

2018-01-01

Perceptions Of Senior Nursing Students Towards Interprofessional Collaboration Targeting Patient Care

Joanna Tsang
Salem State University

Follow this and additional works at: https://digitalcommons.salemstate.edu/honors_theses



Part of the [Nursing Commons](#)

Recommended Citation

Tsang, Joanna, "Perceptions Of Senior Nursing Students Towards Interprofessional Collaboration Targeting Patient Care" (2018).
Honors Theses. 201.

https://digitalcommons.salemstate.edu/honors_theses/201

This Thesis is brought to you for free and open access by the Student Scholarship at Digital Commons at Salem State University. It has been accepted for inclusion in Honors Theses by an authorized administrator of Digital Commons at Salem State University.

**PERCEPTIONS OF SENIOR NURSING STUDENTS
TOWARDS INTERPROFESSIONAL COLLABORATION
TARGETING PATIENT CARE**

Honors Thesis

**In Partial Fulfillment of the Requirements
For the Degree of Bachelor of Science in Nursing**

In the Maguire Meservey
College of Health and Human Services
at Salem State University

By

Joanne K. Tsang

Charlene Moske-Weber, Ph.D, MSN, RN
Faculty Advisor
School of Nursing

The Honors Program
Salem State University
2018

ABSTRACT

Interprofessional collaboration plays a significant role in the education of nursing students. In nursing school, students participate in a variety of clinical experiences that coincide with their theory classes. Clinical experiences also serve as a place for students to build their foundation on skills needed in the clinical field.

Purpose: To investigate the means of interprofessional collaboration and the experiences of senior nursing students at Salem State University with interprofessional collaboration in the clinical setting.

Methods: The study was conducted as a qualitative study amongst 178 senior nursing students in the Salem State Nursing Program. The ten-question survey is a modified version of the SPICE-R instrument, also known as the Students Perception of Physician-Pharmacist Interprofessional Clinical Education. In addition, an optional text box was added at the end of the survey for students to provide further comments about their clinical experiences.

Results: Collected data was analyzed using SPSS. Of the possible 178 senior nursing students, 44 (25%) completed the survey. Seventy-five percent reported understanding what interprofessional collaboration. Of the 44 students, 52.3% strongly agree that working with another healthcare profession enhanced their education and 34.1% strongly agree they felt nursing students needed to more of a direct participant in interprofessional collaboration while learning to care for patients in clinical rotations. Of the 44 students, 40.9% agree clinical rotations were the ideal place within their respective curricula for health professional students to interact.

Conclusion: Based on the feedback of the qualitative study, students also reported feeling satisfied with their clinical experiences in the past, in regards to their instructors and gaining clinical experience, especially an interest in preceptorship opportunities. With entry into professional nursing practice within the next year, senior nursing students also reported those with previous healthcare experience felt more involved with the interprofessional team than in clinical experiences. The results provided implications for nursing educators on understanding nursing students perceptions on interprofessional collaboration based on clinical experiences.

Keywords: nursing students, nursing education, interprofessional collaboration

Table of Contents

Abstract	i
Introduction/Purpose.....	1
Literature Review	2
Methods	3
Results	5
Table 1. Demographics of Senior Nursing Student Respondents	5
Table 2. Frequencies of Questions Pertaining to Interprofessional Collaboration from Senior Nursing Students	7
Table 3. Frequencies of Questions Pertaining to Interprofessional Collaboration Survey from Senior Nursing Students Part 1	9
Table 4. Frequencies of Questions Pertaining to Interprofessional Collaboration Survey from Senior Nursing Students Part 2	11
Table 5. Descriptive Statistics	14
Qualitative Data	15
Discussion	16
Limitations	16
Conclusion	17
References	18
Appendix	20
Appendix A (IRB Approval)	20
Appendix B (Participant Disclosure Statement)	21
Appendix C (Participant Survey)	22

