

LOYOLA UNIVERSITY CHICAGO HEALTH SCIENCES DIVISION

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Keeping Clean: Student Nurses Teaching Medical Students and Dietetic Students to Prevent Infections

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**HEALTH SCIENCES
DIVISION**



**INSTITUTE FOR TRANSFORMATIVE
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Disclosures

- **The presenters have no known financial or other conflicts of interest to disclose.**

Objectives

1. Discuss the necessary faculty and curriculum linkages which allowed for the successful development and implementation of a student-taught interprofessional program for infection prevention
2. Describe the different levels of Loyola interprofessional student-taught programs for infection prevention
3. Compare student perspectives on learning outcomes, role and disciplinary insights impacting role understanding

Background

- An interprofessional faculty steering committee was formed at the request of the administration to develop educational programming following the 2014 Ebola outbreak. The committee decided to focus on hand hygiene and the use of personal protective equipment as a response to informal hospital assessments citing a lack of compliance with basic hand hygiene.

Curriculum Development Challenges

- Coordinating schedules
- Separate curricula
- Matching appropriate level of students
- Courses running at different points of the semester
- Clinical activities
- Faculty time
- Expectations of administration, faculty, students
- Location of activities

Curriculum Development Process

- Steering Committee develops original educational design
- Program design brought before the Central Curricular Authority (CCA) in the Stritch School of Medicine
- Program design brought before the Undergraduate Curriculum Committee in the Marcella Niehoff School of Nursing

Curriculum Development Process

- CCA approves curriculum for Patient Center Medicine (PCM) course, levels 1, 2 and 3
- Undergraduate Curriculum Committee approves curriculum in Foundations of Nursing course and Community Health course, depending on levels of medical students and time of year
- Director of Dietetics Education Programs requested that dietetic students be included in curriculum

Session Flow



Level One Program

- 2 hour Hand Hygiene and Donning/Doffing session
- 160 PCM 1 students and 10 dietetic students taught and assessed by 12 ABSN students in Foundations of Nursing course
- Required 3 Nursing Faculty, 1 Medical Faculty, 3 staff



Level Two Program

- 3 hour Hand Hygiene and Donning/Doffing Review, and Isolation Precautions session
- 160 PCM 2 students and 10 dietetic students taught and assessed by 23 ABSN students in Community Health course
- Required 3 Nursing Faculty, 1 Medical Faculty, 3 staff



Level Three Program

- 3 hour Hand Hygiene and Donning/Doffing Review, Isolation Precautions with contamination session
- 160 PCM 3 students and 10 dietetic students taught and assessed by 16 ABSN students in Community Health course
- Required 3 Nursing Faculty, 1 Medical Faculty, 3 staff



