



Interprofessional practice enhances social and healthcare students' competence in patient-oriented care

Anna Makkonen, doctoral researcher, MHS, RN /Department of Nursing Science, Faculty of Health Sciences, University of Eastern Finland / Department of Social, Health care, and Sports, South-Eastern Finland University of Applied Sciences

Hannele Turunen, professor, PhD /Department of Nursing Science, Faculty of Health Sciences, University of Eastern Finland

Ari Haaranen, university lecturer, PhD /Department of Nursing Science, Faculty of Health Sciences, University of Eastern Finland

28th October 2024 in Singapore



South-Eastern Finland
University of Applied Sciences



Työsuojelurahasto
Arbetskyddsfonden
The Finnish Work Environment Fund

*The Finnish Association of
Nursing Research (HTTS)*

UEF// University of Eastern Finland



27–30 October 2024 | Singapore Expo, Singapore



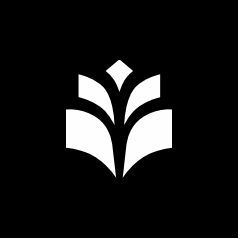
Background

- Social and healthcare education should provide students skills for interprofessional cooperation during their education.¹
- Interprofessional cooperation can provide quality and need-based care for the patients.^{2,3}
- **Interprofessional practice** is a learning model where two or more students from different disciplines work together and take care of patients as a team.⁴
- In previous studies, interprofessional practice has positively affected on students' learning outcomes⁵ and patients' satisfaction with care^{6,7}.



