

Seeing beyond the walls of institutions, disciplines, and traditional pedagogy:

Nursing and respiratory therapy students catching a glimpse of professional identity in the context of peer learning



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Background



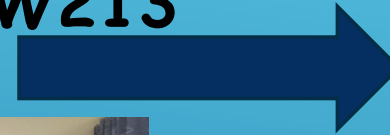
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In Fall 2014 and Winter 2015, an augmented oxygen delivery lab brought together:

- 1st year bachelor of nursing (BN) students
- 3rd year respiratory therapy (RT) students
- Hands on learning, using case studies and low fidelity simulation

WELCOME SAIT
RESPIRATORY
THERAPY
STUDENTS
NURSING LAB
THIS WAY: W213



Together We Can!

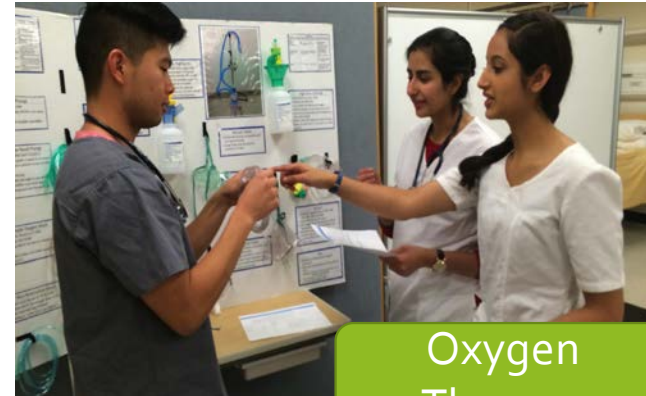
Lab structure

- 3 Separate stations
 - Code Blue
 - Post operative Oxygen therapy
 - COPD Exacerbation (collaboration with RN Instructors)
- } RT student led

Code Blue



Oxygen Therapy



COPD Exacerbation



The initial objective of the proposed research was to gather evidence to support or oppose future offerings of collaborative labs such as this in nursing and respiratory therapy curricula.

More specifically:

- Is this collaborative lab a worthwhile way of addressing IPE in each of program?
- What is being accomplished regarding the construction of professional identity for participating students in this collaborative lab?
- Does this lab support the development of role clarification as set out in the CICH IPE competency framework?
(Canadian Inter-professional Health Collaborative,2010)

Research Questions

- What is the influence of a collaborative lab on RT and BN students' knowledge, attitudes, and beliefs about inter professional practice?
- How does a collaborative lab serve to construct professional identity for RT and BN students?

Mixed Method

- *Readiness for Inter-professional Learning Scale* questionnaire (Presell & Bligh, 1999) was administered to all participating nursing and respiratory students pre and post lab.
- Individual interviews with nursing and respiratory students post lab
- Focus groups post lab

Analytics of Interpretive Practice” (Holstein & Gubrium, 2005)

Discourse analysis

- Combines ethnomethodologic and Foucauldian perspective

Readiness for Inter-professional Learning Survey

1.	Learning with other healthcare students will help me become a more effective member of a health care team	1	2	3	4	5
2.	Patients would ultimately benefit if healthcare students worked together to solve patient problems	1	2	3	4	5
3.	Shared learning with other healthcare students will increase my ability to understand clinical problems	1	2	3	4	5
4.	Communications skills should be learned with other health care students/professionals	1	2	3	4	5
5.	Team-working skills are vital for all health care students/professionals	1	2	3	4	5
6.	Shared learning will help me to understand my own professional limitations	1	2	3	4	5
7.	Learning with other healthcare students before qualification would improve relationships after qualification	1	2	3	4	5
8.	Shared learning will help me to think positively about other professionals	1	2	3	4	5
9.	For small-group learning to work, students/professionals need to respect and trust each other	1	2	3	4	5
10.	I don't want to waste my time learning with other healthcare students	1	2	3	4	5
11.	It is not necessary for undergraduate healthcare students to learn together	1	2	3	4	5
12.	Clinical problem-solving skills can only be learned with students from my own faculty	1	2	3	4	5
13.	Shared learning with other healthcare professionals will help me to communicate better with patients and other professionals	1	2	3	4	5
14.	I would welcome the opportunity to work on small group projects with other health care students	1	2	3	4	5
15.	I would welcome the opportunity to share some generic lectures, tutorials or workshops with other healthcare students/professionals	1	2	3	4	5
16.	Shared learning and practice will help me to clarify the nature of patients' or clients' problems	1	2	3	4	5
17.	Shared learning before qualification will help me become a better team worker	1	2	3	4	5
18.	I am not sure what my professional role will be/is	1	2	3	4	5
19.	I have to acquire much more knowledge and skill than other students/professionals in the health care system	1	2	3	4	5

