

Medical Student in Nursing Elective – Promoting Development of the Whole Person

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Calls for collaborative, team-based, practice-ready health care workforce



[1-5]



World Health
Organization

[10]



Interprofessional Education Collaborative
Connecting health professions for better care

[6-9]



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[6,7]

Definitions IPL and IPE

Interprofessional education (IPE) occurs when two or more health and/or professions **learn with, about and from each other** to enable effective collaboration and improve health outcomes (WHO)

Interprofessional learning is learning arising from interaction between members (or students) of two or more professions. (Journal of Interprofessional Care)

“The main purpose of interprofessional learning (IPL) is to improve collaborative practice in order to ultimately increase the quality and safety of care” [11]

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IPL- promise of improving collaborative practice

Healthy interprofessional relationships vital for

- effective team-based patient care
- reducing medical errors
- improving patient outcomes [13-16]



Poor physician-nurse relationships leads to:

- adverse affect on patients
- job dissatisfaction
- can worsen the personal health of nurses and physicians [17-19]



Undergraduate IPL

2015 Institute of Medicine (IOM) report on IPE : variety of IPL between a myriad of health and social care professionals and students in a variety of clinical, classroom, and community settings [20]

“Typically pair medical *students with trainees*, such as nurses in training or pharmaceutical residents”

Current literature suggests undergraduate IPE *in non-clinical settings* between medical and nursing *students*, *seldom* with *experienced practitioners* of other discipline [21-25]

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Undergraduate IPL in Clinical Setting



- increasingly reported
- some published reports of IPL programs where medical students are taught nursing fundamentals in the clinical workplace by nurses [26-31]
- results of four brief 4-hour to 16-hour nurse-shadowing experiences encouraging:
 - students reported an increased knowledge of, and respect for, nursing roles [26-28]
- 4-week nursing rotation - powerful learning experience for first-year Dutch students [31] -
 - demonstrated favourable changes in student attitudes towards nurses and their roles, and supports appropriately early clinical exposures for medical students working with nurses

Undergraduate IPL in UCC examples

Medical and pharmacy students – 1 session

Medical and nursing students – 1 session

Trial in MUH of medical, nursing, physiotherapy, speech and language students – difficult logistical issues

All short duration events, all student-to-student

2- week Nurse attachment for a medical student

"I would appreciate the opportunity to learn from other disciplines in patient management"

I believe that this would help me in being a better and more understanding professional in future"

DON in MUH agreed

Medical director MUH agreed

CNM 2 on male medical ward facilitated

Clinical indemnity

Attire?



Plan of attachment

Present for handover at 07.45 each day
Finish approx. 3pm

Where possible full immersion in nursing duties

Also observation of nursing duties

Some reflections from the medical student.....

Making the beds

“Making of the beds seemed like something that was so unnecessary because the patients would be hopping back on their beds again anyway. However, I learnt that it was so necessary not only to help patients feel comfortable but also to ensure hygiene as sheets were being changed.”



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Washing the patients

“In my head, washing the patients seemed easyit proved to be more of a challenge. Sometimes, needing even more than one assistant.”

“..important to build a good relationship with my patients because giving them a wash was something that was so private and yet they were allowing us to do it.”

“I just thought how tough it was for them (nurses) to be doing this every day, not only the smell of things but sometimes they can be so underappreciated by the patients themselves.”

Nurse-Patient Interaction



“..the 10 minutes that a doctor sees a patient during rounds is so different compared to the 12 hours that a nurse spends with the patients.”

“I saw first-hand how some patients seemed to be completely different around doctors compared to nurses.”

“I understood how important it was for doctors to also get a summary of how the patient was doing during the time that they were not there.”

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Paperwork



- *“gave me a chance to understand the different types of paperwork involved in nursing such as*
 - *the discharge forms*
 - *admission forms*
 - *records at the end of the beds*
 - *EWS*
 - *Kardex*
 - *Turning/Mobility Chart*
 - *Fluid input/Output*
 - *Dressings*
 - *IV Cannula Maintenance etc.* “



- *“..a greater understanding about how these forms were filled up and also how important they were in the care of the patient. Something which I have severely underestimated myself.”*

Physical touch



- many different learning points
- *“For example, I always thought that every patient enjoyed physical touch in one sense or another However, there was a patient that did not want to be touched at all, not even when taking blood pressure (it was quite awkward to put the cuff around his arm with minimal contact).”*
- *“I had a timely reminder that no two patients are the same.”*

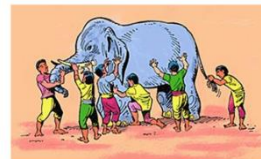


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In Conclusion - Medical Student in Nursing Elective – promoting development of the Whole Person

- Example of the learning possible when medical students undergo electives with nursing professionals
- Needs buy-in from all involved in schools and hospitals
- Needs to involve enough time for student to immerse
- Needs proper organisation
- We can add value to education and make it more relevant to the needs of present day students



Thank you!



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