

Attitudes towards Interprofessionalism

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Conflict Disclosure Information:

I have no financial or personal relationships to disclose

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Why did I choose this topic?

- ◆NOSM M.D. Candidate 2015 (current 4th year student)
- Trend towards lack of enthusiasm by students for mandatory interprofessional clinical experiences
- The desire to understand WHY students feel this way
- What can be done to positively influence change?

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Research Background

- ◆Interprofessional Education (IPE) = members of two or more professions associated with health or social care, to be engaged in learning with, from and about each other (1)
- Medical students have varied opinions about IPE + limited research about the development of these student attitudes (3, 4, 5, 6)

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Research Question

What influences NOSM undergraduate medical students' attitudes towards interprofessionalism?

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Research Methodology

- Qualitative study using a hermeneutic phenomenology research method (8)
- ◆ Data collection Two Focus Groups
- ◆ Sample
 - ◆All NOSM medical undergraduate learners invited
 - ♦Year 1 and Year 2
 - ◆Year 3 and Year 4 ◆Self-identify as:
 - ◆Enthusiastic (3/focus group)
 - ◆Indifferent (3/focus group)
 - ◆Skeptical (3/focus group)
- ◆ Analysis Inductive approach to thematic analysis (9)

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Research Results: Themes!

- ◆ 1) The Influence of the Formal Curriculum

 - ◆ Lack of progression◆ Timing of curricular content
 - ◆ Incorporating learning with other students on campus
- ◆ 2) The Impact of the Hidden Curriculum
 - ◆ Unexpected experiences in CIL and SES sessions
- ◆ The power of what happens naturally
- 3) The Transition from IPE to Interprofessional Collaboration (IPC) in Practice
 - ◆ The practicality of IPC
 - ◆ When IPC may not be useful or effective
- ◆ 4) The Challenge of Hierarchy
 - ◆ Medico-legal implications



1: The Influence of the Formal Curriculum

- ◆Lack of progression
- ◆Timing of curricular content
- ◆Incorporating learning with other students on campus



1: The Influence of the Formal Curriculum

 ... I see more of the exhaustion of interprofessional learning because we're talking about it too much and not necessarily learning from the other students around us in other programs. (MS Three, FG1, 68-75)



1: The Influence of the Formal Curriculum

 I find mv frustration so far as a learner has been that, although we've been given opportunities to be in the interprofessional environment, being sent with another healthcare provider and watching them work instead of working together (emphasis added) has been quite frustrating. (MS Three, FG2, 649-652)

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2: The Impact of the Hidden Curriculum

- ◆Unexpected experiences in school-arranged placements
- ◆The power of what happens naturally



2: The Impact of the Hidden Curriculum

• I don't know if we get the proper training ahead of time... they don't tell you if... someone is against physicians or had a bad experience, this is how you should handle it... There should be potentially some training for the people taking on the students to be ready to accommodate us and realize that the point of this is not to let us know what physicians do wrong, but to learn what other people do and where do we fit in in all that. (MS Three, FG2, 699-712)



2: The Impact of the Hidden Curriculum

 ...The planned session hasn't been very beneficial but the interprofessional learning that happens spontaneously when you're on the job is way more enriching... (MS Six, FG2, 828-833)



3: The Transition from IPE to IPC in Practice

- ◆The practicality of Interprofessional Collaboration (IPC)
- When IPC may not be useful or effective

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3: The Transition from IPE to IPC in Practice

- ... there is a real movement out in the real world and not just in education to emphasize the importance and value of interprofessionalism and interdisciplinary work (MS One, FG1, 40-45)
- work (MS Orie, FG1, 40-45)
 Initially I was definitely an interprofessional enthusiast ...but then as time went on... I realized... [it is] just not practical because of the time that it takes. [Still] I think it would be a good idea... it's better patient care, but I don't really see it as very possible to do that in a daily practice. (MS One, FG2, 604-616)



4: The Challenge of Hierarchy

- ◆Hierarchy perspectives
- ◆Medico-legal implications

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4: The Challenge of Hierarchy

...[In regards to an interprofessional student session]... the whole day was pretty much spent like "we're all equal", but at the end of the day [everyone insisted that the medical student present the group findings] because you are a medical student... the whole day was spent trying to foster good relationships with other interprofessional students except at the end of the day... [it] went back to what they were trying to teach us not to do. (MS Six, FG2, 617-627)



Conclusion

- Overall, inadequate understanding of what IPE is and could be
- ◆ Implications for IP Education⁽¹⁰⁾
 - PROGRESSION!
 - Educational opportunities with other health professional students such as attending lectures together
 - Educational opportunities to experience well functioning teams
 - Increased avenues for both formal and informal feedback and reflection regarding formal curriculum guided interprofessional experiences and hidden curriculum experiences

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The desire to learn...





Limitations

- ◆Student recruitment
- ◆Difficulty including all students in focus groups
- ◆Limited physician involvement and small physician sample size
- ◆Data may have been more comparable between students and physicians if they had both been in the focus group format
- ◆Generalizability

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Thank you!!!

DISCUSSION



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