & Student Affairs**  
**Associate Professor**  
**October 20, 2023**



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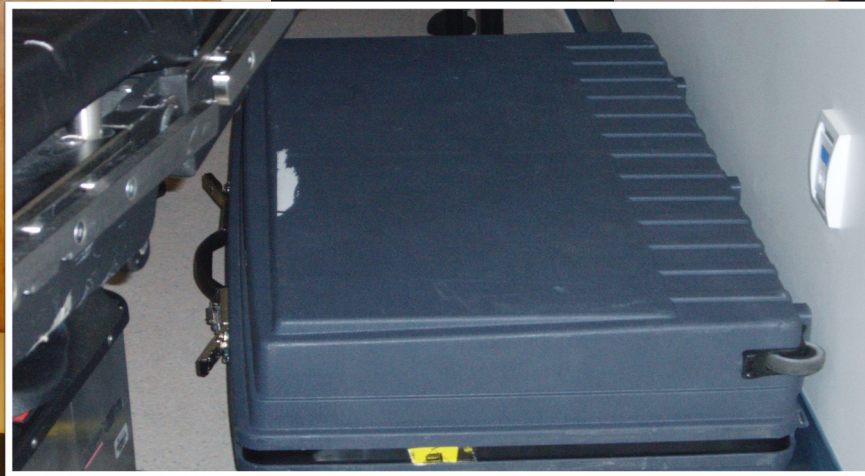


Learning outcome: Consider options for professional growth that are based outside the traditional realm of CRNA practice.

# Suspending disbelief



# Health Sciences Simulation Center. (HSSC) Humble beginnings 2001





Essence of Simulation-based Learning:  
Experiential, immersive, & reflective - regardless  
of facility

# Making the case for major investment 2004 - 2005



# Samuel Merritt College

*announces its*

## State-of-the-art Health Sciences Simulation Center



Samuel Merritt College (SMC) enjoys the distinction of being recognized as a leader in simulation-based education. Its success with high-fidelity simulation in its nurse anesthesia program has culminated in a new state-of-the-art Health Sciences Simulation Center (HSSC). The 5,000 square foot Center opened in October 2006 on the College's Oakland, California campus.

# PERINATAL PATIENT SAFETY PROGRAM



# SIMULATION CURRICULUM TOOLKIT

Photo by MammaLoves - Creative Commons Attribution License <http://www.flickr.com/photos/36415886@N00>

Created With Haiku

## PPSP Simulation Train the Trainer Session Goals

PPSP Champions will confirm that the suggested customizations of the scenario templates is clinically realistic, logistically feasible, consistent with the protocols and workflow of their affiliate and has the potential to enhance their TeamSTEPPS program.

PPSP Champions will demonstrate attitudes and behaviors fundamental to a successful simulation team.

Prepare each Champion team to plan and implement in situ simulation sessions.



**SAMUEL  
MERRITT**  
UNIVERSITY



**Sutter Health**  
We Plus You



**NORCAL MUTUAL™**





**Goal: Zero preventable delivery-related injuries to mothers or babies delivered at a Sutter Health hospital**

# Reduction in malpractice claims 45%

**PPSP OUTCOME**

“...the success of the PPSP has been phenomenal...our litigation cost reductions have far exceeded expectations. The project’s success, our success, is also owned by SMU.”  
*-Sutter Health Office of General Counsel*

## PPSP STUDY CONCLUSION 1

# The PPSP was effective in creating practice-setting changes

Systems improvements

Critical event checklists

Availability of emergency medications

EHR changes to increase speed of emergency blood delivery

Post-partum hemorrhage cart enhancements

Human Improvements:

Team communication

Team dynamics

Early identification of critical events

Response time to critical events



**PPSP STUDY CONCLUSION 2**

**Simulation-based TeamSTEPPS training was effective for knowledge acquisition & clinical skill development**

Actual critical events managed more efficiently with more open communication between team members

## PPSP STUDY CONCLUSION 3

**TS + SBTT = Enhanced knowledge & skill development for interprofessional practice.**



- Huddles
- CUS
- Debriefs
- Shared Mental Model

## PPSP STUDY CONCLUSION 4

**The train-the-trainer model successfully delivered sim-based team training to a large multi-site system.**



- intensive, immersive training for champions at SMU sim center
- coaching by SMU simulation team during in situ sessions
- SMU support in between on-site coaching sessions



Samuel Merritt University



Presentation to Moody's Investors Service  
Samuel Merritt University

September 7, 2022



SMU's new Oakland City Center Campus  
Opening January 2026





### HHS Office of the Secretary

2,201 followers  
3mo

I was in Oakland to visit [Samuel Merritt University](#)'s health science simulation lab and meet the next generation of health care workers.

