to perform as the client or in the role of caregivers. On the day of the IPE laboratory, a 10-minute prebriefing was held at the start of the 60-minute laboratory to explain the purpose and function of the laboratory and describe the laboratory rotations. The nursing and CSD student teams were divided across the 10 simulation laboratory beds. The CSD students acted in the role of simulated client and performed as the client with the specific communication disorder or as a caregiver. The nursing students spent 40 minutes completing a brief (i.e., 8- to 10-minute) assessment on all of the five types of clients. The 10-minute laboratory debriefing focused on feedback related to what the students learned in completing an assessment and how they felt in the role of client or caregiver. Students were also asked to complete a five-question survey regarding their involvement in the combined laboratory.

Results from the debriefing session and the completed surveys revealed that students made progress with each of the established goals. Specifically, both nursing and CSD students were able to describe the basic characteristics of the five communication disorders, reflect on the difficulties interacting and completing health assessments on individuals presenting with communication disorders, and note that some communication difficulties were more challenging than others. Students also consistently expressed the importance of nonverbal communication, such as facial expressions and gestures, along with the helpful role of caregivers. A review of student survey responses revealed that students enjoyed having the opportunity to interact with another department or field of study, learned some important information about the department or other field of study that will apply to future employment, and would recommend this experience for other students entering the fields of nursing and CSD.

Establishing a collaborative and interactive laboratory experience with CSD and nursing faculty and students has helped provide a foundation for future team-based learning opportunities. Based on student feedback and observations by faculty regarding the value of this learning experience, the authors
plan to continue this interprofessional laboratory each semester.

References


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The authors have disclosed no potential conflicts of interest, financial or otherwise.
doi:10.3928/01484834-20170712-14