Transprofessional Education – An Asynchronous Approach

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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

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

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Rating 5: 4.7 4.87

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