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## Breaking communication silos: Fostering inter-professional practice and collaboration

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Education of healthcare professionals is bound by tradition. Professional silos are often the culprit of preventing students from experiencing practice as members of an interprofessional team. Research suggests a collaborative approach to educating future healthcare team members. The accuracy in which practitioners communicate client information in a rapid-paced environment cannot be overlooked in education curriculum. The Institute of Medicine (IOM), the Quality and Safety Education for Nurses (QSEN), and the Interprofessional Education Collaborative Panel provide guidelines for education and practice supporting the use of collaboration and the need for effective communication among disciplines. Faculty plays a pivotal role in transitioning students into collaborative practice. Just as parents' model desired behavior, faculty is responsible for exhibiting the elements of interprofessional communication and collaborative practice. Shared learning with students from healthcare disciplines should be implemented throughout educational curriculum. Shared learning affords students the opportunity for interdisciplinary participation, promotes role appreciation, and opens lines of communication. Creating a culture of collaborative practice through shared learning enriches student education and affords faculty the opportunity to demonstrate critical skills necessary to be an effective member of the healthcare team.

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## Development of emotional intelligence in nursing education

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The complexity of nursing practice is well-documented in the literature. Nurse educators have been challenged by organizations such as the Institute of Medicine, the Carnegie Foundation, healthcare institutions, and professional accreditation bodies, just to name a few, to prepare competent nursing graduates who are able to assume highly complex professional roles following graduation. Emotional intelligence (EI) has garnered much attention in fields such as business, education, and other disciplines and has more recently been studied in nursing. The ability to manage one's emotions is a valued commodity in the interpersonal relationships between nurses and the patients that they are caring for as well as between nurses and other members of the healthcare team. Furthermore, while the importance of educating students in the area of highly complex technical skills is well-recognized as a way to maintain patient safety, there is a need for better incorporation of emotional intelligence instruction in order to maximize patient outcomes. While nurse educators are beginning to recognize the value and importance of emotional intelligence, there is an additional need to understand pedagogical changes necessary to expand and develop nursing students' emotional intelligence. As educators, we must foster personal skill development in the areas of student self-regulation, self-awareness, self-motivation, social awareness, and social skills in order to promote the development of nursing students' emotional intelligence. Specific strategies designed to enhance emotional intelligence as well as ways to incorporate these strategies across the nursing curricula will be presented.

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