The Experience of Health Professional Students and their Educators Learning to Work in Intra-Professional Teams: A Joanna Briggs Institute (JBI) Qualitative Systematic Review

**THE JOANNA BRIGGS INSTITUTE (JBI)**

JBI is a world-wide collaboration of researchers, practitioners, and health care leaders who are interested in having the best available evidence influence health care decisions at the point of care.

**THEORY**

**Method**

Inclusion Criteria

- **Types of studies:** The review included qualitative studies including but not limited to design such as phenomenology, grounded theory, ethnography and action research.
- **Types of outcomes:** Such as phenomena of interest, grounded theory, ethnography and action research.
- **Types of participants:** Students and educators learning to work in intra-professional teams or categories of health care providers within an individual profession.
- **Source:** Nursing/Academic Edition, ERIC, Medline (PubMed), TRIP, Web of Science, PsycInfo

**Search Strategy**

The following databases were used to search for studies: CINAHL, HealthScience, Nursing indices, HINARI, EBSCOHost, UPB Med of Science, APA Lib

**Assessment of Methodological Quality**

This was done by having the selected papers reviewed by an independent reviewer in accordance with the Joanna Briggs Institute (JBI) guidelines. The reviewers were both trained and experienced qualitative researchers and were rated for their risk of bias in the qualitative methodological assessment tool (QARI) developed by the JBI.

**Data Extraction**

This process was done by the primary reviewer using a form called the collaboration tool. The extracted information included the study design and methodology, the findings and conclusions, the relevance of the findings to practice, and the limitations of the study.

**Data Synthesis**

The findings were presented in descriptive format from different evidence levels. The participants included a comprehensive review of the literature, and a synthesis of the findings from each study was done, with the aim of identifying patterns and themes across the studies.

**Purpose/Background**

The purpose is to conduct a qualitative review that will explore pre-licensure health professional student and educator experiences learning intra-professional practice, and add the review (findings and recommendations) to the JBI data base for world-wide access and dissemination.

**Why?**

- Nursing education and practice involves providing care to individuals, families, and communities on multiple system levels throughout the world.
- Professional relationships can impact both education and practice areas.
- More research is needed to explore the intra-professional relationships between categories of care providers within an individual profession.

**Reason for Student Interest**

The reason for my interest in this specific area of research, was the direct connection I had to this topic and the perspective I was bringing forward. Currently, I am a Bachelor of Science Nursing Student completing my final year of the degree program. I am also an LPN working full scope at the Royal Jubilee Hospital. This has allowed me to experience first-hand the interactions and collaborations that occur between LPN’s and RN’s within many different settings. Also, I felt that this was a relevant topic of focus when considering future University of Victoria nursing student’s experiences, as the program provides instruction on both academic and practice levels including direction about intra-disciplinary communication for both RN’s and LPN’s.

**Student Screening and Review Tool**

- **Patient screening:** Health care providers at the hospital are responsible for patient care.
- **Professional development:** The study was done to improve patient outcomes.
- **Steps in the process:**
  - Pre-screening (patient): Informed consent by informal discussion.
  - Informed consent by professional groups:
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    - Informed consent by professional groups:
      - Health care providers at the hospital are responsible for patient care.
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**Prisma Diagram**

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**Studying Development**

This academic project was an incredible opportunity, where knowledge and skill in academic inquiry was challenged. It provided:

- Exposure to strong relationships between academia, research, practice, and policy partners.
- Understanding of how the research review approach supports evidence-informed practice and contributes to knowledge translation.
- Learning about the process of developing and conducting a systematic review with the focus on intra-professional collaborative relationships.
- Learning about how to search for relevant and useful research studies within a collaborative team setting.
- Learning about how to facilitate the review process of research papers.