



Original article

Medical and pharmacy students shadowing advanced practice nurses to develop interprofessional competencies



Laura Monahan, DNP, MBA, RN^{a,*}, Kathleen Sparbel, PhD, FNP-BC^b,
Judie Heinschel, PhD, PMHNP-BC^c, Kathryn Wirtz Rugen, PhD, FNP-BC, FAANP^{d,e},
Kelly Rosenberger, DNP, WHNP-BC, CNM^c

^a Department of Nursing, Rockford University, Rockford, IL, United States

^b College of Nursing, University of Illinois at Chicago, Moline, IL, United States

^c College of Nursing, University of Illinois at Chicago, Rockford, IL, United States

^d College of Nursing, University of Illinois at Chicago, Chicago, IL, United States

^e Department of Veterans Affairs, Office of Academic Affiliations, WA, United States

ARTICLE INFO

Keywords:

Shadowing
Interprofessional job-shadowing
Interprofessional education
Interprofessional practice
And provider role awareness

ABSTRACT

Aim: This article describes a job-shadowing project that partnered second-year medical and third-year pharmacy students with an advanced practice nurse (APN) for a four-hour job-shadowing experience.

Background: In order to address the Interprofessional Education Collaborative (IPEC) Expert Panel core competencies of interprofessional communication, teamwork, and roles/responsibilities, this project implemented a job-shadowing experience to increase students' knowledge of APN roles and interprofessional collaborative team practices.

Methods: Forty volunteer medical and pharmacy students were paired together and completed the job-shadowing activity with an APN. Assessment of knowledge was measured by pre- and post-project surveys.

Results: Pre- and post-job-shadowing differences demonstrated statistical significance in the interprofessional domains of role awareness, collaboration and communication. These results suggest that an APN job-shadowing experience is effective in developing medical and pharmacy students' competencies in interprofessional collaborative practice.

Conclusion: Specific recommendations include creating enhanced job-shadowing experiences within the curricula of medicine, pharmacy, and nursing students, and assessing for evidence of enhanced IPEC competencies as a result of these learning experiences.

1. Research purpose

Miscommunication in health care is a serious issue. Medical errors, patient death or poor outcomes, increased cost of health care, poor patient satisfaction, reduced collaboration, and poor teamwork have all been associated with miscommunication among health care providers (Jain, Luo, Yang, Purkiss, & White, 2012; Thompson, Holzmüller, Lubomski, & Pronovost, 2008).

Miscommunication among health care providers is responsible for an estimated 80% of serious medical errors (The Joint Commission, 2012, p. 3), with 210,000–440,000 deaths due to preventable medical errors estimated per year (James, 2013, p. 127). Health care quality issues from medical errors are also extremely costly to health care systems (Interprofessional Education Collaborative Expert Panel [IPEC], 2011). Agarwal, Sands, and Schneider (2010) found that

hospitals endure accumulated losses of \$12 billion dollars annually; and a 500-bed hospital typically loses over \$4 million yearly due to miscommunication (p. 265).

IPEC (2011) has led efforts to revolutionize models of health care education, with a goal of increasing collaborative practice in health care practitioners and decreasing medical errors.

Originating as a collaborative of six national education associations of health professions, IPEC approved nine additional health profession members in 2016 to now represent 16 health professions (IPEC, 2016). IPEC designated four core competency domains needed for interprofessional collaborative practice: interprofessional communication, understanding of roles and responsibilities, teamwork and teams, and understanding of values/ethics for interprofessional practice (2011). Achievement within these core competencies develops the knowledge, skills and values needed for interprofessional teamwork and

* Corresponding author.

E-mail address: lmonahan@rockford.edu (L. Monahan).

communication in the provision of effective, patient centered collaborative care (IOM, 2003; IPEC, 2011; World Health Organization [WHO], 2010). Understanding of team member roles is foundational for improved communication and enhanced teamwork, thus addressing miscommunication issues and promoting collaborative skill development among the various providers (Illingworth & Cheivanayagam, 2007; IPEC, 2011; Peterson, Holland, & Kearns, 2014; Riva et al., 2010; WHO, 2010).

Interprofessional education (IPE) incorporates two or more professions of health care students learning about, from and with each other to enhance communication, understand roles and collaboration, and improve health care outcomes (IPEC, 2011; WHO, 2010). Role understanding, as a core competency, can be enhanced by having students of one profession shadow another profession to improve understanding of that profession's role on the health care team (Jain et al., 2012).

This paper reports an evidence-based implementation project, determined exempt from full IRB review, to enhance role awareness, communication and collaboration among second year medical and third year pharmacy students and advance practice nurses (APNs). The project evaluated outcomes of twenty separate paired dyads of medical and pharmacy students' knowledge of the role of APNs as members of the interprofessional team and of interprofessional collaborative team practices that occurred after their job-shadowing experience.

