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### College of Nursing and Dietetic Intern NG Tube Placement Training and Nutrition Assessment/Formula Selection Pilot Interprofessional Education Activity

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# College of Nursing and Dietetic Intern NG Tube Placement Training and Nutrition Assessment Formula Selection Pilot Interprofessional Education Activity

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## Background/Questions Driving Research

- Dietetic Interns (DI) are required to demonstrate competency in nasogastric (NG) feeding tube placement
- College of Nursing (CON) clinical objectives include integrating evidence-based practice approaches to reduce harm, promote safety, and improve care, effectively collaborate with other members of the healthcare team, and integrate the use of appropriate technology in the delivery of nursing care
- Interdisciplinary faculty collaboration in development and piloting of an interprofessional education (IPE) activity to meet DI competency related to NG feeding tube placement and CON clinical objectives

## Utilization in Vulnerable Populations

- Improved patient care by improving collaborative practice between Registered Nurse (RNs) and Registered Dietitian Nutritionists (RDNs)

## Application to Interdisciplinary Care

- Early introduction to an interprofessional clinical care collaborative model
- Model for other nursing student & dietetic intern IPE learning opportunities

## Key Methods & Results

- Upper-level CON students (n=14) and DI (n=7) participated in an interactive NG Feeding Tube Placement IPE activity
- CON students developed and delivered presentations on:
  - Enteral feeding indications, NG tube placement procedure, & NG tube placement demonstration
  - DI practiced placing NG tubes on simulation mannequins
    - Formative assessment measured using Miller's Pyramid of Clinical Competence
    - DI demonstrated "Shows-How" Level of Clinical Competence
  - Students worked together to program feeding pumps
- DI students developed and delivered presentations on:
  - RDN roles & responsibilities
  - Enteral nutrition indications, feeding protocols, EMR documentation
  - Disease-specific formulas

## Other Student Feedback:

- Increased knowledge & understanding of how to improve collaboration in the clinical setting
- Appreciated overlap in professional roles and responsibilities
- Identified unique roles that each profession contributes to patient care
- Indicated that they would like to continue to collaborate and learn from each other

## Next Steps in research/project application

- The CON and DI will continue to collaborate and refine the IPE activity
- Incorporate other health professions in the IPE training activity
- Incorporate pre-/post-assessment

