

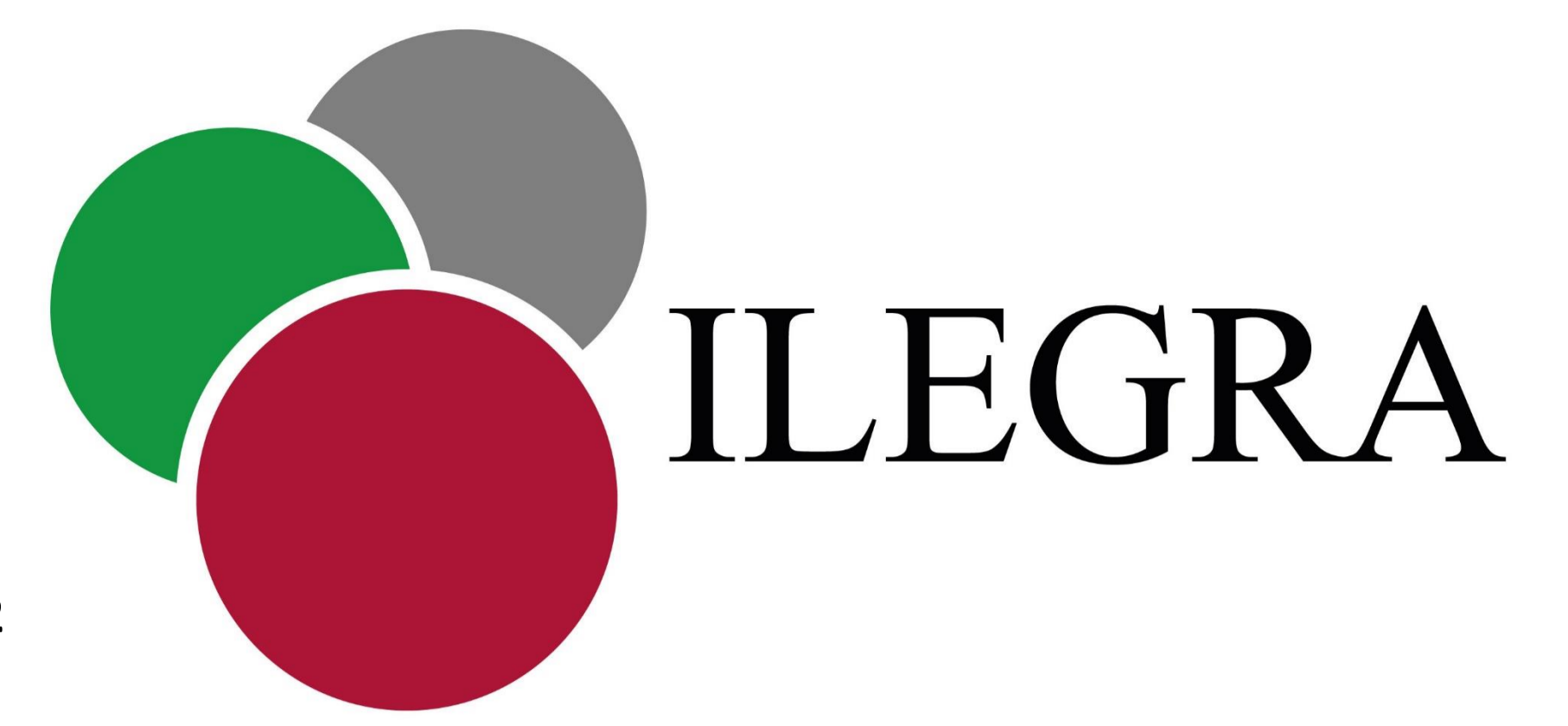
# University Teachers' Beliefs about Interprofessional Education

