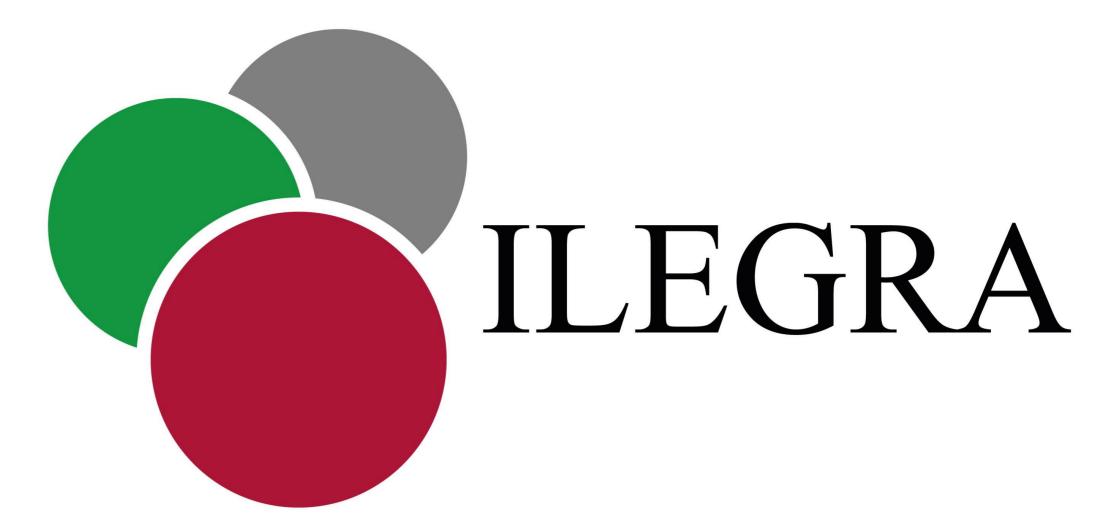
Interprofessional learning and its consequences for interprofessional collaboration



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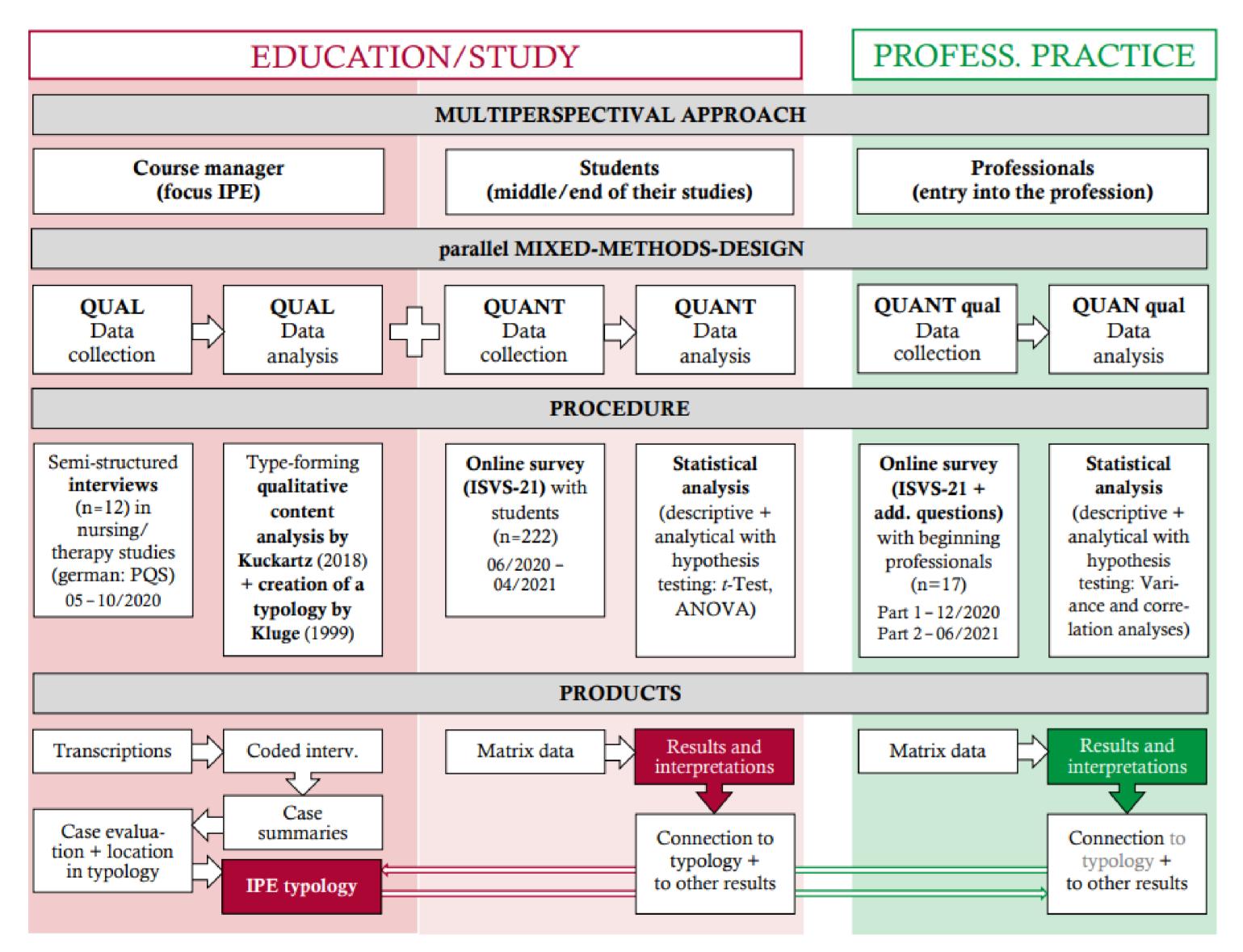
RATIONALE