(Presell & Bligh, 1999).

Quantitative Data

Questionnaire Item	Scale	BN Students		RT Students	
		Paired T-Test Value	P-value	Wilcoxon signed-rank W	P-value
1	Teamwork & Collaboration	-1.77	0.040	17.5	0.086
2		-2.09	0.019	1.5	0.673
3		-2.25	0.013	1.5	0.673
4		-1.46	0.073	3.0	0.186
5		-1.04	0.150	N/A	N/A
6		-3.50	0.000	3.0	0.911
7		-3.41	0.000	10.0	0.295
8		-5.07	0.000	5.0	0.572
9		-3.20	0.001	3.0	0.186
10	Negative Professional Identity	0.66	0.744	7.5	0.233
11		-1.20	0.116	9.0	0.394
12		0.21	0.582	28.0	0.092
13	Positive Professional Identity	-2.33	0.011	7.5	0.554
14		-5.03	0.000	3.5	0.942
15		-4.31	0.000	9.0	0.394
16		-3.69	0.000	3.0	0.186
17	Roles & Responsibilities	-2.78	0.003	21.0	0.018
18		-4.30	0.000	6.0	0.853
19		0.08	0.531	2.5	0.863

Qualitative Data Analysis: Discourse Analysis

“Analytics of Interpretive Practice” (Holstein & Gubrium, 2005)

- Combines ethnomethodologic and Foucauldian perspective

Qualitative Data Analysis

The non-evaluative student-to-student learning that occurred in this lab contributed to an atmosphere less constrained by mechanisms of power inherent in instructor led labs or clinical experiences. Students' narratives revealed that inter-professional learning, building of relationships, and construction of their professional identity was supported in this non-hierarchical simulated clinical encounter.

Qualitative Data

Major themes that stemmed from the interviews and focus groups:

- Teamwork and Collaboration
- Trust
- Role Clarification
- Constructing Professional Identity
- Benefits of student to student learning
- Implications for patient care and safety

Teamwork



“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.” - 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” - 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 ” - BN student



Constructing Professional Identity



“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.” - BN student



Benefits of Student to Student learning



“Even just being 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.” - RT student

“It’s helpful because you don’t feel so embarrassed or scared of making mistakes. Because it’s just students; they are 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.” - BN student



