Students as Educators for Interprofessional Learning

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Introduction

The ethos of interprofessional placement learning underpinning the new education contracts is founded on “two or more professionals being able to learn about, from and with each other to enable effective collaboration and improve health outcomes’ (WHO, 2010). As part of the Health Education Improvement Wales Interprofessional Education (IPE) Principles in Practice, student to student interactions for IPE hours in practice was encouraged (HEIW, 2022).

As part of this requirement, we trialled some training/ simulation sessions that were facilitated by student nurses (under supervision), for a dietetic student cohort about to embark on their first placement.

There were three sessions in total provided for the student dietetic cohort around the role of the nurse, and placement preparation. The first was a lecture on the role of the nurse, delivered by the MPPEF, and then two simulation based sessions, each facilitated by three student nurses (6 in total), under the supervision of the MPPEF and lead for dietetics.

The simulation sessions focus was on placement preparation, and giving the dietetic students an introduction on what to expect in clinical areas, paying attention to the following themes:

- Common documentation in clinical areas
- Making a patient comfortable and what may be attached to a patient, and what they are for (oxygen, catheters, stomas, IV cannula’s, etc.)
- Vital signs.

Each student nurse would lead on one of the topics mentioned above, delivering a presentation, and then time for the dietetic students to participate in the simulation (practicing vital signs and completing the NEWS chart, making a patient comfortable, looking at different equipment attached to a patient), and a short question and answer session at the end of each topic. The student nurses changed for the second session, but the structure and topics remained the same.

Results

In total 6 student nurses participated in this opportunity, who each completed the evaluation form, and of the 23 dietetic students who attended across the two simulation sessions, 16 completed the evaluation form.

Student nurse evaluations

Question	Answer given	Number / %
I have been able to work towards my placement assessments	Strongly Agree	6 / 100%
I feel more confident in the role of an educator	Strongly Agree	6 / 100%
I feel this opportunity has prepared me well to take on a supervisor / educator role once qualified.	Strongly Agree	6 / 100%
I feel empowered to gain further opportunities around education of others.	Strongly Agree	6 / 100%
This has been a good opportunity to meet and work with other students from a different profession.	Strongly Agree	6 / 100%
I would recommend this opportunity to other students.	Strongly Agree	6 / 100%
Have you found this experience valuable for your learning?	Yes	6 / 100%

Student dietitian evaluations

100% of dietetic students found the session beneficial as part of their placement preparation.

100% of dietetic students felt it had been a valuable IPE opportunity.

100% of dietetic students enjoyed learning from another profession.

100% of dietetic would like an opportunity to facilitate teaching for other student groups.

94% of dietetic students felt more confident going into a clinical area.

Further Comments…..

I really appreciated learning more about the role of a nurse as I feel that it will help so much when on placement. It will allow us to have a better idea of what is going on around us when on the ward, it will demystify some things making them less scary (e.g. stomas) and I feel that it has made nurses seem so much more approachable whilst also giving me an appreciation for all they do and their sometimes stretched time day to day. Thoroughly enjoyed it!

I feel more confident in what I will find when I go on to wards. Also reassured by how friendly the nurses are and communicating with them.

Very good to know the importance of a nurses role and the many different elements to it.



I have thoroughly enjoyed this session, it has been very beneficial and enjoyable for both myself and the students. I would highly recommend this to other students and believe that this will also be useful for other professions. Thank you.

I have thoroughly enjoy this process and I would encourage other students to take part in order to further their confidence.

I found this opportunity very beneficial and I thoroughly enjoyed it. I feel it worked very well. It has given me the confidence I needed to progress as an educator during my future career. I also enjoyed meeting students from another profession and having the opportunity to talk to them and answer questions they had during the session.

Students as Educators Preparation

Recruitment for student nurses to be involved in these sessions was voluntary, where as for dietetic students, it was part of their university module timetable.

