

1 **TOPIC: IN SUPPORT OF UNDERSTANDING INTERDISCIPLINARY**
2 **COMPETENCIES OUTSIDE OF NURSING**

3 **SUBMITTED BY: TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER**

4 **ANITA THIGPEN PERRY SCHOOL OF NURSING STUDENTS:**

5 **Erin Schultz and Amelia Snider**

6 WHEREAS, the “increase in mutual understanding of the roles and values of other health
7 professionals, raise awareness of the importance of collaborative and team-
8 working skills, enhanced communication and improved patient care and
9 outcomes.” (Whelan, Spencer, & Rooney, 2008); and

10 WHEREAS, “interdisciplinary collaboration is a key component of rehabilitation practice.
11 It ensures that a holistic and coordinated approach to planning is
12 implemented. Just as the therapeutic relationship is enhanced through
13 empathic understanding and communication, so too is the effectiveness of the
14 interdisciplinary rehabilitation team in achieving desired consumer
15 outcomes.” (Koch, Gitchel, & Higgins, 2009); and

16 WHEREAS, “after participating in the programs designed to create awareness of the
17 competencies in the interprofessional team, students increased recognition of
18 patient outcomes as a key focus of interprofessional practice” (Dobson, et al.,
19 2009, p. 64); and

20 WHEREAS, “it is important to acknowledge interprofessional education (IPE) as critical
21 for students to develop their quality improvement competencies (Dobson, et
22 al., 2009, p. 64); and

23 WHEREAS, “this empathic interdisciplinary stance enables team members to establish
24 necessary professional bonds to effectively communicate across disciplines,
25 identify achievable team goals, and, appropriately delineate tasks among
26 team members to accomplish goals” (Koch, Gitchel, & Higgins, 2009); and
27 WHEREAS, through the process of identifying and investigating a problem, such as that
28 seen with quality improvement, students come to understand the value of one
29 another. Furthermore, by using an interprofessional approach as the method
30 by which quality improvement knowledge and skills are acquired, both
31 quality improvement and interprofessional teaching objectives may be met
32 while minimizing the overall increase in faculty and student workloads”
33 (Dobson, et al., 2009, p. 64); and
34 WHEREAS, the interprofessional sharing of principles and processes would enable and
35 support an ethical climate in which all members of multidisciplinary teams
36 feel valued and empowered when confronted with moral distress” (Malloy, et
37 al., 2009); therefore be it
38 RESOLVED, that the Texas Nursing Student Association (TNSA) supports the education
39 and understanding of interdisciplinary/interprofessional competencies outside
40 of nursing; and be it further
41 RESOLVED, that TNSA present this resolution to deans and directors of nursing schools in
42 Texas; and be it further
43 RESOLVED, that the nursing schools in Texas consider exploring the education and roles
44 of each member of the interdisciplinary team in **their nursing** program; and
45 be it further

46 RESOLVED, that the 2011 TNSA State Convention will try to provide focus groups to
47 increase awareness of the abilities of other members of the interdisciplinary
48 team; and be it further

49 RESOLVED, that TNSA creates further awareness with an editorial submission to the
50 National Student Nurses' Association magazine, *Imprint*, and any other
51 publications of NSNA and/or TNSA as deemed appropriate by the TNSA
52 Board of Directors; and be it further

53 RESOLVED, that TNSA send copies of this resolution to the American Nurses
54 Association, the American Medical Association, the American Association
55 for Respiratory Care, the American Dietetic Association, the American
56 Physical Therapy Association, the American Occupational Therapy
57 Association, Inc., the Texas Nurses Association, the National League for
58 Nursing, the American Hospital Association, the National Association of
59 Public Hospitals and Health Systems, the Joint Commission, the Institute for
60 Healthcare Improvement, the American Association of Colleges of Nursing,
61 the Commission of Collegiate Nursing Education, the National Organization
62 for Associate Degree Nursing, Sigma Theta Tau International, and the
63 National Council of State Boards of Nursing, and any others deemed
64 appropriate by the TNSA Board of Directors.

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69 References

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115 Addresses to Send Resolution

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125 American Association for Respiratory Care

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