

130: INTERPROFESSIONAL EDUCATION AND TRAINING

Authors

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Objective:

To study the outcome of a clinical education ward in an interprofessional setting adapted to students learning with patient and student in the center.

Methods:

The Karolinska Institutet, is the head of the educational programmes for medical, nursing, physiotherapy and occupational therapy students in Stockholm, Sweden. The Institutet 1998 in collaboration with H.M. Queen Sophia University College of Nursing suggested a period of common clinical education compulsory to all students. The Clinical Education Ward, called KUA was a project at Danderyd Hospital, Stockholm 1998-2001. About 725 students of the four professions ran an orthopedic ward with 6-8 patients in a 2 weeks schedule. Tutors from all programmes cooperated in guiding the students. The students' objective was to care for the patients' medical treatment, nursing and rehabilitation with a high extent of independency, to develop their comprehension for communication and teamwork, to develop their own professional competence and understanding of the other team members qualifications and to develop their ethical attitudes. The students filled in a questionnaire to evaluate their period at KUA

Result:

In the questionnaire the students indicated they felt safe in the setting, received qualified guidance, and that they cared for the patients in a professional way. There were possibilities for teamwork, they had time to discuss the patients' need of medical treatment and rehabilitation and they utilized the team members' different qualifications. The patients' interest was in the center of the students'. The patient's empowerment was obvious. The medical students for the first time felt like "real doctors".

KUA inspired teachers from all programmes to cooperate more. The Karolinska Institutet has discussed how to merit the work as a tutor at KUA.

Some weaknesses appeared during the six terms of the project. It emerged that the tutorship was sometimes hard with new students every fortnight; a time to reflect with professionell help was important; too medically complicated patients sometimes made it difficult to learn together – there was not the time. Too high ambitions from the students frustrated some of them.

Conclusions:

It seemed very important to strengthen the students in making decisions. Their models played an important role. The cooperation between the tutors influenced the students more than expected. It was well worth every effort to come closer the real purpose: to let the patients' interest be the center of the care providers and to give the opportunity for students to learn together in order to better work together when graduated.