



Undergraduate students and educators' views on interprofessional behaviour change support education in chronic disease



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Outline of the presentation



Project
overview



Background and
objectives



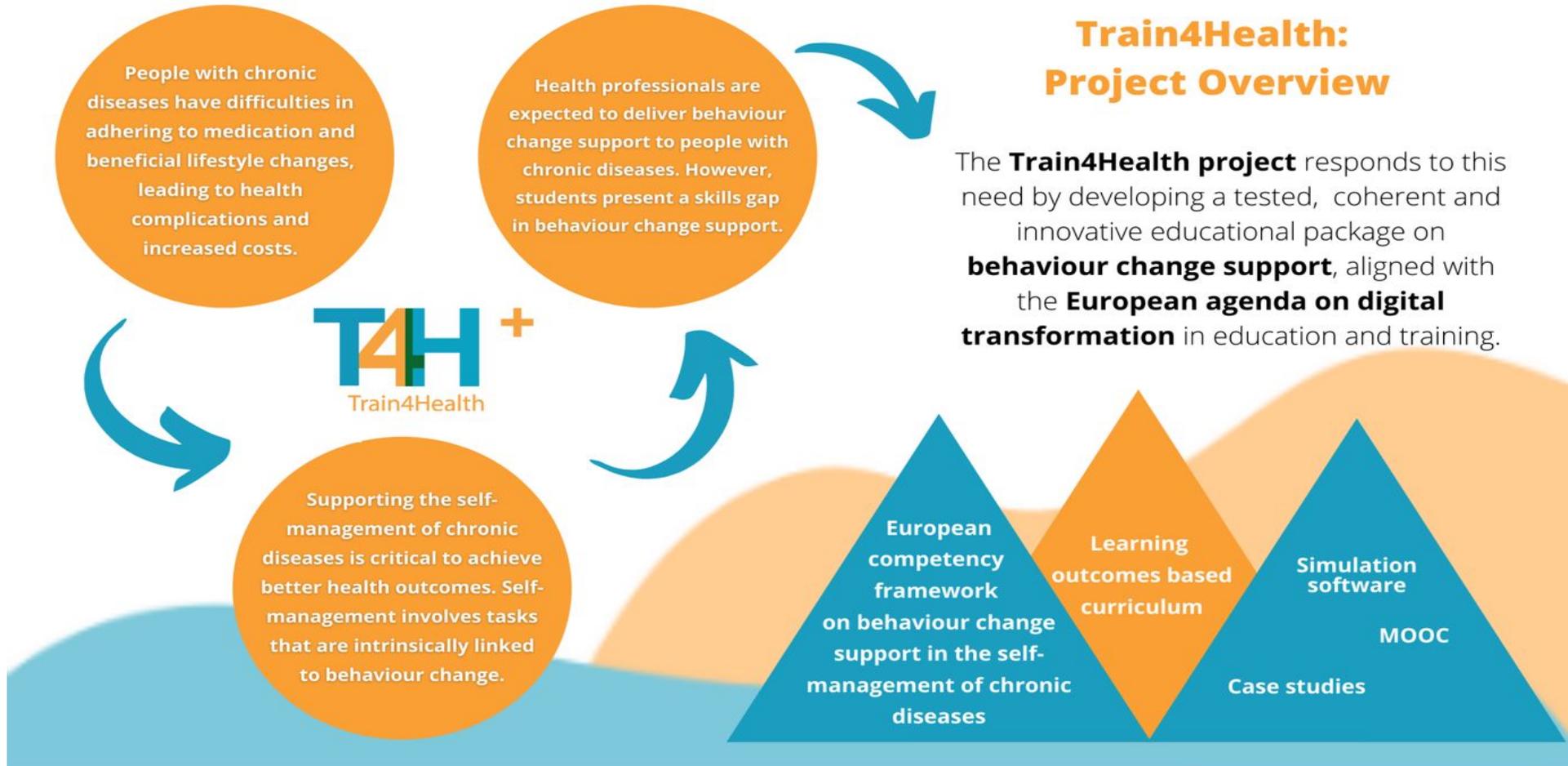
Methods



Results



Conclusion



Background



Interprofessional education (IPE), defined as students from “**two or more health/social care professions**” learning “**with, from and about each other**”, has been shown to enhance learners’ attitudes, knowledge, skills and behaviours for collaborative practice, and, to some extent, clinical outcomes
(Reeves et al., 2016)

Objective



Stakeholders' views on interprofessional behaviour
change support education in chronic disease

Methods



International **focus group study** to guide the co-production of behaviour change support educational products with stakeholders



