Getting Out of the Way:
Creating Space for Student to Student Interprofessional Learning

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Interdisciplinary Research Team

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Background
- Fall 2014 and Winter 2015

- augmented oxygen delivery lab
  - hands on:
  - case studies and low fidelity simulation

- An adapted version of the Readiness for Interprofessional Learning Scale questionnaire (Curran, Sharpe, Forristall, & Flynn, 2008) → course evaluation

- Results:
  - a very positive perception of the interprofessional collaboration and learning
  - Improved clarity about their role
Research Questions

1. What is the influence of a collaborative lab on RT and BN students’ knowledge, attitudes, and beliefs about interprofessional practice?

2. How does a collaborative lab serve to construct professional identity for RT and BN students?
Lab Experience

- Stations
  - Post-Op
  - Code Blue
  - COPD Exacerbation

- RT students facilitated the learning at the Post-Op and Code Blue stations
Preliminary Results
optimal patient care and safety

Construction of Professional Identity

Trust

Role Clarification

Teamwork and collaboration

Collaborative Lab - Student to Student Learning

Russell, Choi, Olfert, Patey, Silen, Stefura, Underwood, Watson, Zettel
“Even just to comfortable talking to another student. You kind of feel like maybe you're on the same learning curve, so then you can kind of relate to each other.” # 08 - RT student
“It’s helpful because you don’t feel so embarrassed or scared of making mistakes. Because it’s just students; they the same as you are. So they can always correct you, and it’s much more… it’s a little bit more friendly environment, around to make mistake.” #04 - BN student
“It was just like a first year RT fumbling with the devices. You don’t know what they are. You haven’t touched them in awhile. So it was kind of like a flashback in a sense. They were embarrassed when they made a mistake and I was, like ‘I was there too. It takes time to get used to them.’ So it was cool to kind of see that they will come so much farther, when that’s how I’ve come. So it was nice to see that. I have improved from first year. #10 - RT student
Role Clarification

“I guess the differences between nurses and RTs and how we both don’t know where our lines stand. I always thought like, ‘I don’t know what nurses’ line is for us,’ but I found that it’s kind of the same thing. When you look through nurses’ eyes they don’t really know where our line stands either. So I found that was what kind of hit me, like, we both don’t really know. It would be helpful if we knew going into our professions, kind of know where nurses... Like, I know what you guys do, but where the respiratory line is between the two of them.” #10 – RT student
Role Clarification

“...I think the biggest thing was better able to see what they would be doing versus what we would be doing. Because it’s different coming from our lab instructor than from them. They’re like, “This is our job; this is what we do.’ Or lab instructors, like, ‘Well, then the RTs would come in and... so it’s not as kind of, like, apparent” #06 - BN student
Role Clarification

The biggest take-aways...? I think knowing the boundaries that we have. That was nice to just clarify where the nurse’s line kind of draws with us. We’re told you know, like, … ‘Cause I never know if I need to explain it to a nurse or if they kind of know or what I should tell them. So it’s kind of nice to know what I need to inform the nurse of when I’m leaving the room, or what I should be telling them. So I definitely think that was a big take-away. I think getting our faces familiar with theirs, too. …..And just getting them to know RTs line. Like, it’s nice to be able to share my line and know, like ‘This is what I can do for you. This is what I can help you with. Don’t be afraid to use me.’ #10 – RT student
Trust

“they are more confident in your skill and your knowledge ... as they trust you and we trust them... It’s like building a rapport”

#09 - RT student
Teamwork/Collaboration

“It’s a great opportunity for us to start having those relationships before we start working together… I learn a lot from a nursing perspective and just good relationships with people.” #08 student
Construction of Professional Identity

“...I feel like to do everything and I like to control and know exactly what’s going on... There is your scope of practice that you have to work within, and knowing that how could save a lot of time.... If it was something for an RT and ... I think that’s especially crucial at the beginning... Roles I think is the main thing.” #07 BN student
“If we need help and kind of knowing our boundaries and their boundaries, because they’re still things that we can’t do that our primary nurse can do. So knowing your scope of practice and when to reach to other people.” # 07 BN student
Implications for Patient Care and Safety?

“Better patient care… Knowing who to call and when; learning that they’re out there; and learning how to call them would be useful” #06 - BN student
Quantitative Data

- The significant changes
optimal patient care and safety

Construction of Professional Identity

Role Clarification

Trust

Teamwork and collaboration

Collaborative Lab - Student to Student Learning

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References


