

Attitudes of Nurse Educators Toward Interprofessional Communication and Collaborative Educational Experiences: A Quantitative Quasi-Experimental Survey Study

Deborah Ellison PhD, MSN, RN

&

Francisa Farrar EdD, MSN, RN

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Disclosure

- ▶ Dr. Deborah Ellison & Dr. Francisa Farrar
 - Austin Peay State University
 - Clarksville, Tn. 37044
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Learning Objectives

1. The learner will be able to describe and interprofessional collaborative framework that could impact accountability, quality of care and safe practice care to empower positive patient outcomes.
2. The learner will be able to apply evidence-based practice to develop and interprofessional collaborative plan of care.

Statement of the Problem

Each year medical errors contribute to escalating costs, life altering, and fatal consequences for patients. Miscommunication has been identified as a main cause for the medical errors, increasing costs by 17% and extending length of stays by 22%.

IPE has been identified by stakeholders as a critical component of professional education that could impact the number of patient errors; contribute to enhanced patient outcomes, and improvement of delivery of care.

Nevertheless, IPE is more the exception than the norm, often difficult to implement, and lacks educated faculty to fulfill the application aspect.

Purpose of the Study

- The purpose of this study was to examine the attitudes of nurse educators towards the importance of interprofessional education, implementing interprofessional communication, and collaborative experiences in nursing education.
- In addition, the study examined the degree to which attitudes of nurse educators toward interprofessional educational experiences changed following participation in an educational session.

Gaps in the Literature

- ▶ Limited information
 - Four studies identified
 - Smith et al., 2009
 - Bennett et al., 2011
 - Curran et al., 2007
 - Anderson et al., 2011

Methodology

- ▶ Research Design
- ▶ Population of Interest
 - Sample
- ▶ Data Collection
 - Surveys were copied on different color paper
 - Hand delivered
 - Pre-surveys
 - Post-surveys

Intervention

- ▶ IPEC core competencies
 - Domain 1-Values/Ethics for Interprofessional Practice,
 - Domain 2-Roles/Responsibilities,
 - Domain 3-Interprofessional Communication, and
 - Domain 4-Teams and Teamwork

Methodology

▶ Instrumentation

- The Readiness for Interprofessional Learning Scale (RIPLS)
- 4 Subscales
- Historical use
- Reliability and validity

Methodology

▶ Data Analysis

- Descriptive
- Paired t-test
 - Skewness
 - Kurtosis
 - The Shapiro-Wilk test

Description of the Sample

Demographic Question	Variable	Frequency counts	Percentage
Gender	Male	1	2.50
	Female	39	97.50
Age	30-40	11	27.50
	40-50	8	20.00
	50-60	19	47.50
	60-70	2	5.00
Education	ADN	1	2.50
	BSN	2	5.00
	MSN	31	77.50
	PhD	6	15.00
Are you a nursing faculty working in nursing education?	Yes	40	100.00
	No	0	0.00
If yes, in what setting do you teach?	College	16	40.00
	University	22	55.00
	Hospital	2	5.00
Do you teach students in a clinical setting?	No	12	30.00
	Yes	19	47.50
Have you had work experience in interprofessional education?	No	28	70.00
	Yes	19	47.50
Have you had teaching experience in interprofessional education?	No	21	52.50
	Yes	19	47.50

Results

- ▶ Research Question 1: To what extent do attitudes of nurse educators toward interprofessional educational experiences change following participation in the conference?

Research Question 1: Findings

SS1: Teamwork
7 Co-operation
(Items 1 – 9)

$p = 0.0099$

was enough

SS2: Negative
Professional
Identity (Items
10 – 12)

$p = 0.8590$

not enough

SS3: Positive
Professional
Identity (Items
13 – 16)

$p = 0.0045$

was enough

SS4: Roles and
Responsibilities
(Items 17 – 19)

$p = 0.2655$

not enough

Was enough or not enough evidence to claim a statistically significant

Results

- ▶ Research Question 2: To what extent do attitudes of nurse educators toward teaching communication skills within an interprofessional environment change following participation in the conference?
- ▶ RIPLS question 5: Communication skills should be learned with other health care students.

Research Question 2: Findings

- ▶ Analysis indicated there was enough evidence to claim a statistically significant difference ($p = 0.0311$) between the pretest and posttest responses in attitudes of nurse educators toward teaching communication skills within an interprofessional environment, in terms of question 5.

Results

- ▶ Research Question 3: To what extent do attitudes of nurse educators' toward teaching teamwork skills within an interprofessional environment change following participation in the conference?
- ▶ RIPLS question 8: Team-working skills are essential for all health care students to learn.

Research Question 3: Findings

- ▶ There was not enough evidence to claim that there was a statistically significant difference ($p = 0.2532$) between the pretest and posttest responses in attitudes of nurse educators toward teaching skills within an interprofessional environment, in terms of Q8.

Results

- ▶ Research Question 4: Is there a statistically significant relationship between nurse educators' teaching experience and changes in attitudes regarding interprofessional education following participation in the conference?

Research Question 4: Findings

SS1: Teamwork 7
Co-operation
(Items 1 – 9)

$p = 0.4815$

not enough

SS2: Negative
Professional
Identity (Items 10
– 12)

$p = 0.7318$

not enough

SS3: Positive
Professional
Identity (Items 13
– 16)

$p = 0.2091$

not enough

SS4: Roles and
Responsibilities
(Items 17 – 19)

$p = 0.0401$

was enough

Was enough or not enough evidence to claim a statistically significant.

Results

- ▶ Research Question 5: Are there significant differences in changes in attitudes related to IPE among nurse educators who are engaged in clinical teaching and nurse educators who are not engaged in clinical teaching?

Research Question 5: Findings

SS1: Teamwork
7 Co-operation
(Items 1 - 9)

SS2: Negative
Professional
Identity (Items
10 - 12)

SS3: Positive
Professional
Identity (Items
13 - 16)

SS4: Roles and
Responsibilities
(Items 17 - 19)

$p = 0.9241$

not enough

$p = 0.6182$

not enough

$p = 0.3329$

not enough

$p = 0.2728$

not enough

Was enough or not enough evidence to claim a statistically significant.

Limitations

- ▶ Utilizing:
 - A one group design
 - A survey design

Internal validity

External validity

Conclusions

- ▶ Highlights a gap in the literature.
- ▶ Need for faculty education.
- ▶ Overall positive attitudes.

Recommendations for the Future

▶ Research

- Repeat study with larger number of participants
- Include how those implementing IPE overcome barriers
- Longitudinal studies to determine impact on practice

▶ Practice

- Clinical strategies for both faculty teaching and student experiences
- Implementation of IPEC core competences

▶ Education

- IPE faculty development and teaching strategies on multiple levels
- Changes in curriculum

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