- Increasing importance of interprofessional health care and emphasis on interprofessional learning- and work processes³
- Indicator of problems and deficits in collaboration scenarios involving health professionals⁴ • Interprofessional education (IPE) as a basis for the promotion of interprofessional collaboration⁵ • Assumption that experiences with IPE in college have an impact on interprofessional beliefs, behaviors and attitudes towards working with others⁶ • Deconstruction of monoprofessional educational culture and curricular implementation of IPE⁷

RESEARCH QUESTIONS

What is the significance of the construction of interprofessional teachinglearning concepts in the health professions as a basis for readiness for interprofessional collaboration?

METHODICAL APPROACH



- To what extent do students differ in terms of their interprofessional socialization if they have experienced different interprofessional teachinglearning concepts during their studies?
- Does student's interprofessional socialization during once health studies provide a basis for successful interprofessional collaboration upon entry into the profession?
- Which learning and working conditions influence the establishment of interprofessional collaboration upon career entry?

TYPOLOGY DEVELOPMENT

"[...] qualitatively developed concepts and typologies [must] be empirically founded and theoretically informed in equal measure." (Kelle/Kluge 2010: 23)

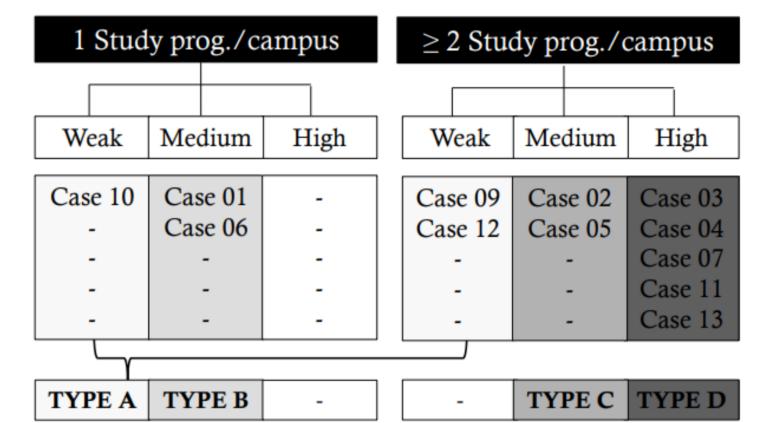
IPE typology for teaching-learning concepts with dimensions and characteristics

Structure

• Study programs on campus

- **Curricular mapping**
- Alignment

Consideration of content Learning at the university as



a place of learning

- Composition
 - Teaching-learning arrangements
 - Interaction between learners

Learning at the place of practice

- Consideration of content
- Reflection on IP/ID practice

Exam

- Setting
- Consideration of content

 \rightarrow 4 empirically based types (simplified representation)