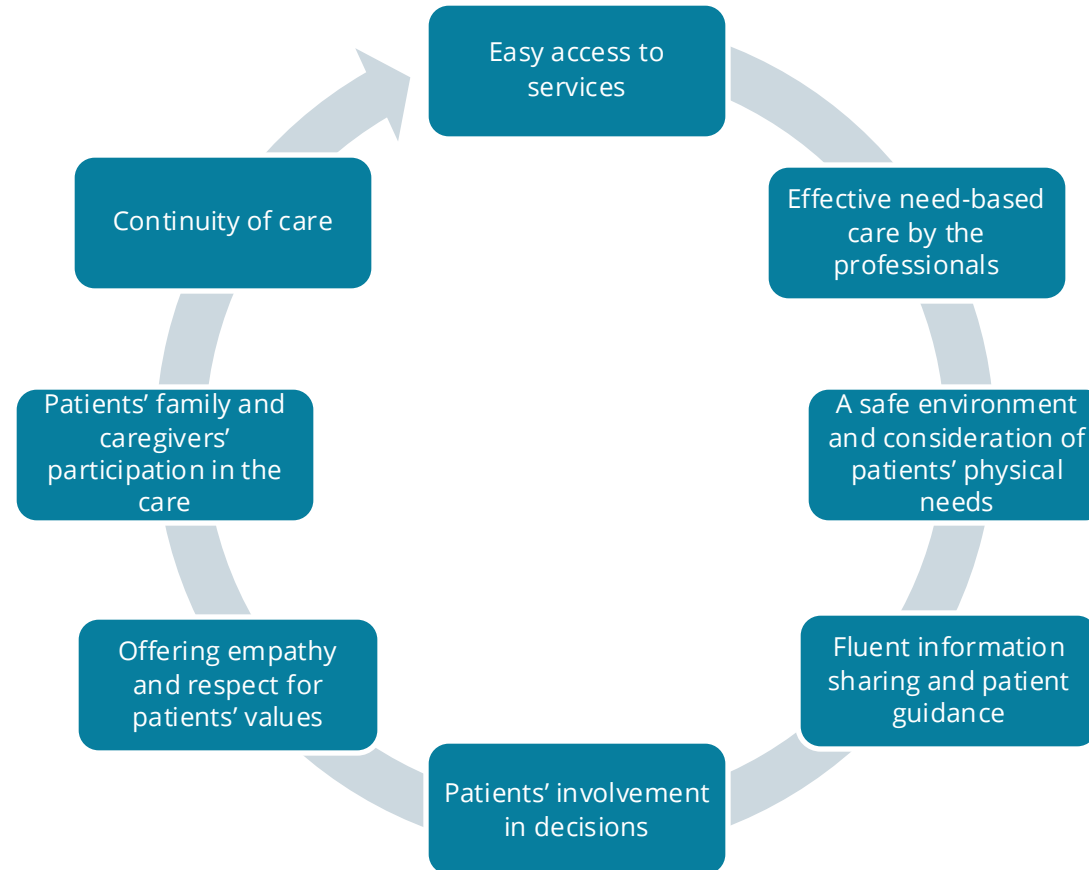
Background

- **Patient-oriented care** requires patients' active role in the care process, including possibilities to be listened to, participating in care planning, and shared-decision making. ^{8,9,10.}
- The key elements include timely access to care and attention to individuality. ¹¹
- Patients' participation in service development has increased. ¹²