We talked about our new HHS Health Workforce Initiative, which will explore ways to improve the health workforce pipeline, expand recruitment and retention, and deliver career advancement opportunities with a strong focus on equity.

We need more health workers, especially those who look like and share the experiences of the people they serve. And we need to take care of the people who take care of us – especially their mental health.





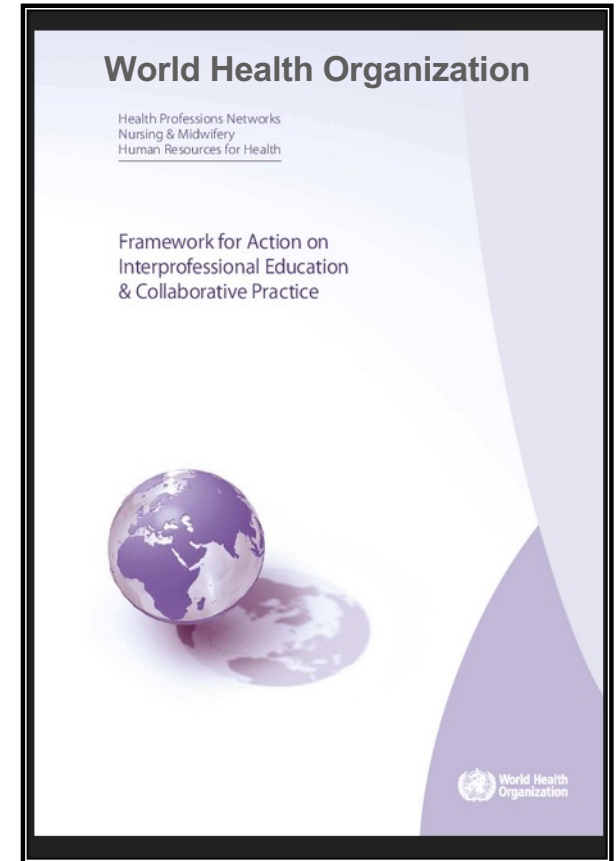
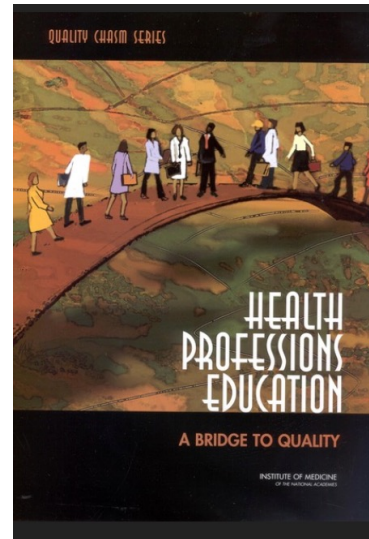
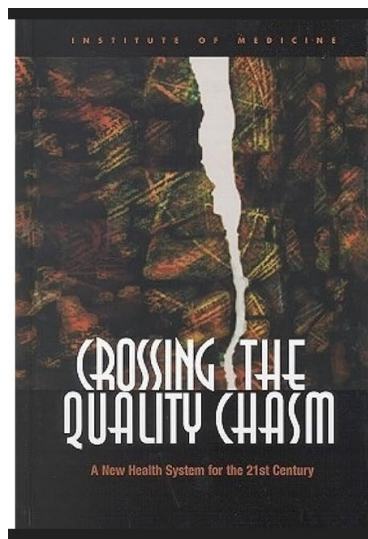
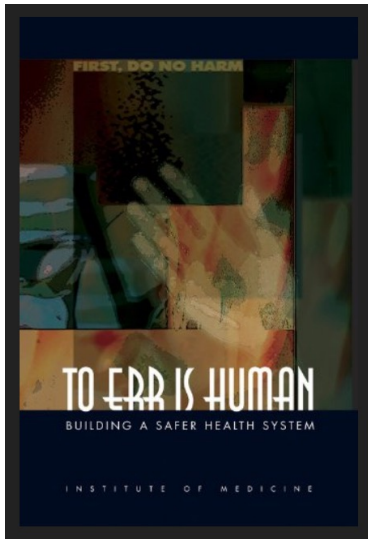
# IGNITE-ing Interprofessionality