Prior to the simulation sessions the six student nurses attended two preparation meetings, 3 hours for each meeting. *The student nurses had access to support, throughout the process from the MPPEF.*

Two students were allocated to each topic mentioned above to plan the session collaboratively, increasing their teamwork skills, and limiting anxieties, and forming strong bonds (Carey, et al., 2018a). These would then be delivered on an individual basis for the live simulation sessions on two separate occasions in teams of three (one person for each topic).

Meeting 1 included (MPPEF present and leading):

- An overview of the expectation,
- How they could work towards their In Point Assessment Part 3a (NMC, 2018),
- Creating a lesson plan for their topic in pairs, researching their topic, and recognising/ creating resources required.

Meeting 2 included (MPPEF present):

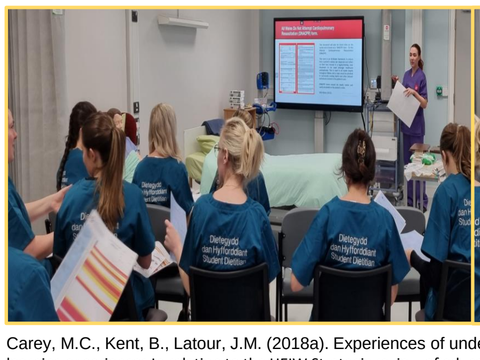
- Practice run through of their topics individually in their teams of 3 for each session.
- Feedback and a reflection session based on their practice trial run.

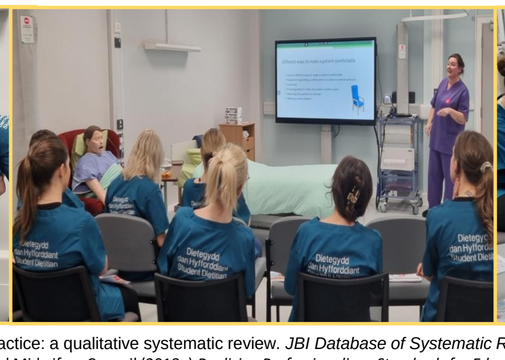
Conclusion

The data has shown that students facilitating interprofessional learning opportunities is successful. Both student groups have had a valuable learning experience which will enhance their placement experiences, whilst allowing them to achieve their IPE hours, and expand their professional network. The dietetic students are better prepared for placement, which should ease anxieties, leading to a better experience and increased retention, whilst the nursing students have become empowered educators, which prepares them well for their assessments, and expectations to supervise students on qualification. This innovation has been successful from both professional groups learning needs, and should aim to become part of pre-registration/ undergraduate courses moving forward.

Recommendations and next steps

Recommendations include expanding these opportunities across different professions where appropriate, with different professional groups as the facilitators, to enable further IPE opportunities, and student to student learning in safe learning environments. This will continue the drive for IPE in relation to the HEIW principle of practice, and ultimately work towards the “A Healthier Wales framework (Welsh Government, 2021).





Carey, M.C., Kent, B., Latour, J.M. (2018a). Experiences of undergraduate nursing students in peer assisted learning in clinical practice: a qualitative systematic review. *JBI Database of Systematic Reviews & Implementation Reports* 16, 1190–1219. Health Education Improvement Wales (2022) All-Wales principles for interprofessional placement learning experiences In relation to the HEIW Strategic review of education and implementation of new education contracts. HEIW. Nursing and Midwifery Council (2018a) *Realising Professionalism: Standards for Education and Training – Part 2: Standards for Student Supervision and Assessment.* London: NMC.. Welsh Government. 2019: *A Healthier Wales: Our Plan for Health and Social Care*. Retrieved from: https://gov.wales/sites/default/files/publications/2019-10/a-healthier-wales-action-plan.pdf. World Health Organization. 2010. *Framework for action on interprofessional education and collaborative practice.* Geneva: World Health Organization. Retrieved from: WHO_HRH_HPN_10.3_eng.pdf