



Federally accredited university  
of applied sciences



Kalaidos University  
of Applied Sciences  
Switzerland

The University for Working Professionals.

Department Health Sciences

# **Bachelor students in nursing and medicine in an interprofessional exchange – expectations and experiences in cooperation during their career entry**

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Obsan Bulletin (= bulletin from the Swiss Government) (2016):  
32% of doctors and 46% of nursing staff left the healthcare system in 2013.

Unia (= a swiss labor union) (2015):  
A large number of people are already thinking about changing jobs during their training in the nursing professions.

Injuries sustained at the start of a career can disrupt cooperation among occupational groups in the long term, lead to insensitive human behaviour or lead to early termination of employment (Auslender, 2017).

# Project

- connect students with a Bachelor's degree in nursing and students of medicine
- wants to make a contribution against the shortage of skilled workers under the motto

**«Protecting students means ultimately also protecting patients!»**



<https://www.spitalzentrum-biel.ch/patienten-besucher/>  
<https://learn-english-easy.ch/>

# Goal 1

- Clarification of myths and prejudices in the original tone
- understanding of reaction patterns of the other occupational group
- with the aim of promoting cooperation between the two professional groups and improving the patient outcome in the long term.



<http://www.feigenwinter.com/der-talent-mythos/>

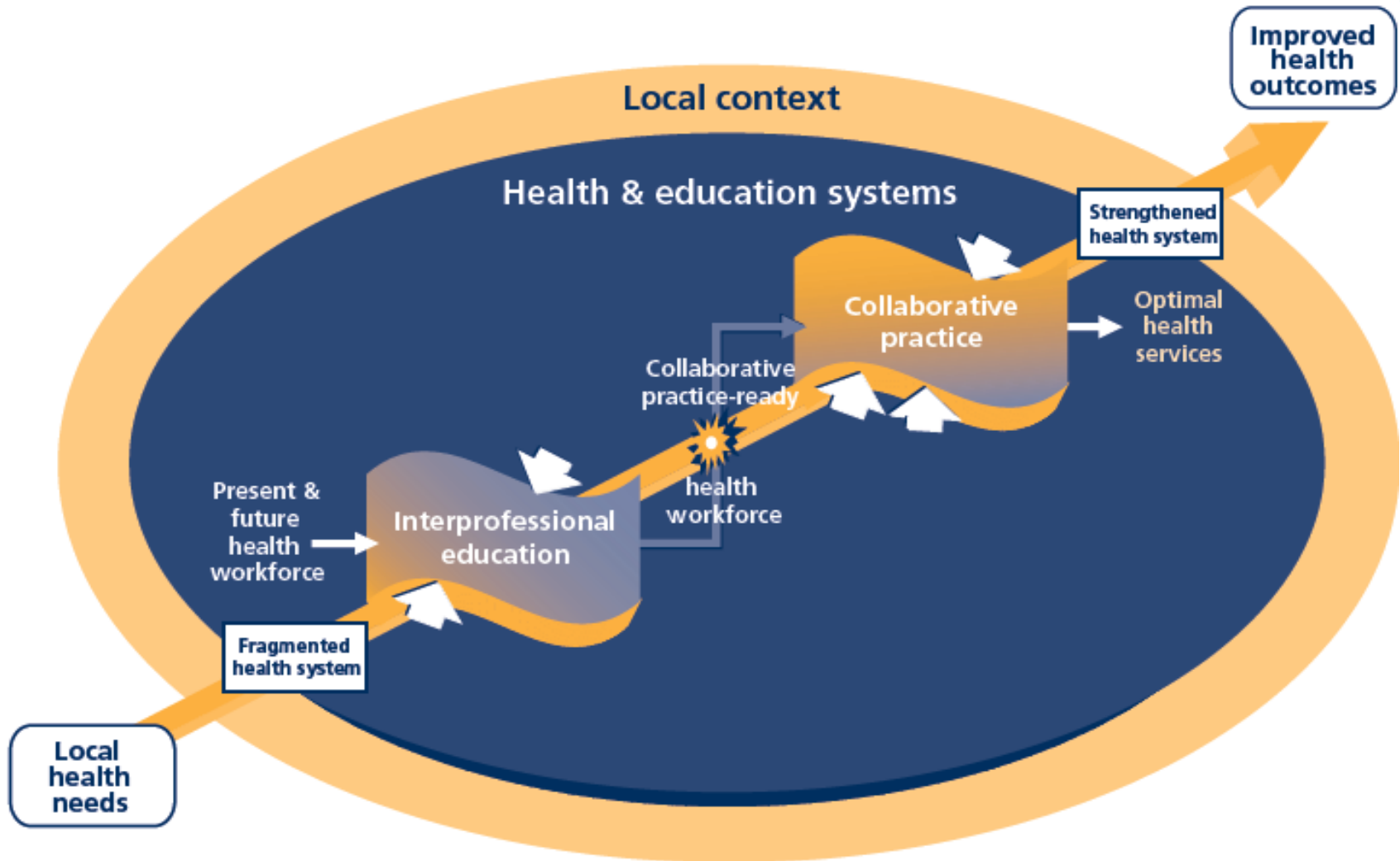
# Goal 2

To exchange experiences of abuse, bullying or harassment with the intention of being able to deposit unpleasant experiences in a protected room, to increase mutual understanding among young professionals and to increase the length of stay in the profession.



<https://www.natuerlich-online.ch/magazin/artikel/so-schuetzen-sie-ihre-haut/>

# Framework 1



Reprinted with permission from: *World Health Organization (WHO). (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Geneva: World Health Organization.*

**Interprofessional competencies in health care:** Integrated enactment of knowledge, skills, and values/attitudes that define working together across the professions, with other health care workers, and with patients, along with families and communities, as appropriate to improve health outcomes in specific care contexts

(WHO, 2010)

# Implementation

Since 2016, students with a Bachelor's degree in nursing and students of medicine in their elective (= 3.) year have been meeting to exchange expectations and experiences in cooperation in everyday clinical life.

The focus will be on role models from one's own profession and from other professions as well as on experiences of pleasure and harassment.





# Results 1

The professional groups recognise that there are major differences in the concept and design of the introduction of young professionals:

Career introduction in the area of nursing is based on differentiated programmes and catalogues of competencies tailored to the level of training.

In the field of medicine, competencies and expectations are usually not recorded in writing; nurses take on a large part of the introduction to clinical practice without knowing the exact mandate and competencies of the medical subordinates.

	Modul I: Auditierung	Modul II: Controlling und Monitoring	Modul III: Geschäftsprozesse- reorganisation
Projekt- vorbereitung	Zielfestlegung, Teamfestlegung, Zeitplan		
Phase I Analyse und Potential- identifikation	<ul style="list-style-type: none"> <li>Datenerhebung und Analyse</li> <li>Funktions- und Leistungsanalyse</li> <li>Schnittstellenanalyse</li> <li>Benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>Konzept des IMIS</li> <li>Definition der Messpunkte</li> </ul>	<ul style="list-style-type: none"> <li>Identifizierte Handlungsfelder</li> <li>Konkretisierung von Teilprojektvorschlägen</li> </ul>
Phase II Detail- konzeptionierung und Umsetzung	<ul style="list-style-type: none"> <li>Spezifizierung einzelner Fragestellungen</li> <li>Detaillierte Ursachenanalyse</li> </ul>	<ul style="list-style-type: none"> <li>Implementierung des IMIS</li> <li>Einbindung aller Leistungseinheiten</li> <li>DIV-technische Anbindung</li> </ul>	<ul style="list-style-type: none"> <li>Konzeptionierung und Durchführung der Teilprojekte</li> <li>Potenzialschließung</li> </ul>
Phase III Roll-out und Potential- erschließung	<ul style="list-style-type: none"> <li>Roll-out der Optimierungsmaßnahmen</li> <li>Maßnahmencontrolling</li> <li>Potenzialcontrolling</li> <li>Anpassungsmaßnahmen</li> </ul>		



# Results 2

Both groups recognise the importance of a correct greeting at the start of the day and a short exchange of professional experience at meetings in everyday clinical life.

Medical students experience harassment more frequently; this is in the form of a harsh tone at the rounds in front of patients or subliminal sexism.

*Guten Morgen !*



# Conclusion 1

## Arrangement with moderated exchange

- opens the view of the two professional groups to the challenges of the other profession
- creates a kind of solidarity among the career entrants

## An education expert confirms the results

- Differences in the concept and design of career introduction
- medical students are more likely to be subjected to harassment

# Conclusion 2

- Low threshold arrangement between two professional groups shows a big effect
- It doesn't need much preparation and costs are low

Important is

- a careful exchange
- ethical thinking
- switch to the metacognition level

## Contact

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<http://www.gutepflege.ch/2016/09/11/resolution-der-unia-pflege-und-betreuungsjugend/>

<https://www.unia.ch/de/arbeitswelt/von-a-z/dienstleistungsberufe/pflege-betreuung/umfrage-ausbildung/>