Cindy Brandes, M.A.<sup>1</sup>

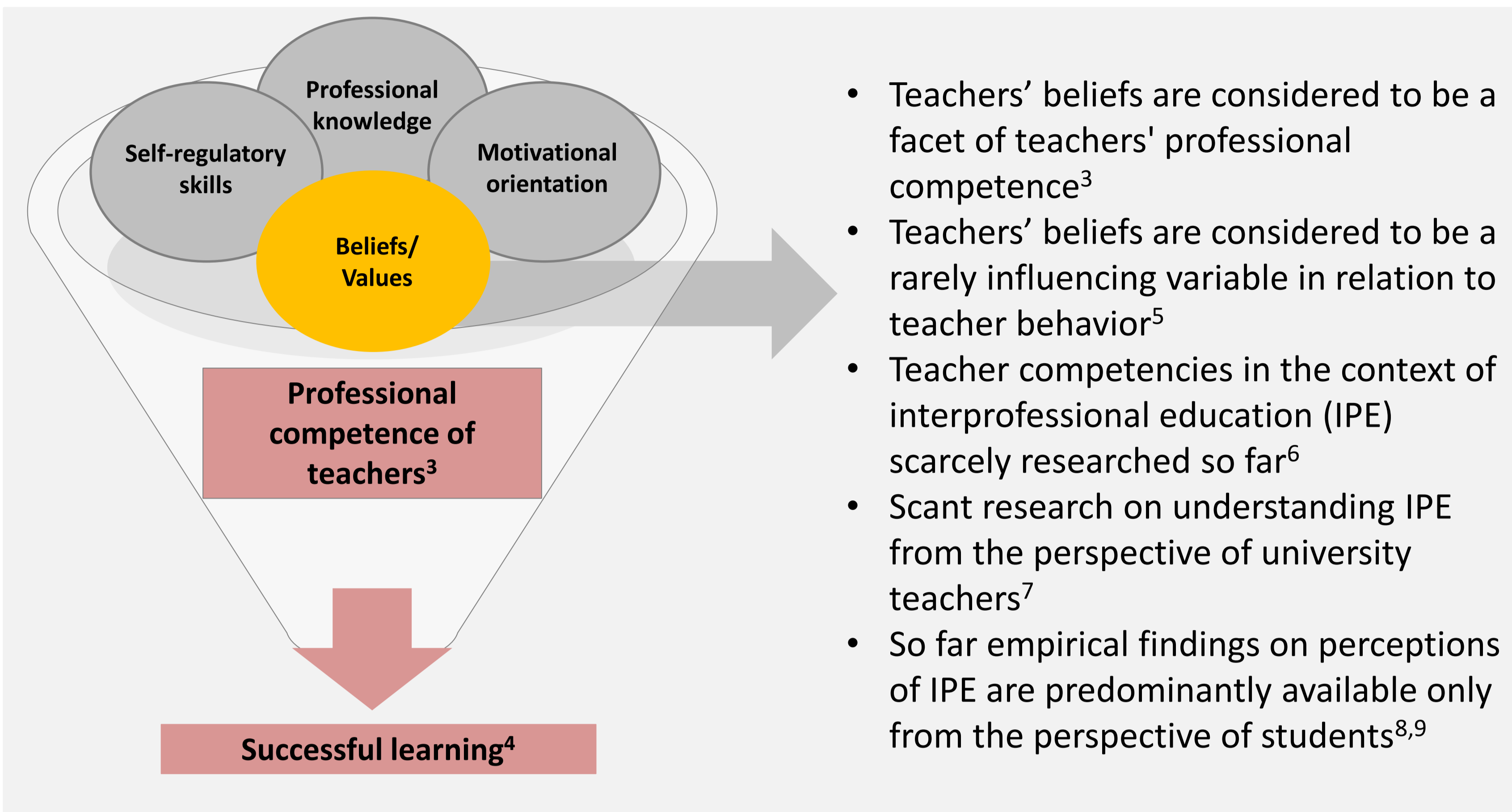
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## Background and State of Research



## Targets

- Identifying and analysing teachers' beliefs about interprofessional education
- Analysis of the understanding, experience and design of IPE from the perspective of university teachers
- Provide leads for the further development of interprofessional teaching-learning arrangements

## Research Questions

**What Teachers' beliefs about interprofessional education can be identified among university teachers in health-related study programs?**

- What do university teachers understand by interprofessional education in health-related study programs?
- How do university teachers experience interprofessional education in health-related study programs?
- How should interprofessional education be designed from the perspective of the university teachers?