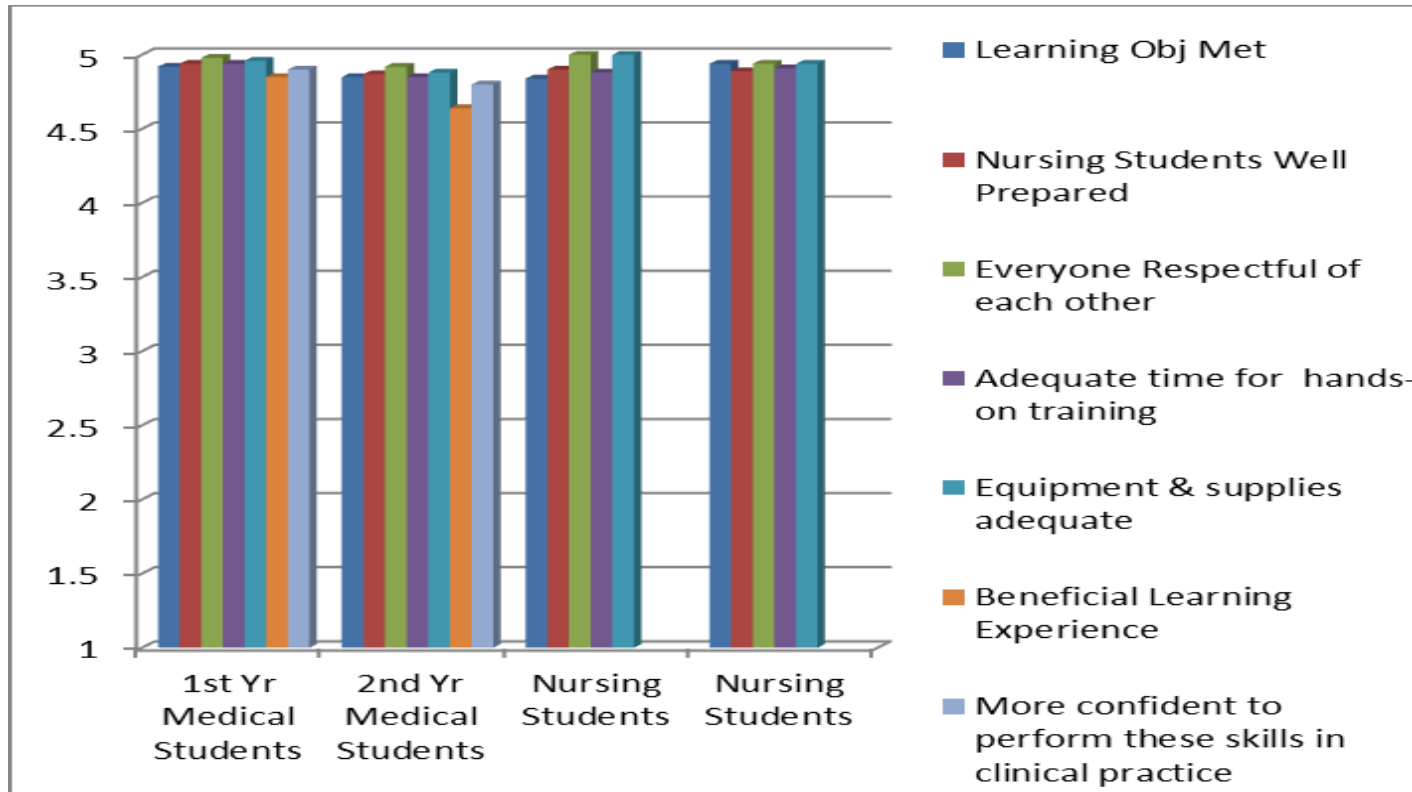
Checklist

DONNING (putting on) PPE		MET	NOT MET
PROCEDURE	Perform adequate hand hygiene		
	Apply gown (tie a bow to keep gown closed- top and bottom)		
	Apply mask (create indentation/crease at nose; spread mask to cover face from nose to chin)		
	Apply gloves (must entirely cover hands and be placed over cuffs of gown)		
DOFFING (removal) of PPE		MET	NOT MET
PROCEDURE	Remove gloves first		
	Grasp glove from outer edge (by cuff) and gently remove		
	Hold removed glove in palm of gloved hand		
	Slide ungloved finger under gloved hand (clean side) and gently slide off		
	Discard gloves in garbage		
	Unfasten gown at neck and waist		
	Slowly remove gown by rolling it down (maintaining clean side out) forming a bundle		
	Discard gown in garbage		
	Remove mask (at ear loop) and discard in garbage		
	*Perform hand hygiene (with gel)		
Hand Hygiene		MET	NOT MET
Procedure	Turn on water and adjust flow to warm (not hot)		
	Hold hands lower than the elbows ensuring water flows from the arms to the fingertips		
	Apply soap (4-5 ml of liquid)		
	Thoroughly wash hand using firm rubbing and circular movements to washing palm to palm, dorsum sides of hands and wrists		
	Interlace fingers and thumbs; rotational rubbing of each thumb		
	Backs of fingers to opposing palms with fingers interlocked		
	Continue motion of washing for at least 20 seconds (Sing: "Happy Birthday" 2x or "ABC's" 2x)		
	Rinse the hands with water keeping hands lower than the elbows		
	Thoroughly pat dry hands and arms – use towel to turn off faucet		

Next Generation Pilot Program: Integration of IPE

- 160 PCM 3 students and 75 Foundations of Nursing learning together (no checklist)
- 3 stations: Communication Skills, Role Playing, Hands-On Application
- 3 hour session required 6 nursing faculty, 3 medical faculty, and 3 staff

Program Evaluation Data



Student Comments

- *“I now have a clearer understanding of what doctors (med students) are going through and how to better communicate with them.”*
- *“I enjoyed being part of this interprofessional experience. It think it is a great way to collaborate and initiate collaboration between medical students and nursing students.”*
- *“I TRULY enjoyed this experience with the nursing and dietetic students. It has given me the opportunity to better appreciate the role of EVERYONE in the clinical setting and how we all play a role in the overall care of the patient.”*

QUESTIONS?

Contact Us!

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