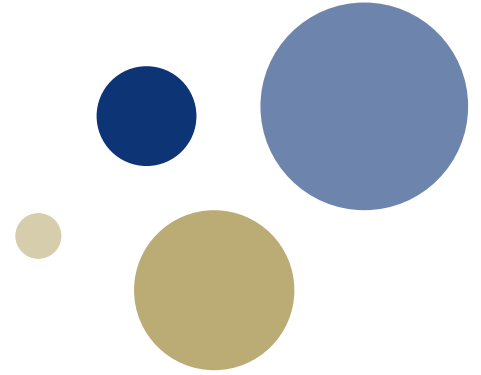




NTNU – Trondheim
Norwegian University of
Science and Technology



Nursing and biomedical laboratory science (BMLS) students' interprofessional training in the simulation laboratory

Frøydis Vasset, associate professor

Synnøve Hofseth Almås, professor

Research question

- How experienced nursing students and BMLS students IPL with simulation as a pedagogical method?
- In which degree valued the students interprofessionalism?

Description of the IPL scenario

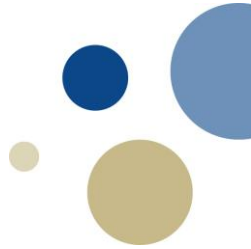
- 50 nursing students
- 20 biomedical laboratory science (BMLS) students
- Two BMLS students and three nursing students collaborated with a «child» who needed blood transfusion
- Two BMLS students and three nursing students had a status as observers



