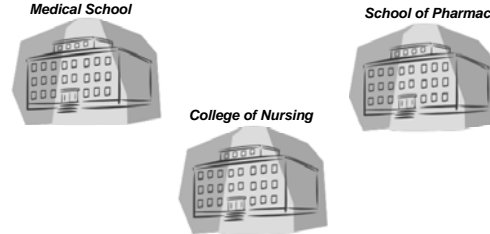


**Nursing Students and
Medical Students:
Can They Learn Together?**

Marie Fioravanti, RN, MSN
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Tradition

Students are taught by experts within the profession.



Medical School School of Pharmacy
College of Nursing

Interprofessional Education

- References in the literature
- Ethics & Social Care Issues
- *Journal of Interprofessional Care*
- Interprofessional education may be assumed to improve interprofessional collaboration but there is limited evidence of its effect (Goelen, 2006)


Benefits to Learning Together

- **Improved Patient Outcomes & Safety**
- Prepare for the real world of health care
- Bridge Communication Gaps
- Break down Silos
- Improved team performance - Team Building
- Cross "Culture" Training
- Sharing Expertise
- Role Competence
- Improving work environment
- Learn to work together by learning together
- Improve Leadership

Challenges to Learning Together

Cultural

- Traditionally never taught to function in a team
 - No past experiences
- Comfortable in our Silos
- Communication – learn a new language?
- Fear of Not Knowing
- Intimidation
- Knowledge vs. Skills vs. Attitudes



Challenges to Learning Together

Administrative

- What will be taught interprofessionally?
- Who will teach?
- Limited educational resources
 - Textbooks
- Scheduling
 - Terms, times, credits, grading

Leadership Support Will Overcome These Challenges

Basic Science of Care

- University Of Pittsburgh Medical School
 - Second Year Medical Students
 - Graduate Student Pharmacy
 - Graduate and Doctoral Nursing Students
- Lectures – multidisciplinary
- Problem based learning sessions

Problem Based Learning Sessions

- Faculty facilitator
 - Physician or Advanced Practice Nurse
- 20 students
- Scenarios to read
 - Patient care problems
 - System problems
- Team approach to solutions.

Problem Based Learning Sessions

- Health Care Systems
- Safety
- Quality
- Information Technology and Communication

Effective Interprofessional Learning

- Developmental level of participants
 - Medical Students had little or no patient, clinical or system experiences
 - Personnel experiences or internet

Outcomes of Education

- Mutual Respect
- Value and respect each discipline
- Collaboration between HCW
- Improved Communication
- Acknowledgement of the interdependence
- Competent Teams
- Shared planning and decision making (Hanson, 2005)

Literature Documentation

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- Goelen, G., De Clercq, G., Huyghens, L., Kerckhofs, E. (2006). Measuring the effect of interprofessional problem-based learning on the attitudes of undergraduate health care students. *Medical Education*, 40(6), 555-561.

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