

APPD Trainee Research Award 2015 - Abstract

IMPROVING INTERPROFESSIONAL COMMUNICATION AND COLLABORATION: FINDINGS FROM A NOVEL RECIPROCAL JOB SHADOW EXPERIENCE FOR PEDIATRIC RESIDENTS AND NURSES

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Background: Residents and nurses are the frontline in patient care in any academic hospital setting. High quality inpatient care relies on effective collaboration and communication; however, interprofessional education between residents and nurses remain uncommon. Objective: Examine the effect of a reciprocal job shadow experience between pediatric interns and pediatric nurses on communication and collaboration. Methods: This was a mixed methods evaluation of a curriculum. A convenience sample of first year pediatric residents (n=17) and randomly selected pediatric nurses (n=24) at Seattle Children's Hospital participated in a 4-hour job shadow between June and November of 2014. Participants each anonymously completed the Jefferson Scale of Attitudes Toward Physician-Nurse Collaboration (JSATPNC) prior to participation, and again 2 months after their shadowing experience. The JSATPNC is a 15-item survey with a 4-point Likert scale; a higher score reflects more positive attitude toward nurse-physician collaboration. Criterion-related validity and internal consistency/reliability (alpha 0.77-0.86) has been established for this tool. Additionally we included several open-ended questions to assess perceived value of the experience. Free text responses were analyzed to extract key themes. The distribution of responses was summarized using frequency and percentage, by role (nurse, resident) and by time point (baseline, post-shadowing). Change from baseline was assessed in repeated measures MANCOVA models with role and time as independent variables. Results: Residents scored more highly than nurses on the Jefferson Scale ($p < 0.01$). Shadowing was not associated with a statistically significant change in the Jefferson Scale ($p = 0.30$). Shadowing was associated with significant increases in RN endorsement of nurses having special expertise in patient education and counseling ($p = 0.02$); resident opinion of open communication at the institution ($p = 0.02$), and the importance of residents playing a role in the education of nurses ($p < 0.01$) among both groups. Shadowing was also associated with a decrease in RN endorsement of doctors as the dominant authority ($p = 0.02$). Qualitative analyses revealed five common themes pertaining to improving interdisciplinary understanding: work-flow, communication, collaboration, empathy, and skills specific to each group (i.e IV pumps, pre-rounding, handoffs, etc.). After the shadowing experience, residents and nurses strongly agreed that, "All residents should shadow a nurse," (93% and 88% respectively) and that, "All nurses should shadow a resident" (93% and 85% respectively). Conclusions: A reciprocal job shadow experience between pediatric residents and pediatric nurses resulted in improvements in communication and in understanding the role of both residents and nurses in patient care. This experience was highly valued by both interns and nurses at our institution.