INTRODUCTION

In nursing school, students learn and participate in experiences to gain a broad knowledge in each nursing specialty. They follow a curriculum set forth by the institution student attends. Each institution is required to be given approval and by an accrediting body, like the Commission on Collegiate Nursing Education for their baccalaureate programs. “University based nursing courses teach students critical thinking skills and basic technical skills that lay the foundation for developing clinical judgement, decision-making and problem-solving skills” (Algozo & Peters, 2012, p. 197). At Salem State University, first year students take two semesters of introductory nursing classes with science and other general education classes, such as anatomy and physiology. Second year nursing students take health assessment and fundamentals, which introduces and provides the basis for nursing practice. Half of junior year, nursing students take intensive core nursing classes, such as medical surgical nursing and pharmacology. In the other half of junior year and senior year, students take nursing specialty classes, such as public health nursing and psychiatric nursing. In addition to the classes, students partake in clinical rotations to gain experience in the field. These rotations may take place in a hospital and rehabilitation setting. After the completion of the baccalaureate program, the “Graduate[s] ... take the same licensing exam which allows them to use the registered nurse (RN) title and entitles them to go on to further specialist training” (Kydd et al., 2014, p. 178).

The purpose of this study was to gain knowledge from senior nursing students on their perceptions of interprofessional collaboration while caring for patients in the clinical setting. Interprofessional collaboration between the different healthcare professionals is

common when caring for patients in a facility. Patients have complex health needs and require different healthcare professionals to assist with the care. The healthcare professionals in the team include doctors, nurses, social workers, pharmacists, medical assistants, and nursing students.

LITERATURE REVIEW

This review of the literature will be focused on interprofessional collaboration (IPC), the care of patients in clinical settings, the relationship between IPC with the care of patients, and nursing implications for IPC. The goal of interprofessional collaboration aims to improve patient outcomes (Kaeser et. al, 2016). Patients may come to the hospital for a variety of reasons, in which the healthcare team wants to care and restore as much of their well-being as possible. Nursing students work with other healthcare professionals to care for the patients in a clinical setting. Learning about the needs and care of each patient population is important. The skills that are learned in a clinical setting should involve interprofessional collaboration among members of the health care team (Delunas & Rouse, 2014). “The definition of interprofessional collaboration is a process by which multiple disciplines share goals and responsibility toward improving patient outcomes, sharing leadership, and incorporating a holistic view of the patient” (Bohnenkamp et. al, 2014, p. 434). Post graduate baccalaureate nurses will be required to have working knowledge and experience with interprofessional collaboration, and having competencies be included in the baccalaureate program would be helpful (Khalili et. al, 2014).

Evidence-based practice is important when it comes to interprofessional collaboration. Evidence-based practice is the foundation on which nursing practice is based. Providing appropriate care to patients based on the information is known as

competency (Bohnenkamp et. al, 2014). “Interprofessionalism [also] encourages all team members to contribute their expertise to produce the best outcomes possible for the patient, as well as improves role appreciation and job satisfaction between team members” (Bohnenkamp et. al, 2014, p. 434). With the use of interprofessional collaboration, not only are health care providers able to provide the best care for their patients, they are doing so within their scope of practice as health care professionals. On the other hand, there is a gap in the education of nursing students. The importance of having the clinical experience allows for students to gain knowledge on how to properly care for patients. “Clinical judgement skills and harnessing critical thinking skills are enhanced by time in the clinical practice setting that develops through interaction with people and contexts” (Algozo & Peters, 2012, p. 197). The clinical setting allows students to gain the knowledge needed for competent baccalaureate nurses. Furthermore, students may develop negative attitudes based on their experiences. Strengthening nursing education can better prepare future nurses to holistically meet the growing needs of each population.

METHODS

Data was collected using a modified version of the Students Perceptions of Interprofessional Clinical Education Revised (SPICE-R) instrument tool with an additional qualitative text box. The survey was also located on [surveymonkey.com](https://www.surveymonkey.com) and distributed electronically through the nursing email server to only senior nursing students. The inclusion criteria required senior nursing students to have had participated in clinical rotations and planning to graduate in spring 2018 with a baccalaureate degree. The respondents of the survey were senior nursing students in the Salem State Nursing

Program. The study was approved through the Salem State University Institutional Review Board (IRB). The collected data was then analyzed using SPSS Statistics software, version 23.