Eight online focus groups with 39 students and **four online focus groups with 27 academic educators** from pharmacy, nursing and sport sciences, purposively selected across European countries



Each focus group was conducted in the **countries' national languages** and **recorded**



Verbatim transcripts were **thematically analysed**

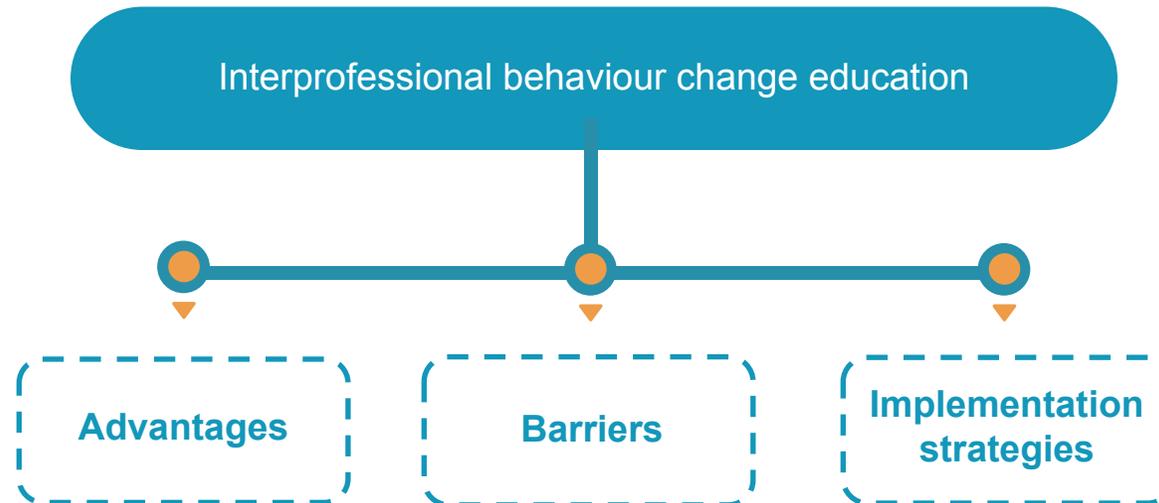


Ethical approval was granted by ESDRM

Results



Data analysis suggests that, with few exceptions, involvement of participants in IPE was still limited



Results



Advantages



Synergic
collaboration

Fostering their own role

Gaining knowledge of each
other's role

Envisaging future
teamwork



Gaining
knowledge for
practice



Patient benefit



Concerted action
among healthcare
professional

Results

According to the presage–process–product model (Reeves et al., 2016), key barriers included IPE context and teachers' characteristics:



Barriers



Limited educator's training to provide IPE

"And also the training of academic educators (...). So academic educators training is also a issue that I anticipate" [PTAEN3]



Lack of an interprofessional team of educators



Assigning a lower priority to IPE

"It is nice to combine knowledge but in the end, it is about having the skills for your own profession Pharmacist in NL is more a care provider than a medicine provider" [NLSSS1]



Curricular diversity across different disciplines



Logistics

"in these IPE, the challenge to it is how to get the different academic units from different specialties agree on a time, on a schedule, on a timetable, where the interprofessional education can be held" [EUAEP1]



Insufficient infrastructure

Results



Implementation strategies



Having common modules between different disciplines



Having academic educators from a range of disciplines



Implementing in an early stage of the learning journey



Establishing institutional partnerships

"(...) I think the co-teaching would be brilliant. I think if you had a pharmacist and a psychologist or another professional and a patient, I think each could bring their own element to the table without a huge amount of upskilling" [IriAEP1]

"Maybe a multidisciplinary task can help in introducing the other disciplines in an earlier stage of the study" [NLSSS1]

Conclusion



Overall, **interprofessional behaviour change support education** was viewed positively by students and academic educators. Barriers may be mitigated by multimodal strategies, addressing the context (e.g. “top-down” support) and educators’ characteristics (e.g. training and up-skilling).

Thank you for your attention!

Q&A



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Results



Advantages



Synergic collaboration

Fostering their own role

"Knowing the ranges of the tasks within your profession" [NLSSE2]

Gaining knowledge of each other's role

"(...) making decisions together, working in the multidisciplinary relationship. They also understand the field of action of each others. They can discuss it among themselves and see who is able to solve a specific problem" [PTAEN2]

Envisaging future teamwork

"I think that when you actually work together and you see the other perspective and the process from the other side that is actually the start of better interprofessional collaboration in the future" [EUSP8]



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