Picker Institute Principles (2023) of person-centered care

Framework¹³ was used to observe results according to these principles





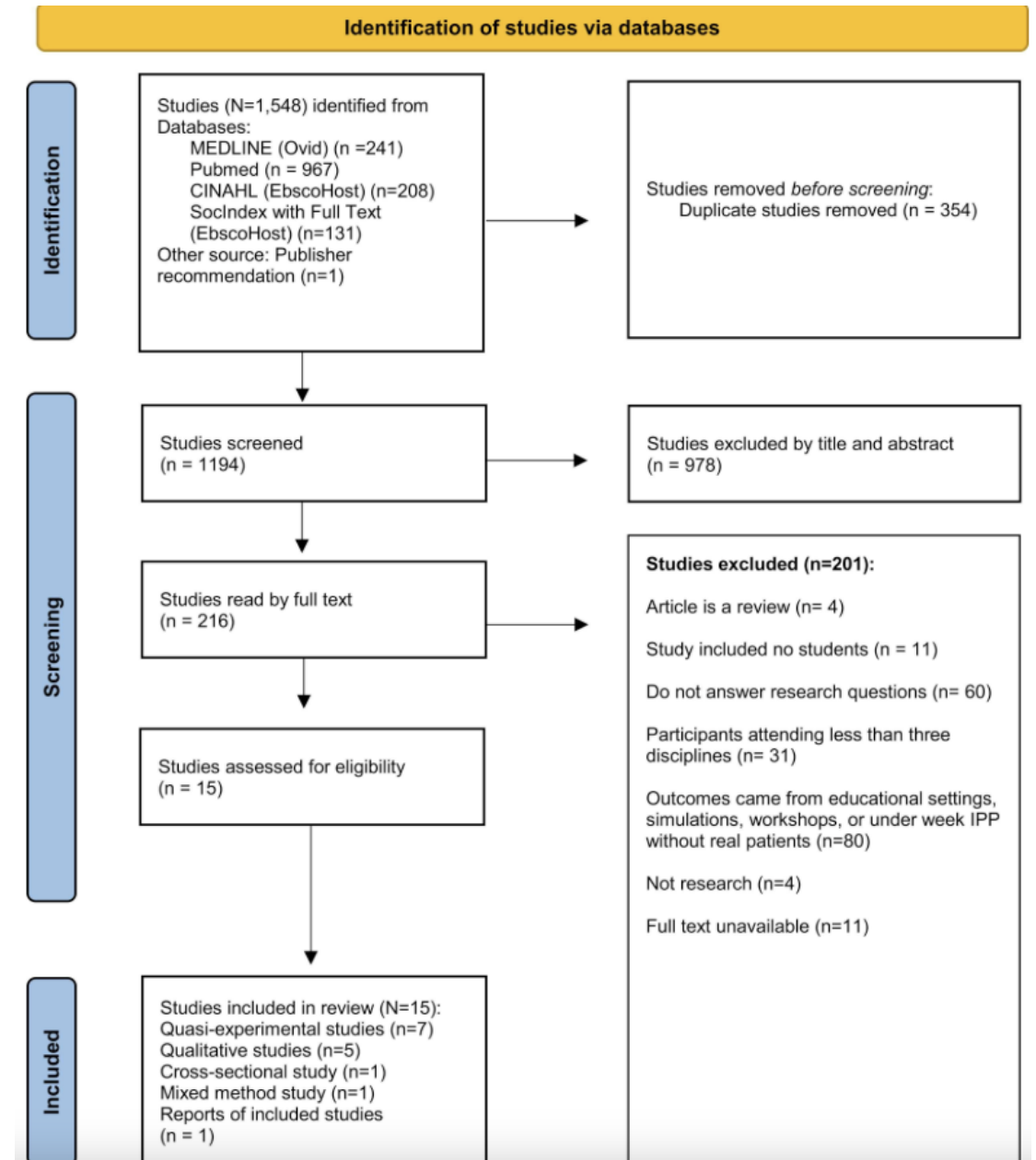
Study aim and method

- Aim was to synthesise the findings of previous literature related to social and healthcare students' competence in patient-oriented care in interprofessional practice
- A scoping review with a thematic analysis¹⁴
- Research question: How students' competence in patient-oriented care was enhanced during the interprofessional practice?



Review process

- **Total of 1,548** studies in four databases (Medline, Pubmed, CINAHL, SocIndex) were systematically conducted according to PRISMA guidelines¹⁵
- **Inclusion criteria:** social or healthcare students, original study, participants attending the practice three or more from different disciplines, practice was performed in the real health care unit and with real patients.
- Resulting in 15 studies included
- Quality was assessed according to JBI¹⁶ quality appraisal tools

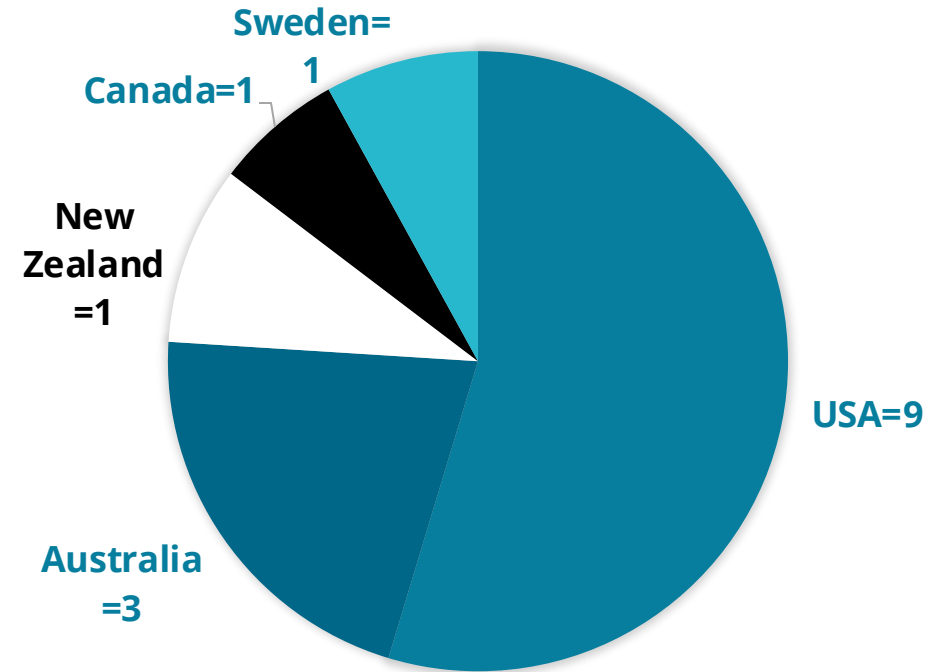




Results

- Participating students varied from 12-380, patients 6-250.
- Quantitative studies (n=7), qualitative studies (n=5), mixed-method (N=1), and report (n=1).
- Five of selected studies included perspectives of patients, thus, these are reported also in this review.

STUDY COUNTRIES (N=15)





Results



Themes according to the research question: Understanding roles and responsibilities in patient-oriented care, Interprofessional communication, and Collaborative patient-oriented care



Patients' experiences of patient-oriented care



Results

- Understanding roles and responsibilities in patient-oriented care
 - Sub-themes: Role clarification, Responsibilities of care, Personal development
- Interprofessional communication
 - Sub-themes: Patient safety, Improved communication skills, Communication barriers, Debriefing huddles
- Collaborative patient-oriented care
 - Sub-themes: Teamwork significance, Problem-solving resources, Care planning, Patient engagement,
- Patient experiences
 - Sub-themes: Sharing information, Need-based care, Respecting patient, Received care, Health results, Care involvement

Sub-themes included codes, which are observed according to the person centered care principles⁸