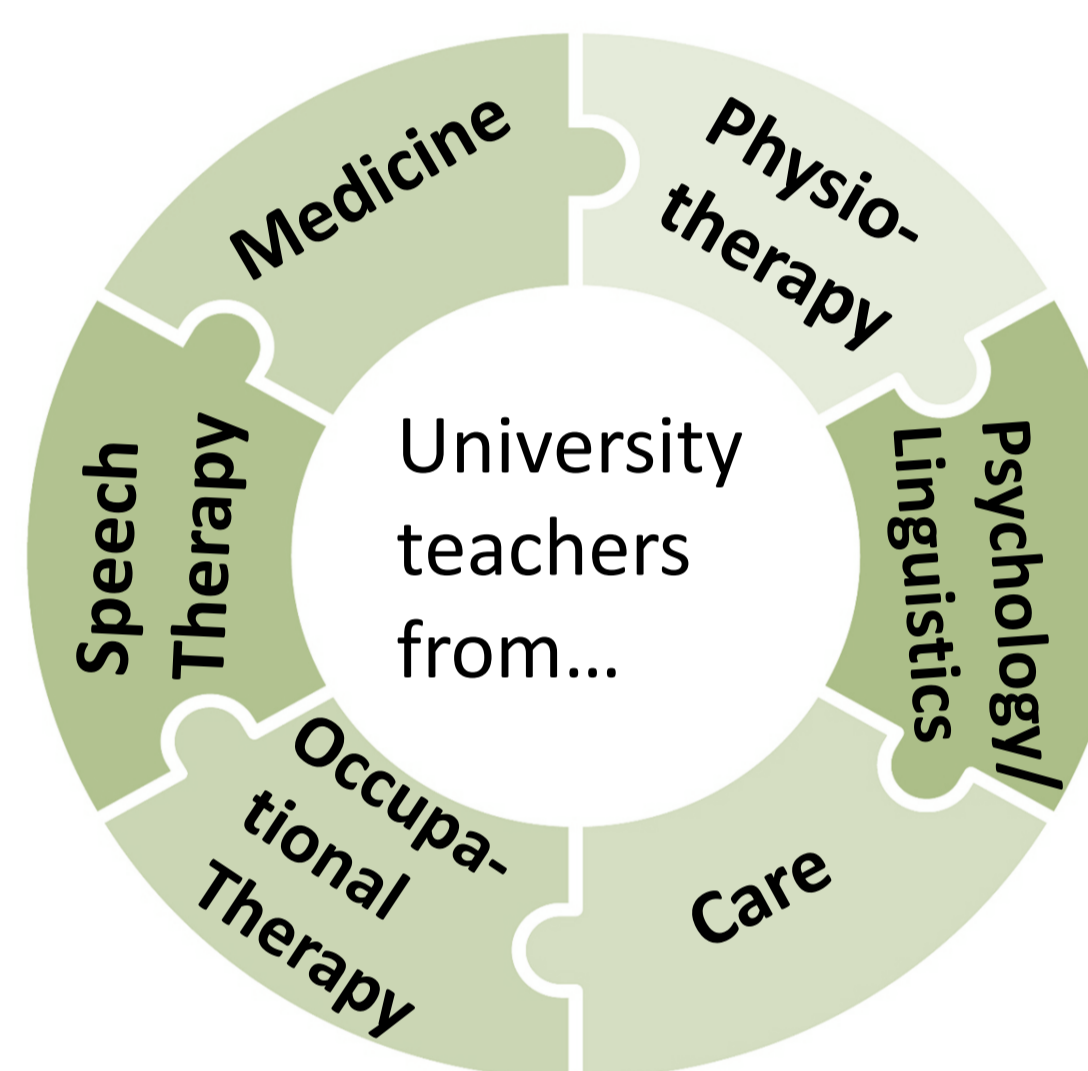
## Methodology

**Exploratory study with qualitative research approach**

- Semi-structured telephone interviews (60-90 minutes)

**Sample**

- 7 universities in Germany
- 16 university teachers who are currently involved in interprofessional education



**Analysis**

- Qualitative content analysis according to Kuckartz & Rädiker<sup>10</sup>
- Current status: coding of all material with developed main categories completed

## Intermediate Analysis\*



**Understanding**

„what constitutes the interprofessional? [...] I have an idea. I have a thought about it, but actually, even though I've been doing this for many years now, even though I'm also doing research in the field myself, I don't know it.“ (Case 10\_Abs. 39)

