

Communication in the interprofessional context:

Analysis of conversations of students from different health professions during casework in comparison to their individual (conversation-)perception



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Background

- Interprofessional communication is considered to play a key role in the cooperation between representatives of different health care professions^{1,2}
- Case conferences in academic studies of therapy and health professions are suitable to apply theoretical knowledge in practice and to promote communication strategies for negotiating decisions^{3,4}.
- Little data available from empirical studies on how conversations in interprofessional case conferences of students are organized^{5,6}
- To date, there are few studies evaluating students' experiences and communication contexts in interprofessional case conferences^{7,8}

Objectives

- Identification of conversation organization and possible patterns related to listener-speaker activity, speaker change, and conversation repair
- Describing the communication contexts in conversations in an interprofessional context as a prerequisite for the development of new interprofessional teaching concepts
- Comparison of empirical data of interprofessional case conference conversations and the subjective experience of students in order to gain hints for the improvement of the processes of case conference conversations

Research Questions



How are (professional) conversations conducted by students in an interprofessional context to solve a (patients-)case to be treated?

In an interprofessional context, how do students organize their conversations when it comes to deriving therapy goals from different professions?

What patterns emerge in conversations between students in interprofessional contexts that occur during collaborative casework?

How do students experience conversation in an interprofessional context and what do they perceive in terms of verbal and paraverbal components?

Methodology

qualitative – explorative – inductive

	Data Collection	Sample	Data Preparation	Data Analysis
<p>Case Conferences</p>	discussion about health status of the (case-)patient, development of a care plan, formulation of patient-centered goals 16 video recordings (45 min. each) of interprofessional online case conferences	students of nursing, occupational and physical therapy, speech and language therapy (6th semester) social work in health care (SWH) (4th semester) 16 interprofessional groups with 3-7 students	transcription according to GAT2 ⁹ transcribed are intonation phrases, verbal, nonverbal and paraverbal communication parts	linguistic conversation analysis according to Deppermann ^{10,11} items of analysis: speaker and listener activities conversational repairs speaker changes non verbal aspects
<p>Individual Interviews</p>	development of interview guidelines according to SSPS procedure ¹² guideline-based individual telephone interviews with students who participated in the case conferences 23 audio recordings (30-40 min. each)	pretest: 1 student interviews: 22 students SWH (2) nursing (7) speech and language therapy (6) occupational therapy (2) physiotherapy (5)	transcription of the interviews and editing of the transcripts according to transcription rules ¹³	qualitative content analysis according to Kuckartz ¹⁴

First Results

Students adhere to communication rules, treat each other with respect and are curious about the solutions proposed by the other profession

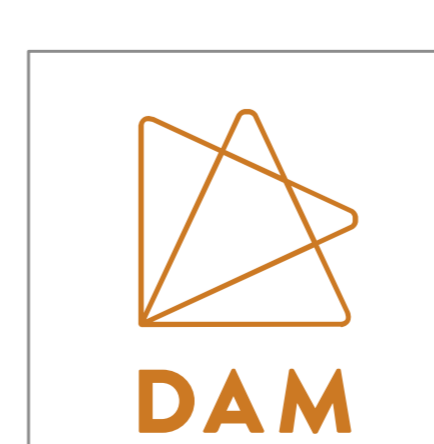
Patterns in the interview organization of students from different health professions are identifiable. In comparison, the dependence on the respective chosen professions does not seem to be recognizable

Students are able to confidently reflect on their communication behavior. They perceive that they adhere to communication rules, value each other and are curious about the other professions

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