

Implementing a Nurse Shadowing Program for Medical Residents

Maria Fiore BSN, RN
Lehigh Valley Health Network

Tara Getz BSN, RN
Lehigh Valley Health Network

Melissa Lunney BSN, RN
Lehigh Valley Health Network

Audrey MacHose BSN, RN
Lehigh Valley Health Network

Nina Patel BSN, RN
Lehigh Valley Health Network

Follow this and additional works at: <http://scholarlyworks.lvhn.org/patient-care-services-nursing>



Part of the [Nursing Commons](#)

Published In/Presented At

Fiore, M., Getz, T., Lunney, M., MacHose, A., Patel, N. (2014, June 5). *Implementing a Nurse Shadowing Program for Medical Residents*. Poster presented at LVHN UHC/AACN Nurse Residency Program Graduation, Lehigh Valley Health Network, Allentown, PA.

This Poster is brought to you for free and open access by LVHN Scholarly Works. It has been accepted for inclusion in LVHN Scholarly Works by an authorized administrator. For more information, please contact LibraryServices@lvhn.org.

Implementing a Nurse Shadowing Program for Medical Residents

Maria Fiore, RN, BSN

Tara Getz, RN, BSN

Melissa Lunney, RN, BSN

Audrey MacHose, RN, BSN

Nia Patel, RN, BSN

Background/Significance

- **Effective collaboration between all members of the healthcare team is associated with improved patient outcomes**
- **However, both personal clinical experiences and literature reveal that the collaboration between the healthcare team is not always as effective as it should be**
- **Problems with nurse-physician collaboration and communication have been associated with many negative events, including medication errors, patient deaths, and various other patient safety issues**

PICO Question

Among nurses and healthcare practitioners in the acute care setting, will implementing a nurse shadowing program for ___ year medical residents compared to a standard residency program without a nurse shadowing program improve interprofessional communication and collaboration?

P: Nurses and medical residents

I: Nurse shadowing program

C: No nurse shadowing program

**O: Improved interprofessional
communication and collaboration**

Trigger?

- **Knowledge v. Problem**
 - **This evidence based project was triggered by process improvement data**
 - **The evidence has shown that effective interdisciplinary collaboration will lead to better patient outcomes**
 - **There is a lot of room for improvement with interdisciplinary collaboration across the network**

Evidence

- **EBSCOhost, Medline, and CINAHL were searched using the following key words**
 - **Nurse shadowing program**
 - **Interdisciplinary education and medical residents**
 - **Nurse-physician relations**

Evidence

- **One major barrier to ineffective communication among the health care team is a lack of knowledge of others' roles and the influence they have on a patient's recovery**
- **A main reason for this barrier is because very few medical schools and residency programs offer opportunities for medical students and residents to learn about the roles of their future nonphysician colleagues**
- **Fewer than 1/3 of North American medical schools have a component in their curriculum related specifically to interdisciplinary education and the importance of teamwork**

Evidence

- **To improve residents' knowledge of the valuable roles of their nonphysician colleagues, particularly nurses, nurse shadowing programs have been implemented across the country**
- **These shadowing programs, some as short as 4 hours, have drastically changed medical residents attitudes towards nurses**
- **Prior to the shadowing experiences, some residents described healthcare as “more like an assembly line” in which healthcare providers worked independent of one another**

Evidence

- **Others described the nurse's role specifically and thought it was one to simply carry out their orders**
- **After a shadowing program implemented at John's Hopkins University School of Medicine, medical students reported both a better understanding of the importance of collaboration and a stronger sense of empathy for and willingness to collaborate with nonphysicians**

Evidence

- **Another program implemented at the University of Michigan Medical School had an impact on interdisciplinary collaboration.**
 - **80% of those involved reported an increased openness to learning from nurses**
 - **79% reported an increase in their knowledge about what nurses bring to the team**
 - **75% reported a significant increase in respect for the knowledge and skills of nurses**
 - **57% reported an increase in their ability to communicate with nurses**

Current Practice at LVHN

- Here at LVHN, the current medical residency program does not include a nurse shadowing program for medical residents
- However, there is a shadowing program in the ER in which medical students shadow nurses to practice certain clinical skills, including IV insertion, foley insertion, and phlebotomy

Practice Change

- **Our plan was to implement a four hour nurse shadowing program for emergency room residents to shadow a RN in the ICU-M**
- **However, due to competing priorities of the medical residency and nurse residency programs, we were unable to implement a shadowing program at this time**

Results

- **It was our hopes that this nurse shadowing program would help establish a mutual respect between the nurses and medical residents, thus leading to more effective interprofessional collaboration of the healthcare team here at LVHN**
- **As the studies suggest, this intervention hopefully would have improved medical resident's attitudes towards nurses, their knowledge of the nursing profession, and ultimately, improve patient outcomes**

References

- Aiser, A. R. & Storey Conraughton, J. (2008). Experimental learning of systems based practice: A hands on experience of first-year medical residents. *Academic Medicine*, 83(10), 916-923.
- Jain, A., Luo, E., Yang, J., Purkiss, J., & White, C. (2013). Implementing a nurse-shadowing program for first-year medical students to improve interprofessional collaborations on health care teams. *Academic Medicine*, 87(9), 1292-1295.
- Pathak, S., Holzmüller, C., Haller, K., & Pronovost, P. (2010). A mile in their shoes: Interdisciplinary education at the Johns Hopkins University School of Medicine. *American Journal of Medical Quality*, 25(6), 462-467.
- Weinberg, D., Miner, D., Rivlin, L. (2009). “It depends”: Medical residents’ perspectives on working with nurses. *American Journal of Nursing*, 109(7), 34-43.

Make It Happen

- **Questions/Comments**

- **Contact Information:**

Maria Fiore, RN, BSN – RHC-M

Tara Getz, RN, BSN – ICU-M

Melissa Lunney, RN, BSN – RHC-M

Audrey MacHose, RN, BSN – ICU-M

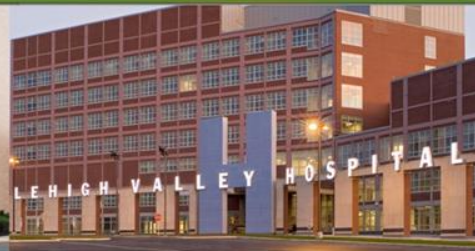
Nia Patel, RN, BSN – ICU-M



Cedar Crest



17th Street



Muhlenberg



Health Centers