RESULTS

Table 1. Demographics of Senior Nursing Student Respondents (N=44)

	<u>Frequency (#)</u>	<u>Valid Percent (%)</u>
<u>Q1. Gender</u>		
Male	3	6.8%
Female	41	93.2%
Missing	0	
<u>Q2. Age</u>		
21	15	34.1%
22	7	15.9%
23	5	11.4%
24	3	6.8%
25	1	2.3%
27	1	2.3%
28	4	9.1%
29	2	4.5%
30	2	4.5%
32	1	2.3%
44	1	2.3%
53	1	2.3%
57	1	2.3%
Missing	0	

Q3. Race/Ethnicity

White/Caucasian	34	77.3%
Hispanic/Latino	3	6.8%
Black/African American	4	9.1%
Asian/Pacific Islander	3	6.8%
Missing	0	

Senior nursing students completed a ten-question survey, including the five demographic questions, regarding interprofessional collaboration. Of 178 possible respondents, 44 senior nursing students (25%) successfully completed the survey. The respondents (n=41) were mainly female (93.2%) with three students being male (6.8%). The age group of the students ranged from 21 to 57 years old, with the majority of respondents (n=15) 21 years old (34.1%). The race/ethnicity varied as well, with a majority of respondents (n=34) being White/Caucasian (77.3%) and followed by (n=4) being Black / African American (9.1%), (n=3) being Hispanic/Latino, and (n=3) being Asian / Pacific Islander.

Table 2. Frequencies of Questions Pertaining to Interprofessional Collaboration from Senior Nursing Students (N=44)

	Frequency (#)	Percent (%)
Q4. Do you know what interprofessional collaboration is?		
Yes	33	75.0%
No	11	25.0%
Q5. Have you ever had previous healthcare experience? If yes, how many years?		
Yes (0-5 years)	20	45.5%
Yes (1-5 years)	9	20.5%
Yes (5-8 years)	3	6.8%
Yes (8 or more years)	6	13.6%
No previous healthcare experience	6	13.6%
Missing	0	
Q6. Answering yes to question 5, what is your previous healthcare experience?		
Certified Nursing Assistant	16	36.4%
Patient Care Technician	11	25.0%
Medical Assistant	3	6.8%
Licensed Practical Nurse	7	15.9%
Other	1	2.3%
No previous healthcare experience	6	13.6%

Questions 4 through 6 asked participants specific questions about interprofessional collaboration and their previous healthcare experiences. Interestingly, 33 students (75%) responded *yes* to understanding what interprofessional collaboration was in question 4. In question 5, 20 students (45.5%) selected to have had *0-5 years of healthcare experience*. This percentage also included those with less than one year of previous healthcare experience. Question 5 also showed a mode of 6 students (13.6%) that had *8 or more years of healthcare experience* and those with *no previous experience*.

When asked about the roles of the students in their previous healthcare experiences, the majority of the respondents reported previous experience as certified nursing assistants (36.4%). Three students (6.8%) had previous healthcare experience as medical assistants and one student (2.3%) reported 'other' experience in healthcare not listed.

Table 3. Frequencies of Questions Pertaining to Interprofessional Collaboration Survey from Senior Nursing Students Part 1 (N=44)

Q7. Working with another healthcare profession enhances my education.		
(%)	<u>Frequency (#)</u>	<u>Percent</u>
Strongly Disagree	2	4.5%
Disagree	0	0.0%
Neutral	3	6.8%
Agree	16	36.4%
Strongly Agree	23	52.3%
Q8. My role within an interprofessional healthcare team has been clearly defined to me.		
Strongly Disagree	1	2.3%
Disagree	1	2.3%
Neutral	11	25.0%
Agree	16	36.4%
Strongly Agree	15	34.1%
Q9. As a nursing student, I have had direct experiences being part of interprofessional collaboration while caring for patients during clinical rotations.		
Strongly Disagree	1	2.3%
Disagree	5	11.4%
Neutral	8	18.2%
Agree	16	36.4%
Strongly Agree	14	31.8%
Q10. As a nursing student, I have had the chance to observe interprofessional collaboration during my clinical rotations.		
Strongly Disagree	1	2.3%
Disagree	1	2.3%
Neutral	4	9.1%
Agree	21	47.7%
Strongly Agree	17	38.6%

Questions 7 through 10 pertained to questions that related to student perceptions of their interprofessional collaboration experiences during clinical rotations. The majority of collected responses were skewed towards *agree* or *strongly agree*. In question seven, 23 students (52.3%) selected *strongly agree*, which was the majority of responses. This was followed by 16 students (36.4%) that selected *agree* and two students (4.5%) that selected *strongly disagree*. Interestingly, 0 students (0%) selected *disagree*. In question eight, the highest respondents were 16 students (36.4%) that selected *agree*. This was followed by 15 students (34.1%) that selected *strongly agree*, 11 students (25%) selected *neutral*, and one student (2.3%) that selected *strongly disagreed* and *disagreed*. In question nine, 16 students (36.4%) selected *agree*, which was the highest response. This was followed by 14 students (31.8%) selected *strongly agree* and the least with one student (2.3%), who selected *strongly disagree*. In question 10, the highest response were 21 students (47.7%) that selected *agree*, followed by 17 students (38.6%) that selected *strongly agree* to having the chance to observe interprofessional collaboration. The least selected responses were one student (2.3%) that selected *disagree* and one student (2.3%) that selected *strongly disagree*. Interestingly, the overall mode was 16 students (36.4%) that selected *agree* to questions seven, eight, and nine.