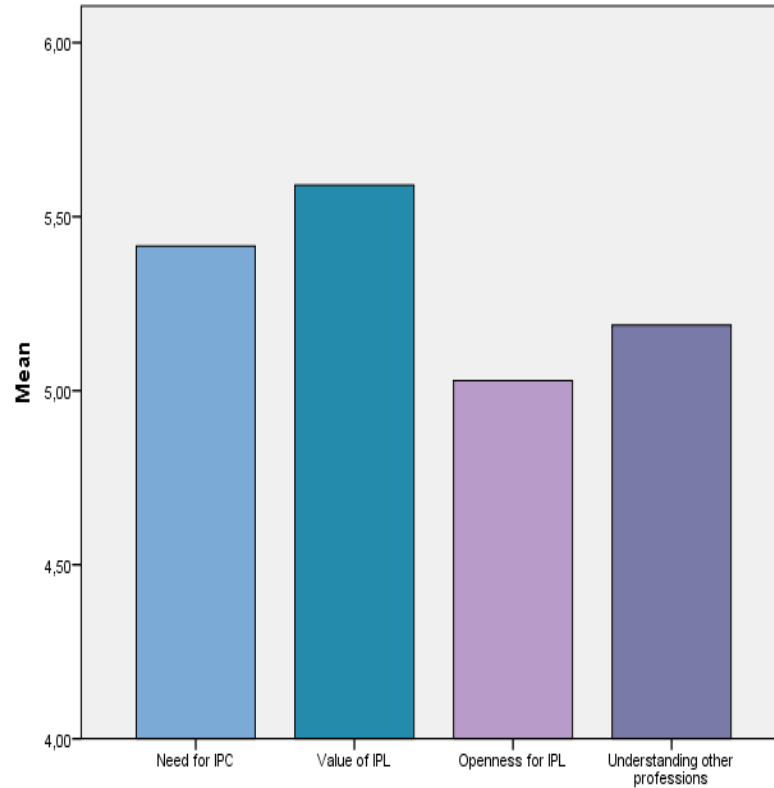
Method

Mixed method, explanatory sequential design

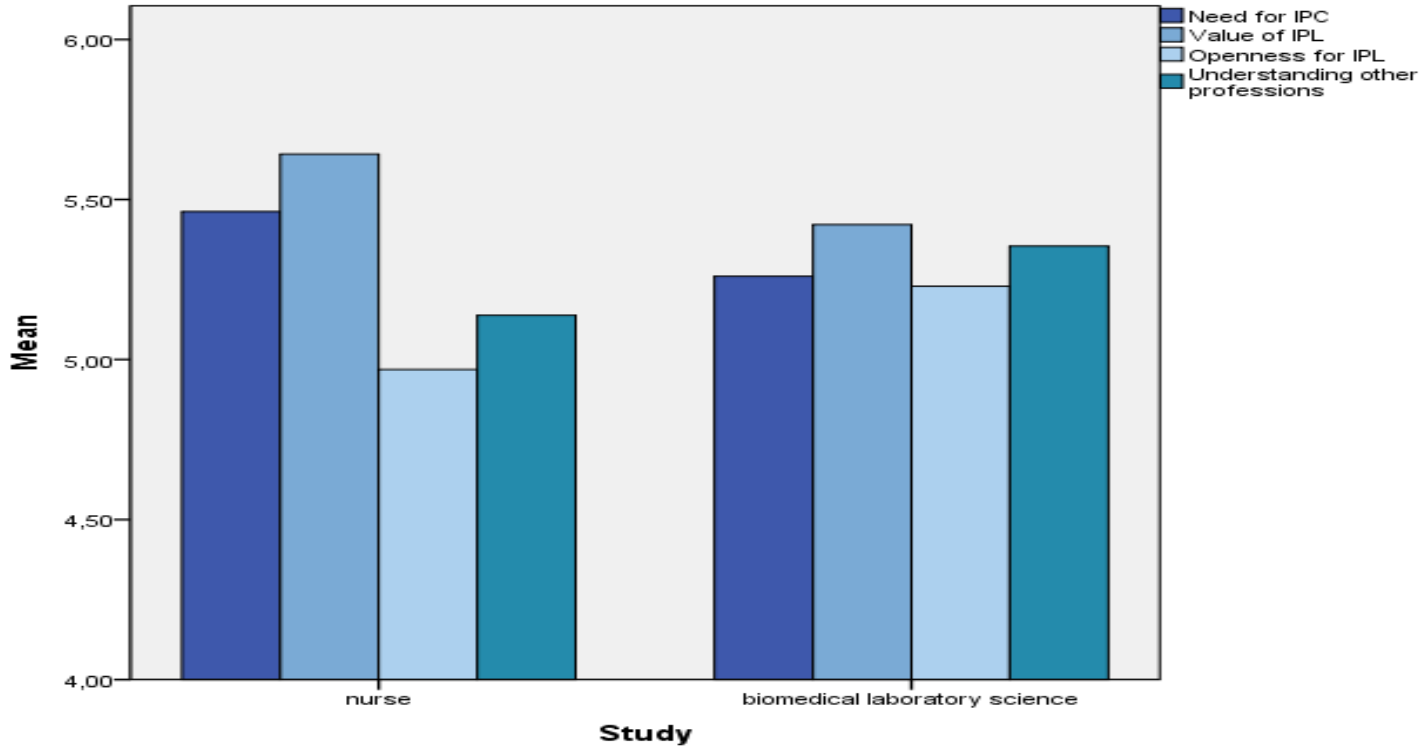
- Survey
 - 69 participants
 - 16 items about interprofessional learning (IPL) and interprofessional collaboration (IPC)
 - Factor analysis



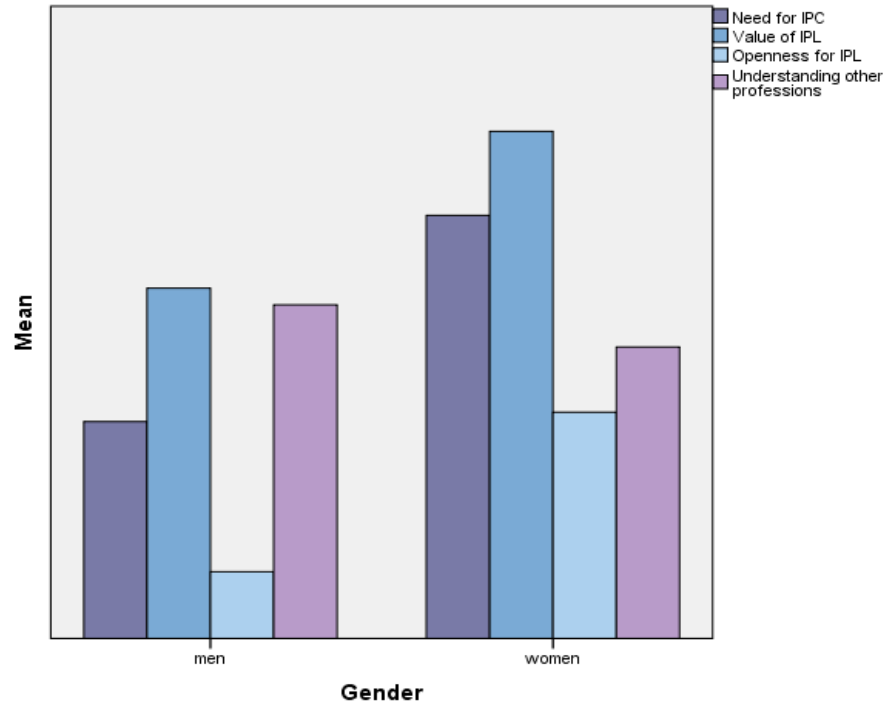
Attitudes towards interprofessional learning and interprofessional collaboration



Nursing and BMLS students' attitudes towards interprofessional learning and interprofessional collaboration



Attitudes towards interprofessionalism and gender



Resultets from focus group interviews

- 1). **IPL as simulation**
 - Learning with, of and about each other
 - Learning outcome had to be more precisely
 - Learning by debriefing and reflection
- 2). **Proposal to improve IPL**
 - Time for IPL
 - Knowledge about the other professionals' role in advance
 - Make the case more suitable for both student groups

Focus group interview

- 3.) **Unfortunate components**
 - Not authentic scenario
 - Unclear objectives
 - Little focus on the interprofessional work
 - Not much information in advance
 - BMLS students felt like guests



The students expressed:

- they had some knowledge about each others responsibilities, which is a part of interprofessional collaborative competence
- IPL as simulation could be better organized to improve interprofessional collaborative competence
- reflection and debriefing after simulation is important learning outcomes
- they did not had many coinciding tasks in health care



Thank you for your attention!

<https://www.jripe.org/index.php/journal/article/view/271>

