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Transprofessional Education – An Asynchronous Approach

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Problem: Creating an opportunity inter-professional educational for nursing students involves challenges in logistics and resources.



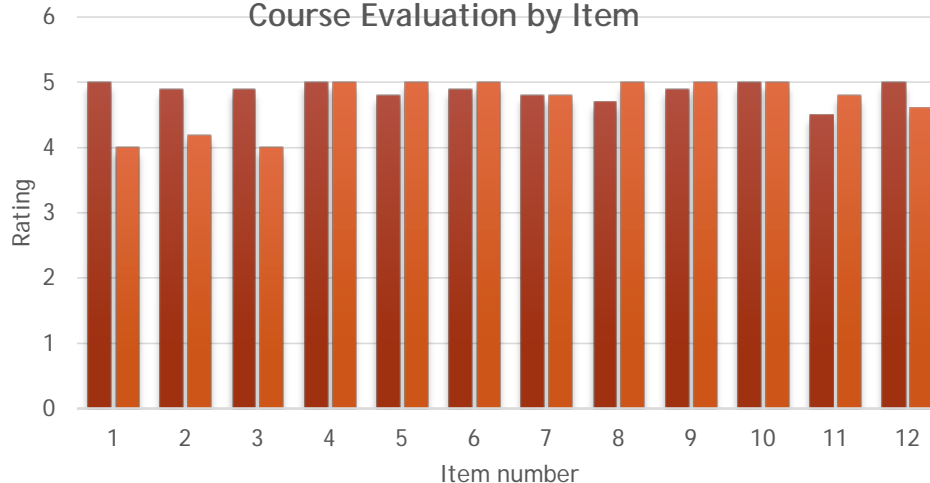
Introduction: Health professionals require education which promotes respect and effective communication across professions

- ▶ Understanding of what other disciplines bring to the collaborative care team.
- ▶ Inter-professional education occurs when students from two or more professions learn with each other about effective collaboration to improve health outcomes (WHO, 2010).
- ▶ Ethics, effective communication, working in teams, and clearly defined roles are identified as essential competencies for providers (IPEC, 2016).
- ▶ These competencies cross disciplines indicating the need for clear communication with individuals and providers for the improvement of health.

Methods: an undergraduate asynchronous class in trans-professional communication was introduced summer 2017.

- ▶ Topics include gendered, interpersonal, ethical and interdisciplinary communication using resources from other health professions.
- ▶ Asynchronous case analysis from text, audio, digital, and video resources
- ▶ Analysis of challenges & successes in individual, ethical, collaborative, and team communication.
- ▶ Reflection & evaluation of the individual's performance to promote quality and safety.
- ▶ Anonymous electronic course evaluation surveys.

Asynchronous Transprofessional Communication Course Evaluation by Item



■ summer'18 n=10/15 ■ summer'17 n=12/35

Results: High levels of student satisfaction with both course & faculty related items.

- ▶ Average all course rating of 4.7 out of 5 in the first run of the course, 4.87 in the second run in the same format of 8 week summer session.
- ▶ Scale of 1 -5 rating with 1 being strongly disagree to 5 being strongly agree

All item average course evaluation score



Implications for nursing: Organizational, system, quality, and safety in communication benefit nurses to engage in practice at top of license across the care continuum.

Future implications: Opportunity for flexible interdisciplinary education using distance learning format.

References

- Interprofessional Education Collaborative (IPEC). (2016). *Core competencies for interprofessional collaborative practice: 2016 update*. Washington, DC; Interprofessional Education Collaborative.
- World Health Organization (WHO). (2010). *Framework for action on interprofessional education & collaborative practice*. Geneva: World Health Organization.