Table 4: Frequencies of Questions Pertaining to Interprofessional Collaboration Survey from Senior Nursing Students Part 2 (N=44)

Q11. As a nursing student, I feel that I am getting the experiences I need in the area of interprofessional collaboration while caring for patients to be successful as a future nurse.

	<u>Frequency (#)</u>	<u>Percent (%)</u>
Strongly Disagree	1	2.3%
Disagree	6	13.6%
Neutral	13	29.5%
Agree	13	29.5%
Strongly Agree	11	25.0%

Q12. As a nursing student, I feel that I need to be allowed to be more of a direct participant in interprofessional collaboration while learning to care for patients in my clinical rotations.

Strongly Disagree	1	2.3%
Disagree	4	9.1%
Neutral	9	20.5%
Agree	15	34.1%
Strongly Agree	15	34.1%

Q13. As a nursing student, I am worried about my ability to confidently communicate with other members of the healthcare team while caring for patients as a future nurse because I am not getting direct experiences as a student.

Strongly Disagree	4	9.1%
Disagree	13	29.5%
Neutral	8	18.2%
Agree	13	29.5%
Strongly Agree	6	13.6%

Q14. I believe that health outcomes are improved when patients are treated by a team that consists of individuals from two or more health professions.

Strongly Disagree	1	2.3%
Disagree	0	0.0%
Neutral	3	6.8%
Agree	21	47.7%
Strongly Agree	19	43.2%

Q15. I understand the roles of other health professionals within an interprofessional team.

	<u>Frequency (#)</u>	<u>Percent (%)</u>
Strongly Disagree	1	2.3%
Disagree	2	4.5%
Neutral	2	4.55%
Agree	24	54.5%
Strongly Agree	15	34.1%

Q16. Clinical rotations are the ideal place within their respective curricula for health professional students to interact.

Strongly Disagree	1	2.3%
Disagree	2	4.5%
Neutral	11	25.0%
Agree	18	40.9%
Strongly Agree	12	27.3%

Questions 11 through 16 were a continuation of the responses collected from the survey. Overall, student responses trended towards *agree*. In question 11, there was a mode of 13 students (29.5%) that selected *neutral* and *agree* as their responses when asked about getting the experiences needed in the clinical area. This was followed by 11 students (25%) that selected *strongly agree*, six students (13.6%) that selected *disagree*, and 1 student (2.3%) that selected *strongly disagree*. Question 12 had a mode of 15 students (34.1%) that selected *agree* and *strongly agree*, which was also the majority of responses. This was followed by nine students (20.5%) that selected *neutral*, four students (9.1%) that selected *disagree*, and one student (2.3%) that selected *strongly disagree*. Interestingly, 13 students (29.5%) selected *disagree* and *agree* as their responses when asked about their ability to communicate with the healthcare team in question 13. This was followed by eight students (18.2%) that selected *neutral*, six (13.6%) students that selected *strongly agree*, and four students (9.1%) that selected

strongly disagree. In question 14, 21 students (47.7%) selected *agree*, which was the majority of responses when asked about health outcomes being improved by a healthcare team. This was followed by responses of 19 students (43.2%) that selected *strongly agree*, three students (6.8%) that selected *neutral*, one student (2.3%) that selected *strongly disagree*, and no students that selected (0.0%) *disagree*. In question 15, the majority of students (n=24) selected *agree* when asked if they understood the roles of members in the healthcare team. This was followed by the responses of 15 students (34.1%) that selected *strongly agree*, two students (4.5%) that selected *neutral*, two students (4.5%) that selected *disagree*, and 1 student (2.3%) that selected *strongly disagree*. In question 16, 18 students (40.9%) selected *agree* when asked about clinical rotations being a place where they can interact with other healthcare students. This was followed by 12 students (27.3%) that selected *strongly agree*, 11 students (25%) that selected *neutral*, two students (4.5%) that selected *disagree*, and one (2.3%) student that selected *strongly disagree*.

