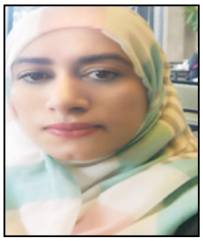
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Attitudes and effectiveness of classroom-based IPE in preregistration nursing students



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Abstarct

Inter-professional education is defined as is those occasions when members (or students) of two or more professions learn with, from and about each other to improve collaboration and the quality of care. Stereotyped attitudes can prevent effective interprofessional collaboration and teamwork that began at undergraduate level. Purpose: To formulate a decision about the effectiveness IPE in transforming the Omani nursing students' attitudes toward the teamwork in nursing education in Oman by reviewing available evidence. Objective: To examine the attitudes of undergraduate nursing students toward teamwork & collaboration. To explore the factors influence attitudes towards inter-professional teamwork and collaboration. Design: Systematic review approach of quantitative researches including 8 studies from five databases (CINAHL, BNI, ASSIA, Medline and Web of Knowledge) from 2005-2011. Methodology: Critical appraisal using the Joanna Briggs Institute modified observational was done to examine the quality of studies. Inclusion: Studies with two or more undergraduate health care professionals, one being a nursing student, all the nursing branches. Effectiveness of IPE in the formal educational institution and curriculum in classroom. Using valid tools, which assess the nursing students' attitude, towards the teamwork competency and collaboration. Exclusion: IPE in a clinical placement or were part of IP clinical competencies. Results: IPE in the classroom was effective in changing attitudes of undergraduate students since positive attitudes were reported towards teamwork and collaboration in: Improved teamwork knowledge, developed teamwork skill, and enhanced relationships with other professionals. Main factors influencing attitudes were the characteristics of participating students in an IPE intervention such as: Gender (96% female-dominant), previous teamwork experience, age (mean age: 20 and 23.7), Programme level and type of IPE teaching methods. Conclusion: IPE is considered a complex intervention to evaluate that requires comprehensive rigorous research, which require a control group to allow for comparison between different educational interventions.

Biography

Laila Darwish is working as a nursing educator with 19 years working experience in Sultanate of Oman in the nursing profession (Gulf Region-Middle East). Nursing Educator (Lecturer and clinical instructor) full time nursing tutor in in Oman College of Health Science with 12 years of experience in academia field in a government institution under the Ministry of Health. Hold MSc advanced Practice (Education for Health Profession) from Cardiff University in 2012 from United Kingdom. Has post certificate in education of health profession from Cardiff University in 2012 from United Kingdom. Academic working experience in teaching bachelor nursing students in different levels and supervise senior level students in graduation project. Involving in varieties of teaching and learning activities as well evaluation and assessment area. Academic working focus in curriculum development, simulation teaching, clinical teaching, academic advising and examination development. Taskforce and course lead member of Adult Health Nursing curriculum which includes curriculum review, central exam preparation and editing the course materials annually.



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