



# Benefits of Interprofessional Peer Teaching Between Nursing and Doctor of Physical Therapy Students



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## Purpose

The purpose of the project is to identify student perceptions of benefits and disadvantages of using peer teaching in an interprofessional interaction between nursing and DPT students.

*"This event opened the door for promoting interdisciplinary communication before we step out into the clinics as students"*

Then the nursing student performs the skill. The students were encouraged to share roles and responsibilities of their discipline with each other.



## Observations

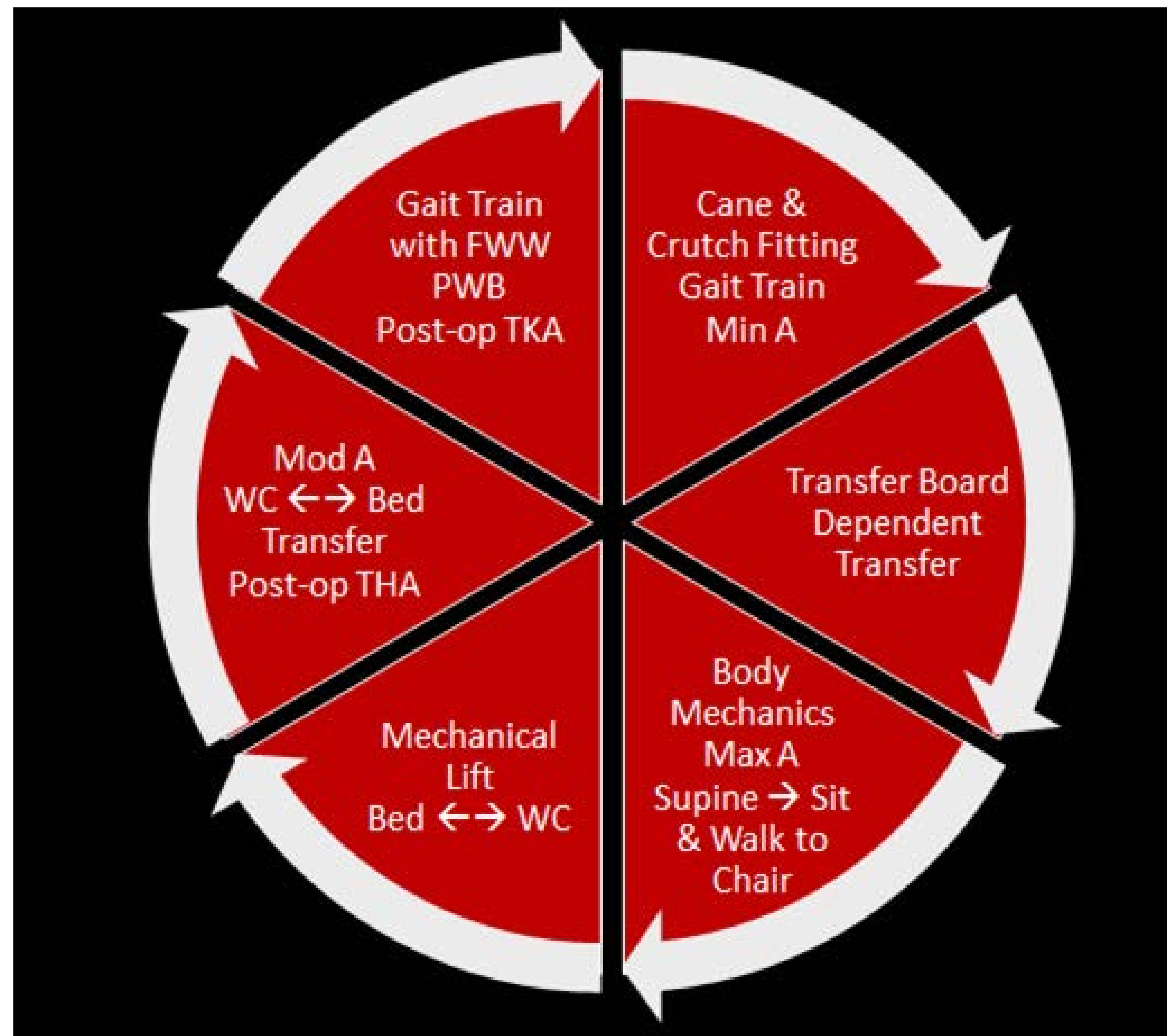
Students reported this IPE was valuable in the following ways:

- increased understanding of each others professions
- improved student confidence with teaching and knowledge
- great practice at interprofessional communication
- clarification of clinical roles between the professions
- experienced patient perspectives
- positive experience for nursing and both DPT cohorts
- gained knowledge and insight from each other about education
- highlighted importance of building healthcare relationships
- beneficial for self-reflection and professional growth
- appreciated the feeling of being a mentor to other students



*"I learned that I am more confident in my abilities than I originally believed."*

*"It was very intimidating putting my safety into the hands of someone else."*



*"Great team building exercise"*

*"We learned proper techniques on how to keep the patient safe and ourselves safe."*

## Foundation

Healthcare professionals often enter the workforce without the skills, knowledge and attitudes to be an effective member of the healthcare team (Palagana et al., 2014). Involving students in interprofessional learning opportunities cultivates the acquisition of the attitudes and skills needed for effective collaboration and communication in the workplace (Wellmon et al., 2017). In response, University of Lynchburg nursing and DPT students collaborated to share skills and learn about each other's professional roles.

## Description

The report population includes 36 University of Lynchburg undergraduate sophomore level nursing students and 41 first year and 48 second year Doctor of Physical Therapy Program graduate students.

The students participated in a 2-hour IPE experience involving DPT students peer-teaching nursing students the mobility tasks listed in the figure. Nursing students rotate through 6 stations. At each station, the clinician (2nd year DPT) teaches the skill to the family member (nursing student) using the patient (1st year DPT).



After the experience, the students complete a 3-item anonymous survey developed from a previously validated survey of an IPE experience. DPT students completed a reflection.

Quantitative results from 48 students. Listed are the questions asked followed by the average 1-5 Likert scale response scores:

- Students felt the experience provided a good opportunity to communicate with other students 4.94
- Learning with other healthcare students is a good use of educational time 4.85
- I found this experience to be relevant for my future practice 4.9

## Conclusions

Deliberate interprofessional student interactions simulating clinical scenarios provide valuable opportunities for healthcare professional students to learn practical skills. In addition, students learn about different professional education and roles which may enhance collaborative relationships in future encounters. Teaching foundational patient handling skills provided a salient learning experience for the nursing students and a practiced skill for DPT students to teach confidently.

References available on request  
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