

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.

Method

Inclusion Criteria
<i>Types of participants:</i> Pre-licensure students and educators focusing on regulated health professions which have more than one point of entry into practice.
<i>Phenomena of interest:</i> Experiences of intra-professional team learning or teaching within various entry-to-practice categories of a particular health-related discipline.
<i>Types of studies:</i> The review considered qualitative studies, including but not limited to designs such as phenomenology, grounded theory, ethnography and action research.
<i>Types of outcomes:</i> The outcomes are in the form of synthesized findings pertaining to experiences of pre-licensure health care students and educators with intra-professional teams.
Search Strategy:
The following databases were used to search for applicable published studies: CINAHL, Health Source: Nursing/Academic Edition, EBSC, Medline (PubMed), TRIP, Web of Science, PsycInfo.
Assessment of Methodological Quality:
This was done by having the selected papers reviewed by two independent reviewers for methodological validity before including the studies in the Systematic Review. Specifically, a standardized critical appraisal instrument was used provided by JBI and known as the Qualitative Assessment and Review Instrument (QARI). Finally, analysis and summarizing view of the paper were given the option of being solved through discussion with support from a third reviewer.
Data Extraction:
This process was done by the primary reviewer as this review is part of her dissertation work. This involved collection of data and illustrations and entering them into the JBI-QARI tool. The focus of the extraction was to include specific details surrounding the phenomena of interest population, study methods, and specific objectives.
Data Synthesis:
The findings were presented in narrative form and were developed to inform evidence-based practice. This occurred by assembling findings according to quality and grouping, or categorizing, them by similarity in meaning. These groups were then synthesized to formulate final synthesized results.

Student Screening and Review Tool

- Experiences of qualitative research:** can be a mixed survey, content analysis, findings (ex. some topics from participants)
- Pre-licensure health professional student:** (entry to practice) – first professional degree
 - degree, one year diploma – no health aid certificate
 - program with multiple points of entry: eg. dental assistant, high context dentists
 - leading to **Healthcare** or making them a **regulated profession**
 - exclude professional degree non-practising practice or ones not RN/ nursing to go into ER specialty or any post degree diploma specialization
 - exclude student/ year-student 2nd registration (one program total not RN/ RN diploma/ diploma/ nursing, medicine, nursing, occupational therapy, pharmacy, physiotherapy, social work)
- Student and Educator:** include experiences of learning for educators
- Intra-professional teams:** can be in various settings e.g. LPN, RN, NP (within ONE discipline)
- Suitable to the Joanna Briggs Institute:** Canada, USA, Australia, Great Britain, New Zealand and Nordic countries Denmark, Finland, Sweden, Iceland, and Norway
- English Language:** all (or translated) papers using other languages

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 relationship 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



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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 of Nursing Student completing my final year of the degree program. I am also an LPN working to 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.

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This information is a undergraduate student's perspective and work done surrounding the Qualitative Systematic Review Study. The experiences of pre-licensure or pre-registration health professional students and their educators in working with intra-professional teams: A qualitative systematic review conducted by Diane Butcher RN MN PhD(c) and supported by Dr. Karen MacKinnon.

STUDENT 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.

Prisma Diagram

