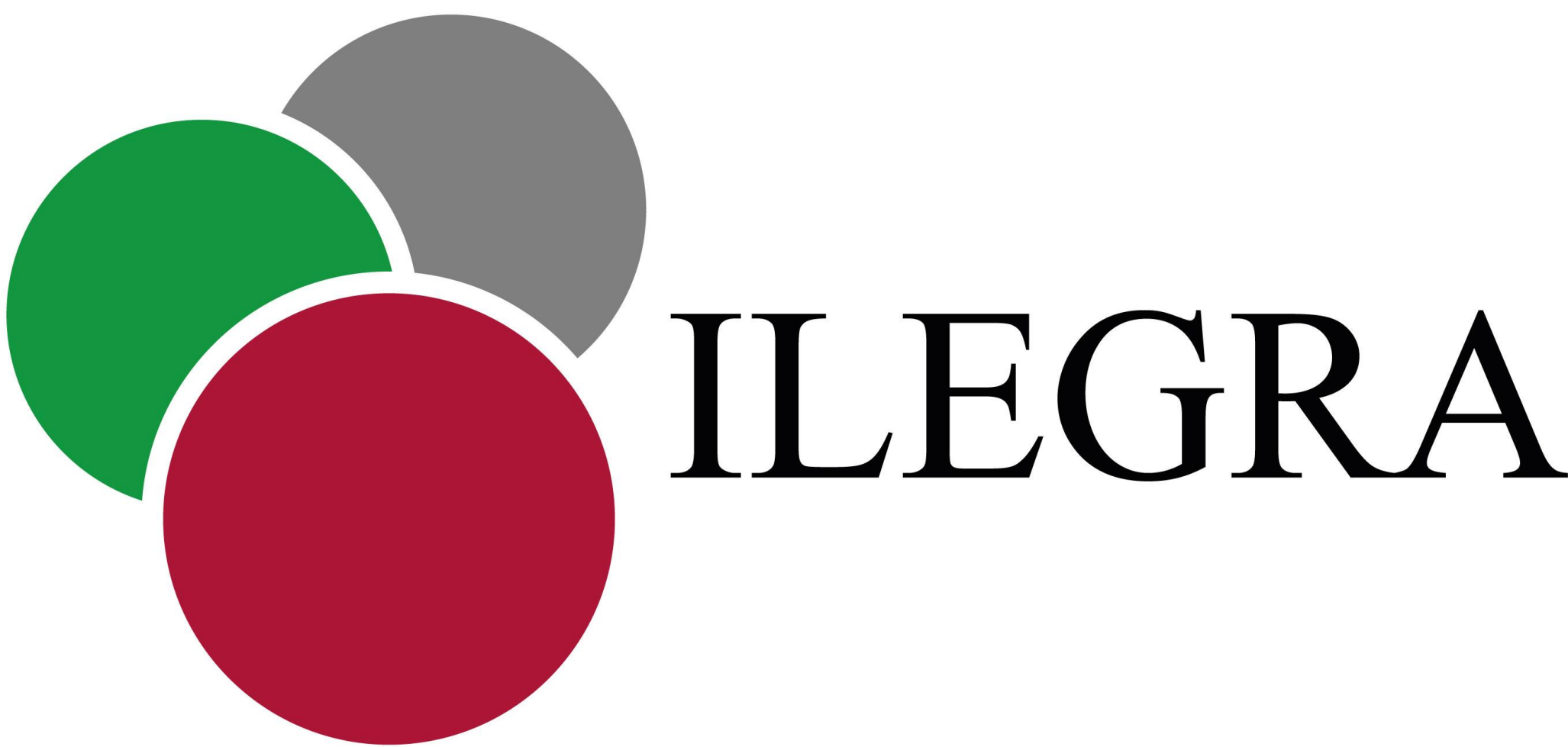


# Interprofessional learning and its consequences for interprofessional collaboration



Katrin Kunze, M.A.<sup>1</sup>

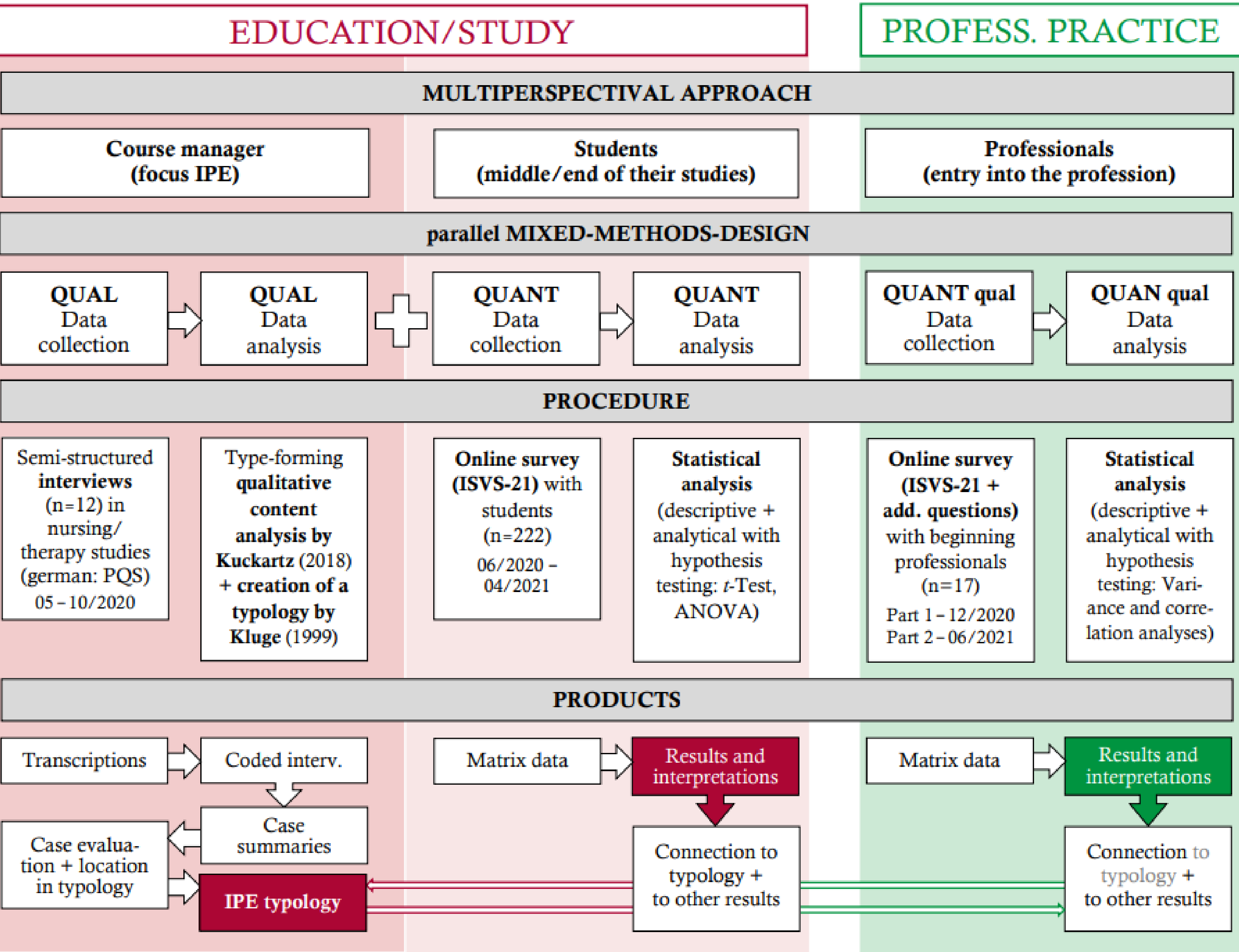
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## RATIONALE

- Increasing importance of interprofessional health care and emphasis on inter-professional learning- and work processes<sup>3</sup>
- Indicator of problems and deficits in collaboration scenarios involving health professionals<sup>4</sup>
- Interprofessional education (IPE) as a basis for the promotion of interprofes-sional collaboration<sup>5</sup>
- Assumption that experiences with IPE in college have an impact on interpro-fessional beliefs, behaviors and attitudes towards working with others<sup>6</sup>
- Deconstruction of monoprofessional educational culture and curricular implementation of IPE<sup>7</sup>

## METHODICAL APPROACH

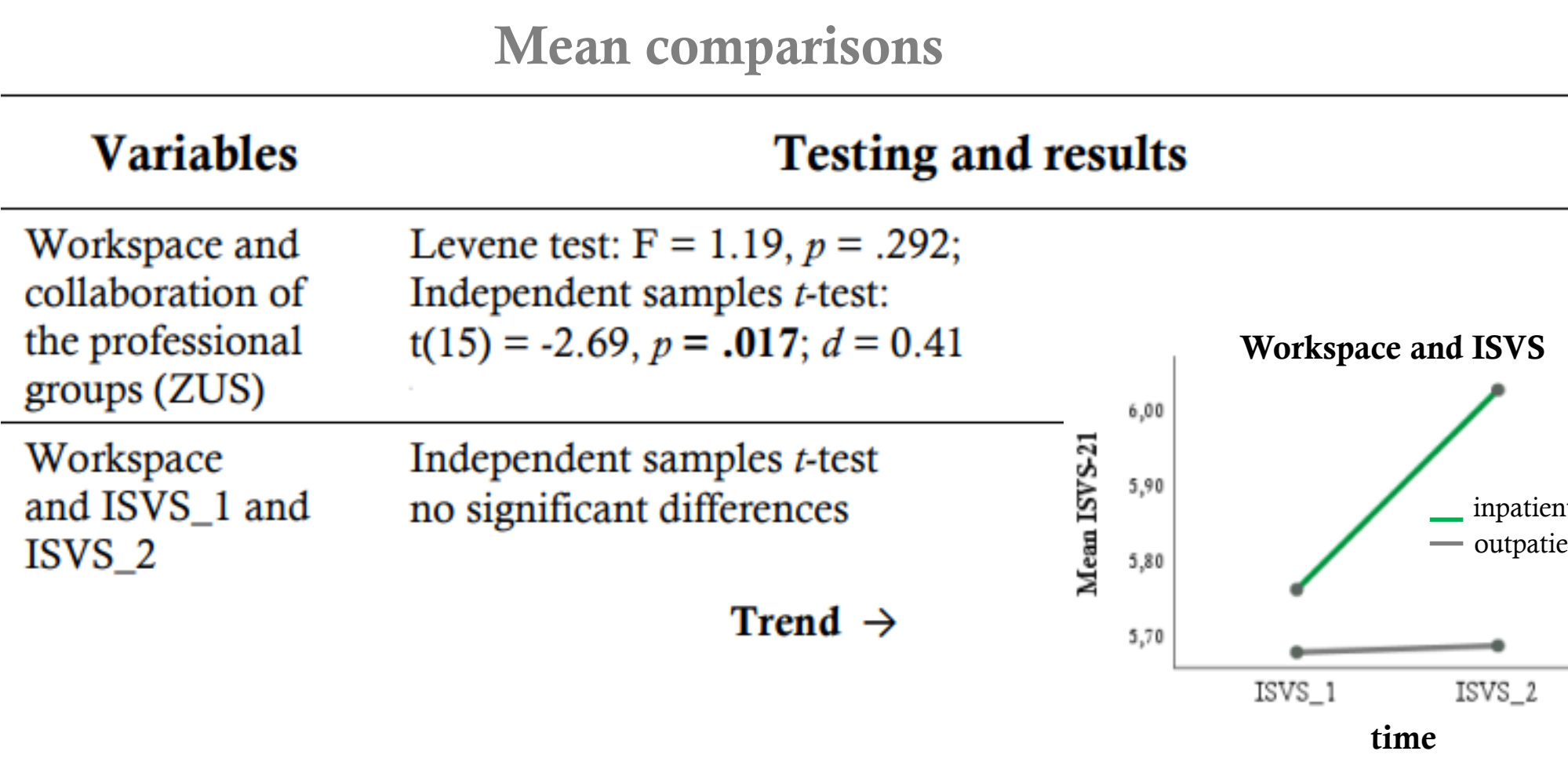


## RESULTS

Students (n = 222)					
Mean comparisons					
	Fre-quency	Percent	M	SD	Testing and results
Study program					
Occupational therapy	25	11.3	5.43	0.72	Levene: $F = 2.56, p = .056$ ANOVA $F(3,218) = 1.37, p = .253$
Speech therapy	32	14.4	5.26	0.94	
Nursing	36	16.2	5.57	0.66	
Physiotherapy	129	58.1	5.49	0.58	
Point in study					Levene: $F = 1.99, p = .160$ t-Test: $T = 3.44, p = .001, d = 0.47$
Middle (4th – 5th sem.)	132	59.5	5.33	0.56	Levene: $F = 0.07, p = .934$ ANOVA $F(2,219) = 2.13, p = .121$
End (7th – 8th sem.)	90	40.5	5.65	0.72	
Previous experience (professional training and/or studies)					
Yes, in the health sector	52	23.4	5.62	0.66	
Yes, in other areas	16	7.2	5.51	0.70	Levene: $F = 1.21, p = .308$ ANOVA $F(3,218) = 0.06, p = .982$
No previous experience	154	69.4	5.40	0.67	
Typology					
Type A	18	8.1	5.44	0.13	
Type B	30	13.5	5.42	0.10	
Type C	33	14.9	5.47	0.09	
Type D	141	63.5	5.47	0.06	

Beginning professionals (n = 17)			
Multi-item-scales			
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					
Variables	IV	DV	Pearson-correlation	Sig. (p)	R-squared (R²)
ISVS_1	ISVS_2		.648	.005	.420
RS	ISVS_1		.497	.043	.247
MF_E	ISVS_2		.486	.048	.236
MF_H	EZ		.472	.056	.223



## Students + beginning professionals (n = 282)

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

## 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

## CONTACT

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