Discussion: codes according to competence using person centered care framework

References are seen in the original publication

effective need-based care

•care planning

•roles and responsibilities in care

•need-based care

•common goal

•teamwork and collaboration

patients' involvement in decisions

•shared decision making

•hearing patients' voice

•patient engagement

fluent information sharing and patient guidance

•communication between team members

•communication with patient

•patient guidance

•patient interview

•information sharing

•patient safety

quick and appropriate access to services

•access to services

•appropriate service

offering empathy and respect for patients' values

•valuing and respecting

•holistic vision of patient

•understand diverse population

safe environment and considering patients' physical needs

•socio-economic factors

•comprehensive care



Conclusions

- Competence areas of fluent information sharing and patient guidance, as well as provision of need-based care, emerged in the results.
- Interprofessional collaboration enhances students' competence in comprehensive patient care, assessing patients' needs, and providing efficient care.
- Interprofessional practice increases students' ability to take responsibility of care, which may be challenging to achieve in simulations or other educational methods or interventions without real patients.
- Patients, who received care from the interprofessional student team, experiences were positive.
- Further studies should focus on assessing students' competence in patient-oriented care using valid instruments.



References

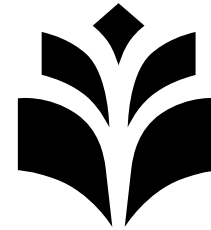
1. Clark et al. Educating healthcare students: strategies to teach systems thinking to prepare new healthcare graduates. *J. Prof. Nurs.* 2019;35(3):195-200
2. Yamamoto et al. Understanding interprofessional team delivery of patient-centered care: a qualitative secondary analysis. *J. Interprof. Care* 2022;36(2):202-209
3. Mokler et al. Learning together: interprofessional education at the University of New England. *J. Osteopath. Med.* 2020;120(8): 509-515
4. Gilbert et al. A WHO report: framework for action on interprofessional education and collaborative practice. *J Allied Health* 2010;39(1):196-197.
5. Mette M. et al., Gaining interprofessional knowledge and interprofessional competence on a training ward. *Medic teach* 2021;43(5):583-9.
6. Oosterom N. et al., A review of interprofessional training wards: Enhancing student learning and patient outcomes. *Medic teach* 2019;41(5):547-54.
7. Block L. et al., A novel longitudinal interprofessional ambulatory training practice: the improving patient access care and cost through training (IMPACcT) clinic. *J Interpr Care* 2021;35(3):472-5.
8. Moumjid et al. Implementation of shared decision-making and patient-centered care in France: Towards a wider uptake in 2022. *Z. für Evidenz, Fortbild. und Qual. Im. Gesundh.* 2022;171:42-48.
9. Ortiz. Patient-centered care: nursing knowledge and policy. *Nurs. Sci. Q.* 2018;31(3):291-295.
10. Lusk & Fater. A concept analysis of patient-centered care. *Nurs. Forum*, 2013;48(2):89-98.
11. Kallio H. et al., Working towards integrated client-oriented care and services: A qualitative study of the perceptions of Finnish health and social care professionals. *Int J care Coordin* 2022;25(1):46-52.
12. Anderson N. et al. Approaches to optimize patient and family engagement in hospital planning and improvement: Qualitative interviews. *Health expect* 2021;24(3):967-77.
13. The Picker Institute Principles of Person Centered Care.2023. <https://picker.org/who-we-are/the-picker-principles-of-person-centred-care/>
14. Braun & Clarke. Using thematic analysis in psychology. *Qual. Res. Psychol.* 2006;3(2):77-101.
15. Page et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*, 2021;372.
16. Joanna Briggs Institute. 2023. <https://jbi.global/critical-appraisal-tools>

Contact information

Doctoral researcher, MHS, RN, Anna Makkonen

email: annaevm@uef.fi

LinkedIn: [Anna Makkonen](#)



UNIVERSITY OF
EASTERN FINLAND

*Thank you for your
interest!*

Original publication: Makkonen A, Turunen H, Haaranen A. Social and healthcare students' competence in patient-oriented care enhanced during interprofessional practice: A scoping review. Nurs Educ Pract 2023;72: 103750. <https://doi.org/10.1016/j.nepr.2023.103750>

