Motivation for power in the interprofessional collaboration practice of physicians and nurses

Denise Banza¹, Prof. Dr. med. Bausewein², Prof. Dr. med. Waidelich³, Herr Prof. Dr. Kitto⁴

- ¹ Institut für Ausbildungsforschung und Didaktik in der Medizin der Ludwig-Maximilians-Universität (LMU), München
- ² Interdisziplinäres Zentrum für Palliativmedizin der Ludwig-Maximilians Universität (LMU), München
- ³ Urologische Klinik der Ludwig-Maximilians Universität (LMU), München
- ⁴ Department of Innovation in Medical Education, University of Ottawa



However, although Stein (1967) already pointed out the issue of power in interprofessional collaboration in the "doctor-nurse-game," empirical evidence of the association of power motivation on individual willingness to engage in interprofessional collaboration is still lacking.

STATE OF RESEARCH

- Okpala (2020) five factors influence interprofessional practice in terms of power: team, role, communication, trust and respect, and person.
- Nimmon et.al. (2019) power is not embodied by a person; it is expressed in all relationships.
- Gergerich et.al. (2018) Presence of hierarchies and power can be a source of conflict in interprofessional teams.

RESEARCH QUESTION

Is there an association between the variables power motivation, self-efficacy and gender role orientation and the willingness of physicians and nurses to work together interprofessionally?

II HA

HYPOTHESIS

Individual willingness to engage in interprofessional collaboration depends on the degree of power motivation, self-efficacy, and gender role orientation:

- The higher the power motivation, the lower the individual willingness to engage in interprofessional collaboration.
- The higher the self-efficacy, the lower the individual willingness to engage in interprofessional collaboration.
- The more pronounced the masculinity in gender role orientation, the lower the individual willingness to engage in interprofessional collaboration.

METHODS

- Survey at four university hospitals
- Paper-based, psychometric questionnaire (n=210).
- Data modeling in SPSS
- Creation and analysis of statistical models based on the general linear model.

NEXT STEPS

Start of recruitment and survey (Mai – Sept. `22)

Svensson (1996). The interplay between doctors and nurses – a negotiated oder perspective. Sociology of Health & Illness, 18, (3), 379-398.

Evaluation of the collected data (Okt. – Dez. `22)

Summary of the results and publication (Jan. – Juni `23)



REFERENZEN:

K.Baker, Egan-Lee, Martimianakis, Reeves (2011). Relationships of power: implications for interprofessional education. Journal of Interprofessional Care (25), 98-104. Martin-Rodriguez et.al. (2005). The determinants of successful collaboration: A review of theoretical and empirical studies. Journal of Interprofessional Care (1), 132-144. Mentzounkas, Jasper (2004). Reflective practice and daily ward reality: a covert power game. Journal of Clinical Nursing, (13), 925-933. Paradis, Whitehead (2015). Louder than words: power and conflict in interprofessional education articles, 1954-2013. Medical Education (49) 399-407. Reeves (2011). Using the sociogical imagination to explore the nature of interprofessional interactions and relations. Sociology of interprofessional health care practice: critical care and concrete solutions, 9-22. Stein (1967). The Doctor - Nurse - Game. Archives of General Psychiatry, 16, (6), 669-703.

denise.banza@med.uni-muenchen.de