# Major drivers: Interprofessional Practice and Education 1999 - 2010

**Institute of Medicine  
(now National Academy of Medicine)  
3 seminal reports**





# IGNITE

Interprofessional • Group • Near-peer • Integrated •  
Team • Education

23



CALIFORNIA STATE  
UNIVERSITY  
EAST BAY



Berkeley **UCSF**  
Joint Medical Program

Berkeley Social Welfare

**Simulation-Based  
Learning + Problem-Based  
Learning + Teambuilding/  
Role clarification +  
Socratic discussion**

“Two sticks, one flame”





## IGNITE Interprofessional Practice and Education Team

Nursing, Advanced Practice Nursing, Medicine, Podiatric Medicine, Pharmacy, Social Work, Physical Therapy, Occupational Therapy, Physician Assistant, Psychology

## OVERVIEW

- Error reporting and disclosure has been identified as an area of concern in the efforts to improve the quality and safety of health care. Many errors involve a break in safety practices related to effective communication and teamwork.
- Preparing health professions students to provide effective interdisciplinary team-based care is an essential step towards improved quality and safety.
- Simulation-Based Learning (SBL) and Problem-Based Learning (PBL), synergistic modalities with similar theoretical bases, are combined in our curriculum to advance knowledge, skills and attitudes supporting optimal team-work among inter-professional students.



## CURRICULAR DESIGN

- After an introductory session orienting students to the curriculum and introducing TeamSTEPS principles, four sessions which include both simulation scenarios and PBL activities are scheduled for the academic year 2013-14.
- In the sessions, students work in small interprofessional teams with consistent membership to address a series of increasingly complex errors that must be disclosed to simulated patients and/or their families.
- In addition to simulation scenarios, during each session the interprofessional student teams work through a paper case involving error disclosure. They collaboratively identify learning issues and report back to each other on topics selected by the group.
- Longitudinal group relationships and teamwork in different contexts are intended to help students appreciate and negotiate their diverse collaborative roles.

## INTERIM RESULTS

Three out of five planned sessions have taken place, and all have been well received by students and faculty. Students were actively engaged in and commented favorably about both PBL and SBL. Two additional combined PBL/SBL sessions are planned for early 2014. Evaluation is ongoing.

## DISCUSSION AND PRELIMINARY CONCLUSION

- Combining PBL and SBL as complementary exercises in a longitudinal interprofessional curriculum is feasible and has yielded early positive results. Program evaluation and pursuit of research questions are currently underway at the curricular midpoint.
- While there has been increased use of IPE using a singular approach such as simulation, this particular project holds

## OVERVIEW OF THE PROJECT

The UC Berkeley UCSF Joint Medical Program is focused on

## BACKGROUND

**SAMUEL MERRITT UNIVERSITY**

# Two Sticks, One Flame: Simulation-Based Learning and Problem-Based Learning About Error Disclosure in Interprofessional Teams in the Four Interprofessional School IGNITE (Interprofessional Group Near-peer Integrated Team Education) Curriculum

**UCSF**  
University of California  
San Francisco

Garlin AB<sup>2</sup>, Rosa L<sup>1</sup>, Wolf K<sup>1</sup>, Stiers W<sup>1</sup>, Villanueva CG<sup>1</sup>, Wong J<sup>1</sup>, Azzam A<sup>2</sup>

1 = Samuel Merritt University 2 = University of California, Berkeley

mannequin-based and standardized patient simulation and JIMP experience with student-directed case-based PBL into sessions highlighting the importance of interprofessional communication and teamwork in error disclosure to patients and families. The longitudinal team approach and emphasis on critical reflection on the team error disclosure scenarios offers a potentially effective means of integrating the four domains of interprofessional practice.

