

Innovating Interprofessional Education: First-Year Nursing and OT Virtual Collaboration

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Abstract

Background/Introduction

The future of nursing is collaboration. Interprofessional collaboration is a skill that new nurses are expected to demonstrate upon graduation. Although interprofessional simulations frequently occur in the final year of nursing education, few programs provide interprofessional training to beginning nursing students. Mastery of these skills requires scaffolding throughout the nursing program.

Purpose

To pilot an interprofessional educational activity between first-year students in two Masters' programs: Occupational Therapy (OT) and Masters' Entry to Nursing Practice.

Methods or Processes/Procedures

Faculty from the departments of Nursing and OT collaborated to develop an interactive, synchronous virtual activity for first-year Masters' students in a discipline-specific professional perspectives course. The activity was based on selected course outcomes from each course. Nursing and OT Faculty provided a joint mini-lecture on the Culture of Safety and Systems Improvement. Small, interprofessional teams met in virtual breakout rooms to perform a root cause analysis on a patient scenario related to safety. Debriefing was performed in a large group using INACSL standards. Students completed a Likert-type survey after the session.

Results

N= 38 students participated in the activity (50% nursing students). Post-activity survey had 100% participation. Students felt the activity helped them to meet the selected course outcomes: 94-100% of students marked "agree" or "strongly agree". Students were pleased with the activity: overall rating of 8.63/10 (range 6-10). Qualitative comments were positive. There were no significant differences in the ratings between the OT and nursing students.

Limitations

The data represent findings from a single activity at one university. The participants were homogenous: 82% female, 84% aged 21-30. Only two disciplines were represented in the activity.

Conclusions/Implications for Practice

The interprofessional activity was well-received by first-year Masters' students in OT and Nursing programs. Synchronous online format was feasible. Future research should include longitudinal follow-up and additional disciplines.

Biography

Sandra McCormick is an Assistant Professor of Nursing at Elmhurst University. She earned her PhD in Nursing from Loyola University Chicago. Her research interests include interprofessional education, the use of technology in the classroom, and interventions for test anxiety in prelicensure nursing students. In addition, she is currently studying the effects of a dual-course "collaborative classroom" for prelicensure nursing students. This is her second year presenting a poster at Transform.

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