


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


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### Tradition


Students are taught by experts within the profession.



Medical School



College of Nursing



School of Pharmacy

### 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

### Example of an Interprofessional Course


- Interprofessional participants
  - Second Year Medical Students
  - Graduate Student Pharmacy
  - Graduate and Doctoral Nursing Students
- Lectures – interprofessional
- Problem based learning sessions

### Problem Based Learning Sessions

- Faculty facilitator
  - Physician or Advanced Practice Nurse
- 20 students, mixed professions
- 4 Scenarios to read
  - Patient care problems
  - System problems
- Interprofessional learning group develops solutions to scenarios relative to problems with health care systems, safety, quality, or information technology and communication

### Benefits and Challenges Realized

<p><b><u>BENEFITS</u></b></p> <ul style="list-style-type: none"> <li>Out of silos</li> <li>Acknowledgement of different approaches to problems</li> <li>Participants gained a different perspective on the knowledge base of the different professions</li> <li>Everyone has something different to offer</li> </ul>	<p><b><u>CHALLENGES</u></b></p> <ul style="list-style-type: none"> <li>Differing clinical and age related developmental level of participants</li> <li>Medical Students had little or no patient, clinical or system experiences</li> <li>Personnel experiences or internet</li> </ul>
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### Effective Interprofessional Learning

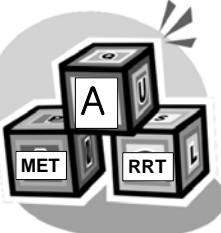
- Clinical developmental level of participants should be similar.

### 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)

### How does this translate into interprofessional training relative to Rapid Response Systems?

- Condition H
- Tracheostomy Team
- Sepsis or EGDT Team
- Critical Care Outreach
- Enteral Alimentation Team
- Obstetric Emergency Team
- Palliative Care Rapid Response



### Literature Documentation

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### 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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