Table 5. Descriptive Statistics (N=44)

Question	Minimum	Maximum	Mean	SD
Q2	21	57	25.55	7.855
Q3	1	5	1.52	1.131
Q4	1	2	1.25	.438
Q5	1	5	2.30	1.503
Q6	1	6	2.64	1.766
Q7	1	5	4.32	.959
Q8	1	5	3.98	.952
Q9	1	5	3.84	1.077
Q10	1	5	4.18	.870
Q11	1	5	3.61	1.083
Q12	1	5	3.89	1.061
Q13	1	5	3.09	1.235
Q14	1	5	4.30	.795
Q15	1	5	4.14	.878
Q16	1	5	3.86	.955

Key:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Disagree

**Question 2 - ages of students

Table 5 illustrated the descriptive statistics which analyzed the demographic and survey questions. Overall, the data collected was consistent with the results shown in the Table 5. The values calculated were all positive. According to the calculations, the lowest standard deviation in the survey questions was 0.795, which correlated with question 14. This showed the closest value in the data set. The mean was 4.30, which showed the students overall selected *agree* as a response when asked if health outcomes are improved by a healthcare team. In question 13, the mean was 3.09 with a standard deviation of

1.235. This was the highest standard deviation, which presented the furthest value from the data set. Although the value showed differing responses for question 13, it was still consistent with the data findings. The mean of 3.09 indicated that overall students selected *neutral* as their response about their ability to confidently communicate with other members of the interprofessional health team due to their lack of experience.

QUALITATIVE DATA

In addition to gathering quantitative data, qualitative information on interprofessional collaboration was also obtained. A variety of thoughts on interprofessional collaboration were discovered. One student reported “Students do not get an understanding of the amount of interprofessional collaboration that exists within the nursing profession. The only way students can get a good idea of how the system really works is to participate in the system as a CA or other health professional” (Anonymous, n.d., personal communication). Having previous health care experience seemed to be beneficial to students about understanding interprofessional collaboration. Another student illustrated, “Depends on instructor and clinical rotation. I have had times where I feel part of a team and times where I feel as though I am a burden” (Anonymous, n.d., personal communication). The comment showed that nursing students may feel their role varied when being part of the interprofessional team. A student said, “communication 1:1 with other interprofessional members would be enhanced if we had a single preceptor our senior year clinical” (Anonymous, n.d., personal communication). This comment suggested a preceptorship would improve communication with other interprofessional members. Another student expressed “Clinical instructors need to be more evaluated because even though they are a nurse it doesn’t make them a great

teacher” (Anonymous, n.d., personal communication). The comment showed clinical instructors could be a contributing factor to the student’s interprofessional experience. Furthermore, a student who did not have previous clinical experience found clinical rotations to be very effective in their interprofessional collaboration experience. The student illustrated “Clinicals are where I get all of my experience as I haven’t worked as a CNA or medical assistant. I have had a lot of great learning experiences and I have found it very easy to integrate myself into all of the hospitals and their teams” (Anonymous, n.d., personal communication). This comment provided positive information about students’ interprofessional collaboration experience.

DISCUSSION

This study was conducted to explore nursing students’ understanding of interprofessional collaboration and their experiences with interprofessional collaboration in the clinical setting. The data collected from 44 senior nursing students; demonstrated their experiences with interprofessional collaboration. With graduation in sight and entry into professional nursing practice soon after, nursing students with an understanding of interprofessional collaboration may be helpful, along with improving nursing education as well. Students having the interaction between healthcare professionals not only improve their nursing skills, but contribute to future networking opportunities at different clinical facilities. The results can further inform researchers and nursing faculty about interprofessional collaboration and meeting the needs for providing nursing education to future nursing students.

LIMITATIONS

The limitations of the study were an unequal distribution of the respondents. The

Salem State Nursing Program has more females than males, which limited the perception of the male nursing students. Additionally, a larger sample size ought to be considered in future investigations. Also, having a standard definition of interprofessional collaboration at the outset would have been helpful. Furthermore, as there was no adequate way to measure the validity of responses, the reliability of data may be questioned.