„to me, interprofessional education means different professions learning together, learning with each other, learning from each other.“ (Case 08\_Abs. 13)

"mutually connect with each other. (.) already in training [...] or in study." (Case 08\_Abs. 13)

„in principal, common action for me is really interprofessional education.“ (Case 03\_Abs. 9)

„there are also monoprofessional events in which interprofessional content is taught. To be honest, I wouldn't really call that interprofessional.“ (Case 11\_Abs. 35)



**Experience**

„I believe that interprofessional teaching lays the foundation for good interprofessional cooperation later on.“ (Case 07\_Abs. 23)

„and I found it totally enriching during my education that you are taught together with the other professions.“ (Case 08\_Abs. 3)

„I find it totally exciting. and I really really really really enjoy it [...]. I really enjoy doing this.“ (Case 12\_Abs. 32)

„I believe that there are many areas where potentially, in a monoprofessional approach much more efficient and effective goals can be achieved.“ (Case 10\_Abs. 13)

„what I can also say from experience [is] that trainees or students only realize what the other profession actually does when they actually start exchanging with each other.“ (Case 16\_Abs. 9)



**Design**

„as a teacher, you try to create an atmosphere and an environment so that the different professions can get involved with each other.“ (Case 06\_Abs. 14)

„that there is an exchange on a topic from a wide variety of professional perspectives.“ (Case 16\_Abs. 9)

„that also resonates for me, to see that no profession is belittled or put on a pedestal during this time.“ (Case 04\_Abs. 72)

„it needs an intercollegiate exchange. It needs an interprofessional team [of teachers]. It does not work without that.“ (Case 10\_Abs. 47)

„Of course, you have to find topics where everyone can find each other again.“ (Case 15\_Abs. 87)

\*Translated by the author

## Discussion and Outlook

- Ensuring high-quality IPE requires a comprehensive understanding of the specific characteristics of IPE and of the options to design such education.
- Research results offer first insights into the individual beliefs of university teachers about the way interprofessional education is to be understood, the way it is experienced and the way in which it is to be designed didactically.
- Based on the data collected, further research is needed to identify the impact of university teachers' beliefs on the design of IPE.

## References

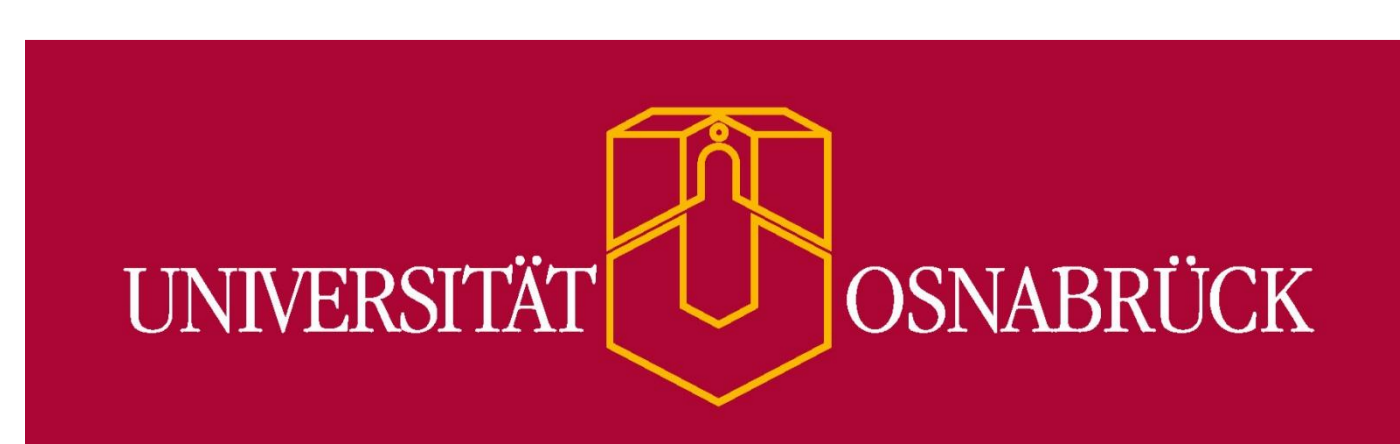
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