

Rutland MD. O'Connell D, Armstrong M, Van Cleave, L. *Interprofessional Collaborative Teaching of Patient Transfers by Doctoral Physical Therapy Students to First Year Nursing Students*(poster). APTA-ELC. Jacksonville, FL.10-12-18

Purpose/Hypothesis: The purpose was to evaluate the perceptions of first year nursing students in regard to their comfort level in providing safe and correct bed and wheelchair transfers, sit to stand transfers and safe ambulation with patients prior to and following training by physical therapy doctoral (DPT) students. **Number of Subjects:** 43 first year Bachelor of Nursing students at a four-year university. **Materials/Methods:** This study involved a retrospective analysis of data collected on the day the information was presented. The proposal was submitted and approved by the IRB as an exempt project. Nursing students completed a 5-point Likert scale self-assessment of transfer proficiency prior to transfer training by DPT students. Subjects were trained at 4 stations: 1) bed transfers, 2) wheelchair (WC) transfers, 3) patient ambulation with cane or walker, and 4) sit to stand transfers. Demonstration and verbal instructions were given one time to nursing students. Nursing students then performed transfers under the supervision of 7-DPT students and 1-professor per station. Time was limited to 22 minutes per station. Following completion of all stations, each nursing student completed the post self-assessment. Data was analyzed using paired t-tests with the Bonferroni correction factor, with statistical significance set at $p > 0.05$. **Results:** Forty-three (3 M, 40 F) first year Bachelor of Nursing school students between the ages of 19-37 years (mean 22.4 years) participated. Twenty eight first year DPT students (19 F, 9 M) between the ages of 21-46 (mean 23.5 years) taught the nursing students. Paired t-tests demonstrated significant changes ($p > 0.01$) in nursing students self-performance assessment of their transfer ability, when performing bed transfers, WC transfers, ambulation with cane/walker, and sit to stand transfers ($p > 0.01$). Mean scores for four transfers were as follows: 1) Bed- Prior: 3.83(1.06), Bed –Post: 4.90(0.29); 2) WC-Prior: 4.28 (0.77), WC Post: 5.00 (0.00); Ambulation-Prior: 4.18(0.79), Ambulation –Post: 5.00 (0.00); Sit to stand-Prior: 4.27(0.77), Sit to stand Post: 4.97 (0.15). No difference in scores existed based upon experience as a Certified Nursing Aide (CNA) or those without experience, although only 11 nursing students had prior experience as a CNA. Interesting, although not part of this investigation, all nursing students passed their nursing practical exams on transfers following the instruction provided by DPT students. **Conclusions:** DPT students collaborating with nursing programs can effectively increase the comfort level and expertise of nursing students with training of transfer and ambulation skills, regardless of the experience level of the student. **Clinical Relevance:** Physical therapy students and professors are encouraged to seek opportunities to promote interprofessional collaboration between health care fields, especially with transfer training to nursing students. Students benefit from teaching their future colleagues as interdisciplinary collaborative care of patients is encouraged.