CONCLUSION

The study provided information reported by senior nursing students regarding perceptions of interprofessional collaboration in the clinical care of patients. With an understanding of interprofessional collaboration, students may improve their communication with other members of the healthcare team and improve their clinical experiences. An active role within the healthcare team allows for nursing students to be active participants in patient care. The information gathered from students in the study can improve the future education of nurses and may create more nurses better able to value their role in interprofessional collaboration.

REFERENCES

- Algozo, M., Peters, K. (2012). "The Experiences of Undergraduate Assistants in Nursing (AIN)". *Nurse Education Today*. 32:197–202.
- Bohnenkamp, S., Helton, N., Rishel, C., & Kurtin, S. (2014). "Implementing Evidence-Based Practice Using an Interprofessional Team Approach" *Leadership & Professional Development*, 41(4), 434-437.
- Delunas, L. R., & Rouse, S. (2014). "Nursing and Medical Student Attitudes About Communication and Collaboration Before and After an Interprofessional Education Experience". *Nursing Education Perspectives*, 35(2), 100-105.
- Golden, A., Gammonley, D., Hunt, D., Oslen, E., & Issenberg, B. S. (2013). "The Attitudes of Graduate Healthcare Students Toward Older Adults, Personal Aging, Health Care Reform, and Interprofessional Collaboration". *Journal of Interprofessional Care*, 28(1), 40-44.
- Kaeser, M., Hawk, C., Anderson, M., & Reinhardt, R. (2016). "Community-Based Free Clinics: Opportunities for Interprofessional Collaboration, Health Promotion, and Complex Care Management". *Journal Chiropractic Education* 2016 ;30 (1):25-29
- Khalili, H., Hall, J., & DeLuca, S. (2014). "Historical Analysis of Professionalism in Western Societies: Implications for Interprofessional Education and Collaborative Practice", *Journal of Interprofessional Care*, 28(2), 92-97.
- Kydd, A., Engstrom, G., Touhy, T., Newman, D., Skela-Savik, B., Hvalic-Touzery, S., Turc, J., Galatsch, M., Ito, M., Fagerberg, I. (2014). "Attitudes of Nurses, and Student Nurses Towards Working with Older People and to Gerontological Nursing as a career in

Germany, Scotland, Slovenia, Sweden, Japan and the United States". *International Journal of Nursing Education*, 6(2), 177-185.

APPENDIX

APPENDIX A (IRB Approval)

Institutional Review Board
 IRB Registration – IRB00006274
 Federal Wide Assurance – FWA00013010
 Notification of Study Approval
 October 11, 2017
 Joanne Tsang
 Charlene Moske-Weber

Research Study Title:	Senior Nursing Students Perceptions on Interprofessional Collaboration Targeting Patient Care
Review Date:	May 1, 2017
Study Effective Date:	June 1, 2017
Expiration Date:	May 31, 2018
IRB Review Type:	Exempt
IRB Review Action:	Approved, Modified

The Institutional Review Board (IRB) at Salem State University approved the above named study with modified procedures including a change in the Faculty Principal Investigator and target population. Please note the approval for this study will lapse on May 31, 2018.

As the student researcher and faculty principal investigator, you are both bound by the assurances outlined in the IRB application and agreed upon at application submission. Please notify the IRB in writing of any changes to the approved protocol, to request an extension of the project past the expiration date, or of any adverse or unexpected events.

The University appreciates your efforts to conduct research in compliance with the federal regulations and institutional policy that have been established to ensure the protection of human subjects in research.

This research project has been reviewed by the Institutional Review Board at Salem State University in accordance with US Department of Health and Human Services Office of Human Research Protections 45 CFR part 46 and does not constitute approval by the host institution.

Please contact the IRB with any questions at 978-542-7177 irb@salemstate.edu.

APPENDIX B (Participant Disclosure Statement)

Joanne K. Tsang
Proposed Research Study Disclosure Statement for IRB

Perceptions of Senior Nursing Students Towards Interprofessional Collaboration with Patient Care

You are invited to participate in this research study to help us understanding your perceptions about interprofessional collaboration during your clinical rotations at SSU while caring for patients. This is a survey that is being conducted by Joanne Tsang, a senior nursing student at Salem State University and a member of the Commonwealth Honors Program.

