

Back to the Bedside: A Hospital-Based Clinical Inter-professional Educational Activity for Nursing and Medical Students

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Abstract

Background/Introduction

Interprofessional education (IPE), providing students opportunities to learn from, with, or about other health professionals, is an essential core component of nursing education. While there exist a range of simulation, case-based, or procedure focused IPE activities, these do not typically occur in real time where students engage in patient care together.

Purpose

A novel hospital-based IPE activity was created for teams of nursing and medical students to understand the roles, responsibilities, and day-to-day challenges faced by their colleagues.

Methods or Processes/Procedures

A 7-hour experience was piloted for students to work side-by-side during their required pediatric hospital rotation. Nursing students demonstrated and explained patient care activities at the bedside while medical students clarified the dynamics of patient rounds and noon conference while participating together in these activities. Both disciplines decoded discipline jargon for greater understanding. Nursing and medical faculty led a 1 hour debrief at the conclusion. Students completed a validated IPE survey about their knowledge and attitudes regarding teamwork before and after participating in the activity.

Results

A total of 45 medical and 42 nursing students completed the survey (Feb 22-May 23). Paired sample t-tests showed statistically significant differences ($p < 0.001$) in all questions (Cohen's 0.80-0.85) with improved scores after the activity, especially for the items, "Identify and describe abilities and contributions of IPE team members," and "Recognize how other's skills and knowledge complement and overlap with own". Qualitative data was very positive for the activity, emphasizing the importance of the experience.

Limitations

Results are limited to a single institution study where experiences are dictated by assigned units.

Conclusions/Implications for Practice

Grounded in experiential learning theory, this in-person, hospital-based IPE activity was effective and well-received. By facilitating real-time co-learning, this activity allowed nursing and medical students to gain understanding and appreciation for their colleagues' contributions to the healthcare team.

Biography

Suzanne Scheller MS, RN, CNE, Associate Clinical Professor in the College of Nursing at Texas Woman's University (TWU) Houston campus and Director of RISHI's national Power of Nursing (PON) program. As a member of the Texas Medical Center Inter-Professional Education Consortium since 2014, she works closely with Baylor College of Medicine and University of Houston College of Pharmacy promoting IPE activities. She received the TWU College of Nursing 2021 Cass Award in Teaching Excellence and the TWU 2022 Innovation in Academia Award recognizing the positive impact her work in interprofessional education and PON have made in nursing education.

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