## CONCEPTUAL FRAMEWORKS

- Simulation-Based Learning (SBL) and Problem-Based Learning (PBL) are educational activities with similar theoretical bases in constructivism and collaborative learning. <sup>1</sup> In nursing education, simulation and PBL are mutually reinforcing in integrated curricula. <sup>1,2</sup>
- Interprofessional education combining medical and nursing students offers unique opportunities to disrupt hierarchies and affirm the importance of effective teamwork in attaining mutual patient care goals, but research is needed to clarify theory and define best practices. <sup>4</sup>

## PROJECT EVALUATION PLAN

- Students will complete the following (details in table below):
- Attitudes Towards Health Care Teams (ATHCT) Scale
- Written reflections triggered by prompt questions
- Faculty will complete the following:
- Roundtable debrief after each session
- End of curriculum outcome data (qualitative and quantitative) will be analyzed using appropriate methods

Session	Date	ACTHT	Reflective Prompt Questions
1	Early September 2 days after session 1	At beginning of session	Not used
2		Not used	During last station of session
3	Mid-November	At beginning of session	During last station of session
4	Mid-February	Not used	During last station of session
5	Mid-April	At end of session	During last station of session

## ACKNOWLEDGEMENTS

Support from a UCSF grant for IPE, Samuel Merritt University Office of the Provost, SMU HHSC Faculty and Staff, Faculty volunteers

		graduate nursing (NP, CRNA, CM)	
3	Mid-November (5 hours)	Same small groups as session 2	<ul style="list-style-type: none"> <li>• More complex SP scenario requiring more challenging communication around error disclosure</li> <li>• Debriefing and journaling</li> <li>• Define individual learning objectives for presentation at subsequent PBL sessions</li> </ul>
4	Mid-February (5 hours)	Same small groups as session 2	<ul style="list-style-type: none"> <li>• More complex SP scenario</li> <li>• Large group debrief of curriculum</li> <li>• Completion of curricular evaluation</li> <li>• Transfer of nascent IP skills to new teammates</li> </ul>
5	Mid-April (4 hours)	Newly reconfigured interprofessional teams	

## RESEARCH QUESTIONS

1. Does the participation of nursing and medical students in an interprofessional educational program focused on error disclosure that combines Simulation-Based Learning (SBL) and Problem-Based Learning (PBL) positively influence student attitudes toward team-work?
2. What are the students' perceptions of their learning and interprofessional experience as evidenced in their responses to the reflective questions?
3. Do student perceptions of interprofessional care change over time while participating in a longitudinal team-based curriculum?

## REFERENCES

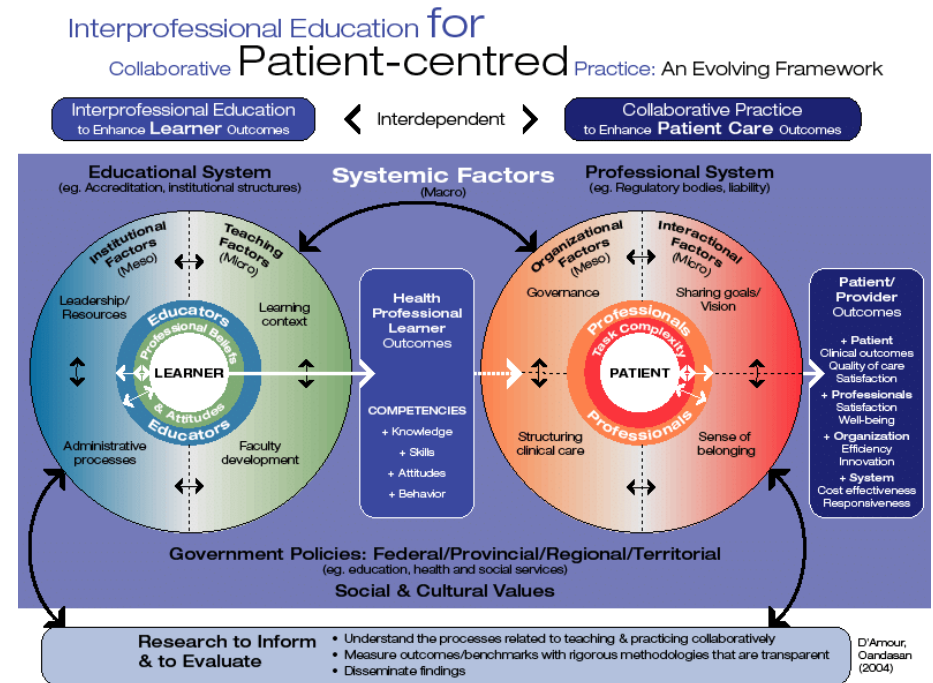
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2. Liaw SY, Chen FG, Klaimin P, Brammer J, O'Brien A, Samarasekera DD. Developing clinical competency in crisis event management: an integrated simulation problem-based learning activity. *Adv Health Sci Educ Th Pract*. 2010; 15: 403
3. Error Disclosure Team Training Toolkit. Univ. of Washington Center for Health Science Interprofessional Education, Research and Practice website: <http://collaboration.uw.edu/education/health-error-disclosure-toolkit/error-disclosure-toolkit.html>
4. Reeves S, Van Schaik S. Simulation: a panacea for interprofessional learning? *J Interprof Care*. 2012; 26:167