Your participation in this study is completely voluntary and there is no right or wrong answer required. Not choosing to participate or withdrawal from the study will not result in punishment of any kind. All information collected from each participant will be kept confidential. The information obtained will be limited to what is asked in the survey. The survey will not ask for any identifiable information, such as name, email, etc. The results of this research study will be available and shared with the Salem State University community. A copy of the completed research project can be accessed in the Salem State Honors lounge in the Frederick E. Berry Library and Learning Commons, Suite 112.

This is a minimal risk study. What this means is that there is minimal risk of harm to you as a study participant. Potential risks include you may feel fatigued in taking the time to complete this electronic survey. There is a slight risk the survey questions may make you feel uncomfortable. The benefits of this study will help me to understand nursing student perceptions about interprofessional collaboration and experiences while caring for geriatric patients during clinical rotations. This study will help to inform future education and curriculum needs of nursing students. Study findings will also help to improve nursing care of geriatric patients. This is called informed consent. If you agree to participate in this study, you may enter the survey and entering and completing the survey implies your agreement and consent to participate in this study. If you wish to withdraw your consent to participate at any time, close your web browser to exit the survey. Only completed surveys will be used.

If you have any questions or concerns about this research study, please contact Joanne Tsang at j_tsang@salemstate.edu, or her faculty advisor Charlene Moske-Weber at cmoskeweber@salemstate.edu. This research has been reviewed by the Institutional Review Board of Salem State University for research involving human subjects. For additional information about the Institutional Review Board, please contact Megan Williams at irb@salemstate.edu and or 978.542.7177. The information obtained includes responses from students on or off campus. By entering the survey, you are stating that you have read and agree to the disclosure statement above.

APPENDIX C (Participant Survey)

Senior Nursing Students Perceptions Towards Interprofessional Collaboration Survey (modified SPICE-R tool)

1. Are you a senior nursing student? Yes or No
 2. Sex: male or female
 3. Age: _____
 4. Ethnicity: Please specify your ethnicity.
 - White
 - Hispanic or Latino
 - Black or African American
 - Native American or American Indian
 - Asian / Pacific Islander
 - Other: please specify _____
1. Do you know what interprofessional collaboration is: yes or no
 2. Previous healthcare experience: yes or no, if yes...
 - 0-5 years?
 - 1-5 years?
 - 5-8 years?
 - 8 or more years?

7. If you answered yes to question number 6, what is your previous healthcare experience? (select all that apply)

CNA

Patient Care Technician

Medical Assistant

LPN

Mental Health Counselor

The SPICE-R instrument contains 10 items and 3 factors dedicated to interprofessional teamwork and team-based practice (items 1, 5, 6, & 8-10), roles/responsibilities for collaborative practice (items 2 & 7), and patient outcomes from collaborative practice (items 3 & 4). The SPICE-R instrument demonstrated reliability and construct validity (Dominguez DG et. al, 2014).

Dear Health Professional Student:^[1]_[SEP] In this survey you are being asked about your attitudes toward interprofessional healthcare teams and the team approach to patient care. By interprofessional healthcare team, we mean two or more health professionals (e.g., nurse, pharmacist, physician, etc.) who work together to plan, coordinate, and/or deliver patient care. (This is a modified version of the SPICE-R instrument to ask for attitudes about any kind interaction health professionals.)

Rate from 1 (Strongly disagree), 2 (Disagree), 3 (neutral), 4 (agree), 5 (strongly agree)

1. Working with another health profession enhances my education
2. My role within an interprofessional healthcare team has been clearly defined to me as a nursing student during clinical rotations
3. As a nursing student, I have had direct experiences being part of interprofessional collaboration while caring for patients during my clinical rotations
4. As a nursing student, I have had the chance to observe interprofessional collaboration during my clinical rotations
5. As a nursing student, I feel that I am getting the experiences I need in the area of interprofessional collaboration while caring for patients to be successful as a future nurse
6. As a nursing student, I feel that I need to be allowed to be more of a direct participant in interprofessional collaboration while learning to care for patients in my clinical rotations
7. As a nursing student, I am worried about my ability to confidently communicate with other members of the health care team while caring for patients as a future nurse because I am not getting direct experiences as a student
8. I believe that health outcomes are improved when patients are treated by a team that consists of individuals from two or more health professions
9. I understand the roles of other health professionals within an interprofessional team
10. Clinical rotations are the ideal place within their respective curricula for health professional students to interact

Text box (optional): Do you have anything else to add regarding your experiences and/or perspectives about interprofessional collaboration while caring for patients as a senior nursing student in your clinical rotations?