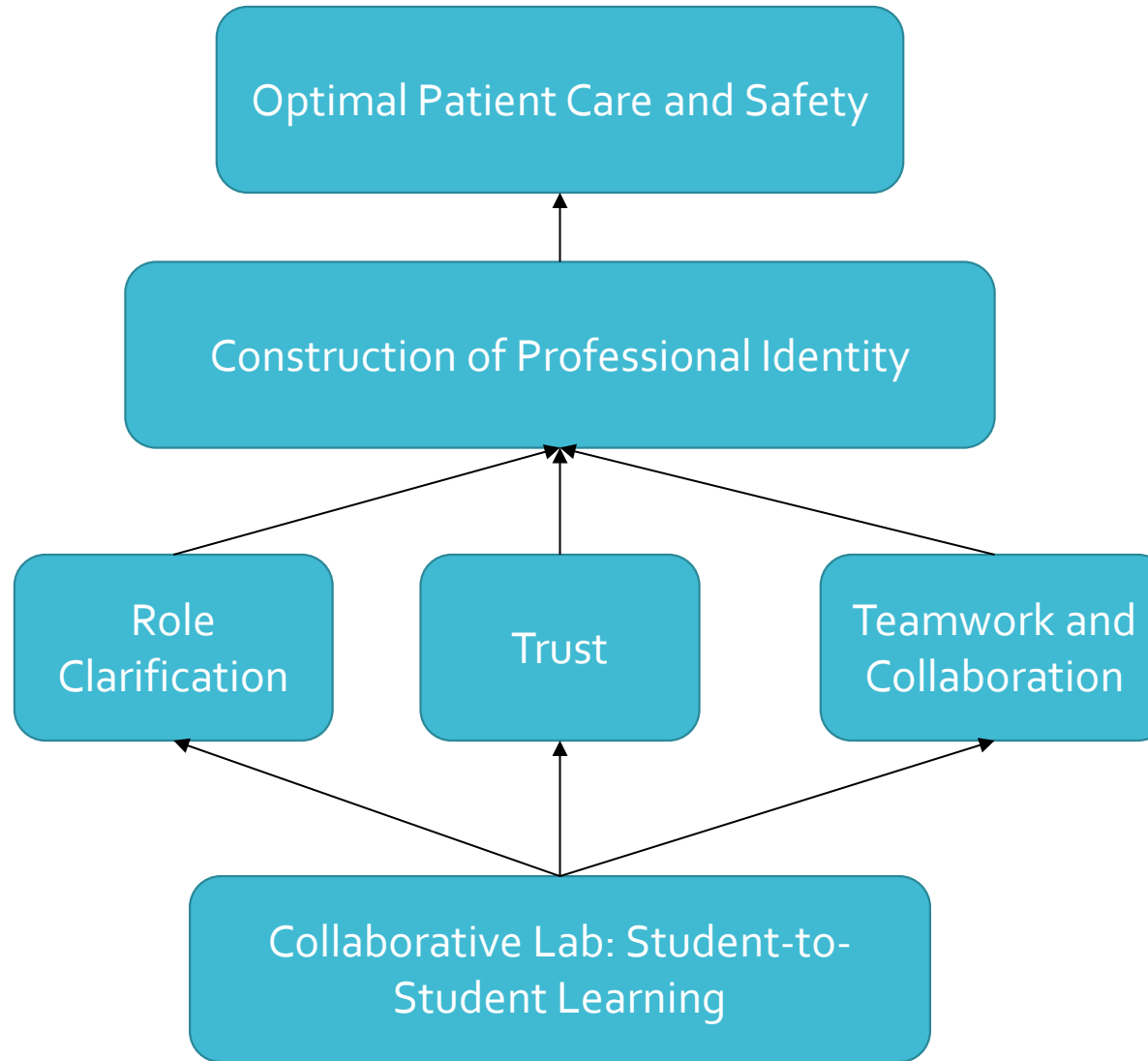
Implications for Patient Care and Safety



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

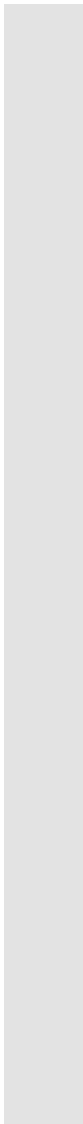


Qualitative Findings from Interviews and Focus Groups



Summary

- For BN students, the collaborative lab had a statistically significant positive influence on their attitudes and beliefs toward inter-professional practice
- For RT students, their views of the importance of shared learning with other health professionals changed significantly after engaging in this lab.
- The non-evaluative student-to-student learning that occurred in this lab contributed to an atmosphere for both groups of students that was less constrained by mechanisms of power inherent in instructor led labs or clinical experiences.
- Both BN and RT students' narratives revealed that building of relationships and construction of their professional identity was supported in this non-hierarchical simulated clinical encounter.



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