22 nursing students participated in observation experiences with intensivist rounds in MICU and in clinic with Internal Medicine Physicians.

Pre- and post-observation questionnaires and an interview were completed following each experience.

Perceptions of roles were graded using a Likert-type scale and were analyzed using a Wilcoxon Signed Test.

Medical Student observation experiences are currently under way.

Preliminary results are supportive of the hypothesis that early intervention into perceptions of roles and responsibilities of the respective disciplines can foster and enhance Interprofessional Teamwork through education regarding specific explicit roles and responsibilities of each discipline in clinic and acute care settings.

The null hypothesis that intervention (observation experience) has no effect on perceptions or understanding of roles, upon preliminary data, is not supported at this time.

The study will continue until recruitment of 20-25 medical students and completion of observations are achieved.

Nursing and medical students were recruited on a voluntary basis and were compensated for the time spent in observation.

Nursing students spent 2 hours each in MICU rounds with intensivists and 1 hour with internal medicine physicians in clinic.

Medical students are currently spending 2 hours with a nurse in MICU and 1 hour with a clinic nurse.

The goal was to elicit responses regarding perception of responsibilities of nurses and physicians related to actual observations.

Instrument and Methodology

There is a lack of cross-training related to interprofessional communication with direct regard to medical and nursing students.

Nurses and physicians are currently trained separately within their own curricula, both didactic and clinical.

Evidence shows that interventions affect performance and efficiency in clinic settings; however, no studies demonstrate the effects of early interventions related to increasing the knowledge of respective roles and responsibilities of both nursing and medical students (D’Amour & Oandasan, 2005.)

Only the nursing portion of the study has been completed.

Preliminary data suggest that early intervention, to include education about interprofessional responsibilities and job duties can enhance Interprofessional Teamwork in both acute and clinic settings.

Medical students are currently completing observations.

The degree to which nursing and medical students’ pre-observation perceptions differed from post-observation perceptions was both staggering and surprising.

This study is ongoing and should produce meaningful data.

Discussion

Conclusions

Acknowledgements

For more information: Ann Hagstrom, MSN, RN
Email: ann.hagstrom@ttuhsc.edu

Reference: