

Implementing Interprofessional Education (IPE) in a non-medical context: What do nurses say?

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INTRODUCTION

Students in healthcare education around the globe are trained with the expectation of becoming interprofessional. Since the inception of the WHO study group on interprofessional education (IPE) and collaborative practice in 2007, patient-centered care has become an emergent focus¹. IPE has been recognised as an innovative approach for the development of a collaborative and practice-ready health workforce². IPE in the context of a non-medical school is relatively unexplored – especially nursing students' view of IPE collaborator competencies. With the goal of facilitating and implementing interprofessional teamwork and collaboration associated with IPE, we sought to explore nursing students' experience of the implementation of IPE in a non-medical context.

TAKE HOME MESSAGE

IPE grant students a valuable opportunity to develop insight into teamwork outside of the clinical context. Although most of the patient case presentations was executed outside of the clinical context (in theory), the students did witness the merits of teamwork and a better understanding of the role variations in each of the disciplines involved.

Clinical placement was a missed opportunity and genuine engagement and opportunity to participate in case presentations in clinical practice will greatly contribute to students' IPE experience.

METHODOLOGY

This study forms part of a larger research project within the Faculty, aimed at planning and implementing IPE among seven different schools involved in healthcare education. The project followed a mixed method approach with a multi-phase design and here we report on the experiences of nursing students regarding the implementation of IPE. Data was collected over a two-month period using the IP collaborator assessment rubric³. The assessment rubric measures collaborator competencies across six dimensions and has been proved valid and reliable³.



RESULTS

Ten students from each of the seven disciplines participated in a weekly interprofessional seminar (n=70). Faculty from the seven different disciplines participated in the design and presentation of the individual case studies during these seminars. Students were requested to complete the assessment rubric following their last discussion of the patient case presentation. Study findings indicated that nurses ranked most of the dimensions as mastered (see figure 1). This can probably be attributed to the fact that nurses are exposed to interprofessional collaboration from their first year. In terms of communication, they felt competent but noted the absence and relevance of a medical student/physician as part of the IPE team.



IPE self assessment rubric

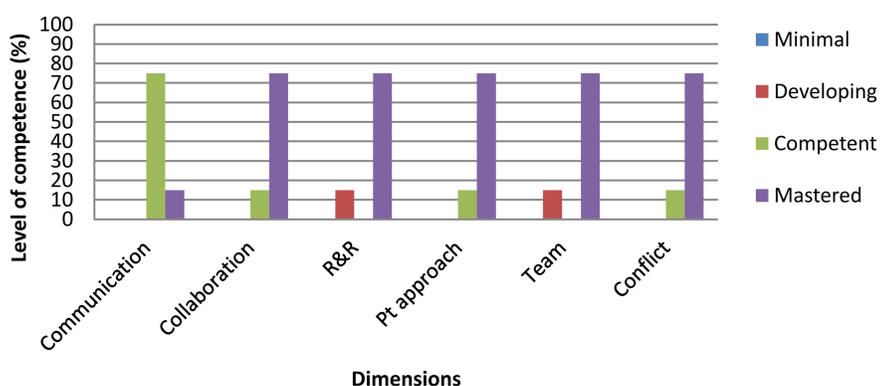


Figure 1: IP Collaborator assessment rubric dimensions

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