# IPE in 2023

## Report: From uniprofessionality to interprofessionality: dual versus dueling identities in healthcare

-Khalili & Price (2022); *Journal of Interprofessional Care*

- Uniprofessionality (dueling), “us versus them” socialization and culture prevails
- An interprofessional (dueling) culture requires **valuing** and **applying** interprofessional socialization at an individual, program, profession, and system in healthcare



-D. D'Amour & I. Oandasan, (2005), *Journal fo Interprofessional Care*



# Seed planting with



**Concept Paper: Center for Innovation and Excellence in Learning**

**The challenge**

In 2022, future healthcare professionals entering higher education institutions will do so with the expectation that their professors, clinical mentors, and administrators possess mastery of the digital media and technological skills that are integral to their (the students') existence. Furthermore, it would be a reasonable expectation of students that those responsible for their learning have not only clinical expertise, but also a deep understanding of educational theories and the ability to apply teaching principles that leverage the tools of the digital age to facilitate the learning of 21<sup>st</sup> century skills (critical thinking, creativity, collaboration, communication) specifically in the context of their future professional domain.

# What would you do with \$25 million?



## Center for Innovation & Excellence in Learning (CIEL) Launch (2018)

Mission:  
To prepare health care professionals across all practice domains to teach masterfully using leading-edge tools and strategies to inspire students to be outstanding clinicians, collaborative members of health care teams, creative thinkers, and lifelong learners.

We do this through **collaborative partnerships** and common strategic objectives designed to advance the University's mission of educating leaders who address health inequities



2018

2019

Event 1:  
What is possible  
distributed to  
master trainers

- Stable core of trainers
- Ongoing Train the Trainer program
- Plan student pilots
- Revitalize momentum

- Student pilots completed successfully
- Train the Trainer program continues
- Executive leadership support for continued C2S evolution
- Current funding strategy (part of student tuition/fees) for supplying iPad bundles to full student cohorts implemented

2020



2022

2024  
CONNECTED CAMP

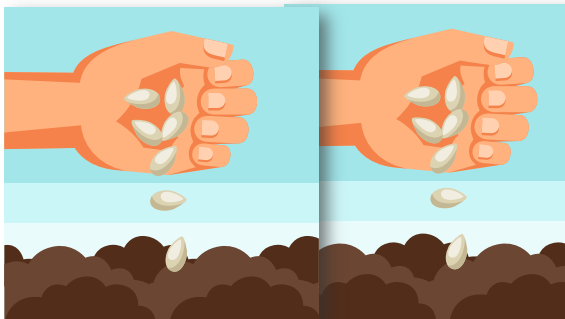
MAR

MAY

JAN



Conversations  
Begin: SMU & Apple  
Higher Education





engagement.

We prepare students, in part, through technology-enhanced, transformative learning. Our goal is to graduate digitally knowledgeable citizens who are career-ready healthcare professionals. Rooted in the University's **Student Framework for Success**—Habits of Mind, Hands, Heart; Transformative Learning; and Success Measures—SMU prepares graduates to be agents of change in an ever-changing healthcare environment.

