

Interprofessional Rural Education: Medical and Nursing Students Ready, Willing and Prepared Together to Care."

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Owing to ever increasing patient complexity, research related to interprofessional (IP) practice continues to support a **(resilient)** collaborative team approach to ensure best patient care outcomes. The purpose of phase Two of this particular study entitled 'Interprofessional Rural Preceptorship with Nursing and Medical Students' was to situate the principles of IP clinical practice and preceptorship education for senior nursing and medical students . Two small rural Canadian acute care settings were selected for the project. The students in each facility were afforded the opportunity to engage in authentic collaborative practice throughout their rotation. The clinical areas in which IP opportunity and **(resilience)** were most noteworthy included the OR, emergency setting, family clinic/ PCN. Grounded theory was deemed the most appropriate research method by which to study "*what was actually going on*" during the rural IP preceptorship. Constant comparative analysis derived from participant interviews, course materials, four educational models and focus group discussions informed the findings. The central theme that emerged from the data was identified as '*contextualizing*' interprofessional (rural) education' wherein IP education was found to inextricably intersect the rural context. The sub-themes included: a) centering the patient; b) cultivating an organic IP experience; c) enriching the teaching and learning process; d) empowering the student; and e) creating a culture of IP practice. These findings suggest that an evidenced based IP clinical teaching and learning model can serve to connect education to collaborative practice.