2. Background

In 2003, the IOM report urged that the health care professions work in interprofessional teams to improve communication, cooperation, collaboration, and integration of patient care that is continuous and reliable. Redesigning health care education is one approach for improving communication and promoting interprofessional collaboration (Bridges, Davidson, Odegard, Maki, & Tomkowiak, 2011; IPEC, 2011; Riva et al., 2010; WHO, 2010). Experts believe health care provider education must shift from one in which health profession students are “educated in.

silos to one that fosters collaboration, communication, and a team approach to providing care” (Interprofessional Education Collaborative, [IPEC], 2011, p. 7). This paradigm shift addresses strategies to meet the complex needs of patients (Meffe, Moravac, & Espin, 2012), as well as to work together in teams, thus ultimately improving collaboration and communication. Newer collaborative practices improve communication and help health profession students develop values that demonstrate the holistic aspects of professionalism (IPEC, 2011). Interprofessional collaboration core values promote improved communication through teaming with other health care professionals in an environment of mutual respect and shared values (IOM, 2001; WHO, 2010). Jain et al. (2012) noted that “early and ongoing curricular interventions in medical school are necessary to improve communication between physicians and nurses to avoid professional conflict that can potentially lead to poor relationships that negatively influence the quality of patient care” (p. 1293).

Interprofessional education emphasizes the understanding of roles can help health care providers enter the workforce with better tools to communicate. Understanding the strengths of the other health care professions can enhance communication skills and promote collaborative practices (Curran, Sharpe, Flynn, & Button, 2010; Gum et al., 2013; Porcerelli, Fowler, Murdoch, Markova, & Kimbrough, 2013). This knowledge of other's roles can improve collaboration in a patient-centered care environment (IPEC, 2011).

Job-shadowing opportunities are promoted as a viable first step in enhancing communication and the understanding of roles and their effect on teamwork (Riva et al., 2010). Studies report the benefits of job-shadowing applications to improve communication, increase role awareness, improve interprofessional collaboration and enhance teamwork (Fougner & Horntvedt, 2011; Jain et al., 2012; Meffe et al., 2012; Meusch, Elliott, & Fasser, 2013; Porcerelli et al., 2013; Riva et al.,

2010; Thompson et al., 2008; Wright, Hawkes, Baker, & Lindqvist, 2012). Research results have demonstrated that the understanding and collaboration of roles improved communication and enhanced advanced problem solving, promoted innovative solutions regardless of rank or discipline, and led to higher standards of care for the patient (Kinnaman & Bleich, 2004).

Students benefit from job-shadowing experiences because they can observe “the work environment, employment and occupational skills... of the job role of the people in the team whom they are shadowing; and deepen their understanding of the application of concepts and motivation for interprofessional collaboration” (Fougner & Horntvedt, 2011, p. 33). Physician and nurse interactions and communication are critical components in the health care environment (Manojlovich & DeCicco, 2007). Medical students job-shadowing nurses demonstrated increased understanding of the importance of good communication skills and increased role awareness in the critical nature of physician–nurse relationships of well-functioning patient care teams (Jain et al., 2012).

Job-shadowing promotes provider role awareness to “diminish stereotypical thinking about other professional groups, increase awareness of others' roles, responsibilities and scope of practice, and impact positively one's willingness to practice collaboratively with others” (Meffe et al., 2012, p. 184). Additionally, job shadowing is a means to learn more about and reflect on one's own professional practice, understand other professionals' roles in delivering patient care, and promote the benefits of interprofessional teamwork's focus on communication and collaboration's in patient care delivery (Thompson et al., 2008; Wright et al., 2012).

Although these previous studies paired one health care profession with another, this project developed an interprofessional learning experience that incorporated three health care.

professions interacting with each other. Based on the evidence that job shadowing increases interprofessional collaboration competencies, this project was designed to provide a half day job shadowing experience for second year medical and third year pharmacy students with an Advanced Practice Nurse (APN). Shadowing experience goals were to increase the students' knowledge of the role of APNs (nurse practitioners and midwives) as members of the interprofessional team and knowledge of interprofessional collaborative team practices.

3. Research method

3.1. Sample

Four urban healthcare systems in the Midwest were invited to participate in the project, and the Chief Operating Officer (COO) from one health care system responded. The COO then supplied names of nine APNs from three clinical sites within the health care system as participants for medical and pharmacy students to shadow. The first author met individually with each of these nine APNs and their managers to describe the implementation project and assess their interest in participating; all nine APNs were enthusiastic to participate.

To obtain student participants, the first author recruited second-year medical students and third-year pharmacy students from the University of Illinois at Chicago Rockford Regional campus during the Fall 2015 semester. The Deans of the respective Medical and Pharmacy Schools recommended these student groups as the most available, based on their academic schedule. During August 2015, the first author met face-to-face with the third year pharmacy students and with second year medical students during their respective orientation classes, and invited them to participate in this project. Students who volunteered signed informed consents, and signed up for a four-hour shadowing time slot, either on a Friday afternoon or a Saturday morning, times selected by the Deans that best accommodated students' schedules.

The twenty medical and twenty pharmacy students who participated in this project were paired together into twenty dyads of one medical student and one pharmacy student to shadow an APN in order

Download English Version:

<https://daneshyari.com/en/article/8567624>

Download Persian Version:

<https://daneshyari.com/article/8567624>

[Daneshyari.com](https://daneshyari.com)