Variables Testing and results Levene test: F = 1.19, p = .292;Workspace and collaboration of Independent samples *t*-test: the professional t(15) = -2.69, p = .017; d = 0.41Workspace and ISVS groups (ZUS) ISVS-21 Independent samples *t*-test Workspace 5,90 and ISVS_1 and no significant differences ____ inpatient ISVS_2 — outpatient Trend \rightarrow 5,70 ISVS_1 ISVS_2 time

Mean comparisons

Students + beginning professionals (n = 282)

	Mean	com	parisons	
Groups	Ν	M	SD	Testing and results

RESULTS

Students (n = 222)

Beginning professionals (n = 17)

Multi-item-scales

Mean comparisons

	Fre- quency	Percent	M	SD	Testing and results
Study program					
Occupational therapy	25	11.3	5.43	0.72	Levene: $F = 2.56, p = .056$
Speech therapy	32	14.4	5.26	0.94	ANOVA
Nursing	36	16.2	5.57	0.66	<i>F</i> (3,218) = 1.37, <i>p</i> = .253
Physiotherapy	129	58.1	5.49	0.58	
Point in study					Levene: $F = 1.99, p = .160$
Middle (4th – 5th sem.)	132	59.5	5.33	0.56	t-Test: $T = 3.44$,
End (7th – 8th sem.)	90	40.5	5.65	0.72	p = .001, d = 0.47
Previous experience (profe	ssional tra	ining and/	or stud	lies)	Levene: $F = 0.07$, $p = .934$
Yes, in the health sector	52	23.4	5.62	0.66	ANOVA
Yes, in other areas	16	7.2	5.51	0.70	F(2,219) = 2.13, p = .121
No previous experience	154	69.4	5.40	0.67	1(2,21)) 2.10, p .121

	Scale Abbreviation topic	Number of items	Cronbach's alpha (α)
ISVS_1	ISVS-21 – 1st survey	21	.84
ISVS_2	ISVS-21 – 2nd survey	21	.92
RS	Connection to studies	9	.89
EZ	Experience with collaboration	12	.89
ZUS	Collaboration of professional groups	7	.68

Simple linear regressions						
Varia	ables	Pearson-	Sig.	R-squared	Effect size	
IV	DV	correlation	(p)	(R ²)	(f)	

Typology					
Type A	18	8.1	5.44	0.13	Levene: $F = 1.21, p = .308$
Type B	30	13.5	5.42	0.10	ANOVA
Type C	33	14.9	5.47	0.09	<i>F</i> (3,218) = 0.06, <i>p</i> = .982
Type D	141	63.5	5.47	0.06	

ISVS_1	ISVS_2	.648	.005	.420	.72
RS	ISVS_1	.497	.043	.247	.33
MF_E	ISVS_2	.486	.048	.236	.31
MF_H	EZ	.472	.056	.223	.29

Students (mid-studies)	132	5.34	0.64	
Students (end of studies)	90	5.65	0.68	Levene-Test: $F = 1.01, p = .387$
Professionals (after 6 month)	27	5.67	0.64	ANOVA F(3,278) = 2.46, p = .001,
Professionals (after 12 month)	33	5.69	0.73	$\eta^2 = .06$

REFERENCES (a detailed bibliography is available through the author)

3) cf. WHO 1988/2010; Freeth et al. 2005; SVR 2009; WR 2012; Sottas et al. 2013; Reeves et al. 2013; Robert Bosch Stiftung/GMA 2016; Walkenhorst 2016 4) cf.. SVG 2007; Antoni 2010; Hibbeler 2011; Reeves et al. 2013

5) cf. WHO 1988; Gilbert 2005; Frenk et al. 2010; Clark 2018; Guraya/Barr 2018

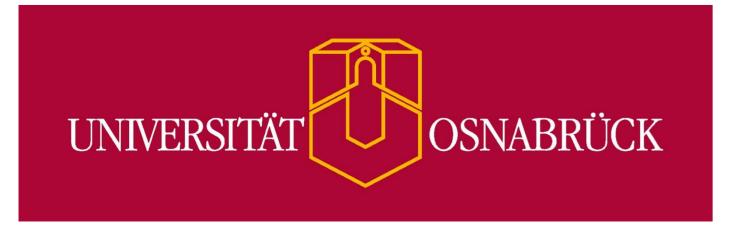
6) cf. Khalili/Orchard 2020

7) cf. Thistlethwaite 2012; Klapper/Schirlo 2016

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IV

Gefördert von der

