

Interprofessional Education is central to holistic patient care: “Talking to each other is better than reading a chart”

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Purpose: Invariably, today’s patients present with complex health needs which require an interprofessional team approach. Authentic collaboration can foster a sharing of expertise and perspectives for the shared purpose of restoring or maintaining an individual’s health and improving patient outcomes. Faresjo (2006) would suggest that to be able to respond effectively and realise the ideals of holistic patient care, interprofessional acumen is essential. Authentic interaction requires respect, compassion and attention to another’s voice and needs. The goal of this research study was to bring together nursing and medical students in a rural hospital setting for a 10 week period to learn with and about each other while providing holistic patient care in an bona fide interprofessional context. The overall research question which guided the study was” *What is the psychosocial process experienced by the nursing/medical students and preceptors during this interprofessional experience*

Method: Grounded theory was used. Multiple individual semi-structured interviews with students and preceptors were conducted throughout the interprofessional preceptorship. In addition, separate exit focus group interviews also contributed to the data.

Findings: The main themes to date that have evolved from data analysis include ***committing*** to the interprofessional experience, ***seeking opportunities*** to promote authentic interprofessional learning, ***protecting the time*** in order to attend to interprofessional practice, ***focusing on the patient*** in a teamed approach.

References

Faresjo, T. (2006) Interprofessional Education: To break boundaries and build bridges. *The International Electronic Journal of Rural & Remote Health, research, Education, Practice and Policy*. Available at <http://rro.deakin.edu.au>