Samuel Merritt University (SMU) offers students a premier learning experience, from the day they are accepted until they graduate and move into their professional career, including a lifetime of alumni

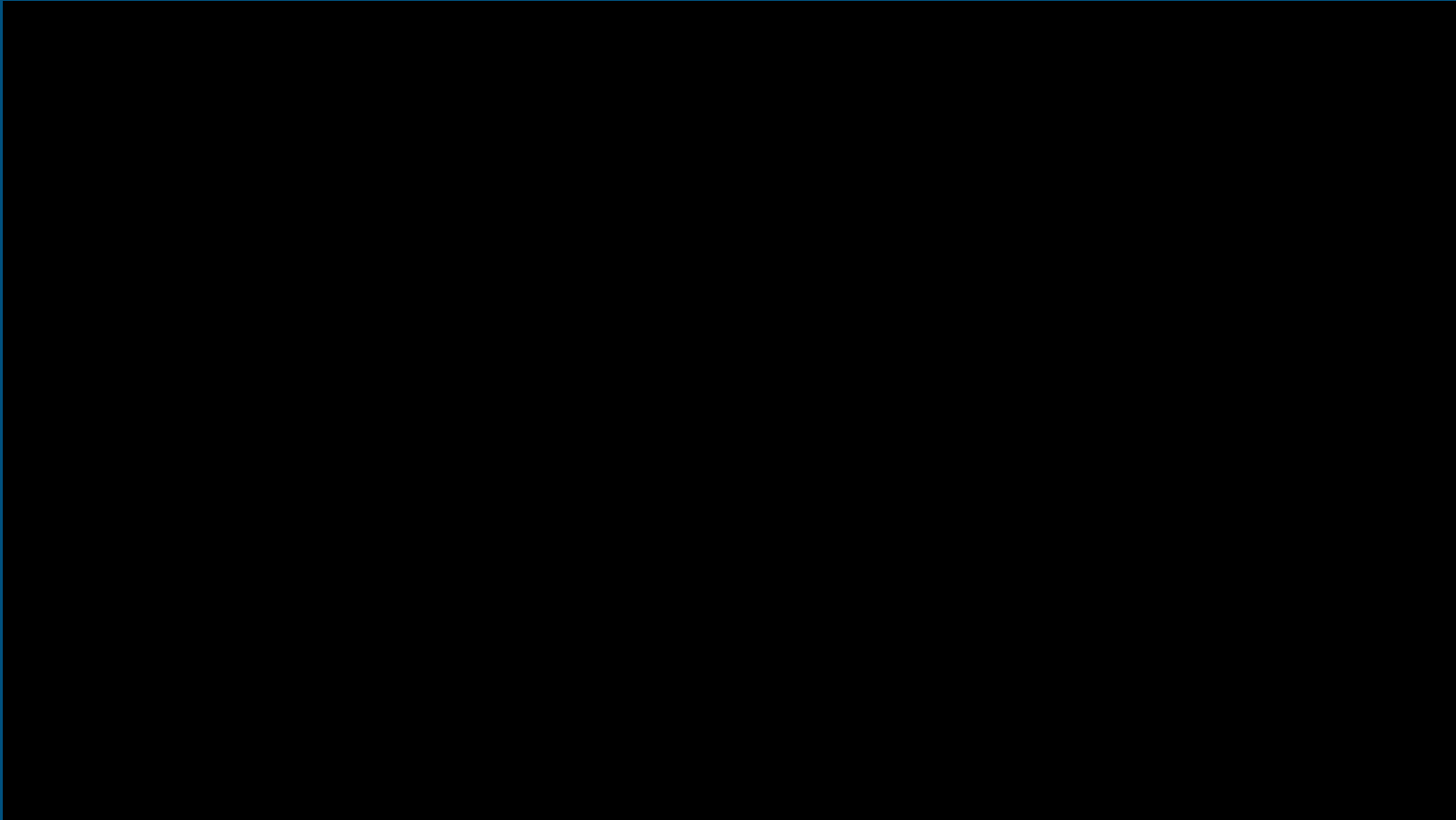


## Connect 2 Success, a partnership with Apple

Connect 2 Success promotes digital equity among students by placing iPads in the hands of each student. Recognizing that students enter the University with variable digital literacy levels, we provide training and individualized support throughout each person's educational journey.



## Testimonial from Nnkechi (ABSN student)







With gratitude for all that you do, every day

