EVALUATING READINESS FOR INTERPROFESSIONAL LEARNING IN AN UNDERGRADUATE PROGRAMME FOR HEALTHCARE STUDENTS FROM 6 DISCIPLINES IN LAUSANNE, SWITZERLAND

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Context
In 2015, 5 educational and health institutions implemented a 2 days Interprofessional Education (IPE) project to bring together undergraduate students from 6 disciplines.

Aim
To explore the impact of this IPE project on the student's readiness for interprofessional learning.

Method
Pre-post design with the French validated questionnaire “Readiness for Interprofessional Learning Scale” (RIPLS).

IPE Programme
The programme combined three half days consisting plenary sessions and interprofessional team building through exercises around complex clinical situations in interprofessional groups.

Findings
Analysis was carried out on questionnaires filled in by 121 students who completed the pre- and post-test using the same pseudo (18.64% of the 649 students).

RIPLS’s subscales
The student’s readiness for IPE, using the RIPLS, can be assessed by four sub-factors, or subscales, which involve several items (Table 2).

Subscale
Teamwork and Collaboration
Negative Professional Identity
Positive Professional Identity
Roles and Responsibility
Content
Evaluates the attitude regarding the effect of shared learning with other healthcare students around clinical and communication issues.
Assesses the negative statements regarding the value of interprofessional working.
Improves communication, problem-solving and team skills by shared learning experiences.
Evaluates the student’s own roles and those of the other healthcare students.
Involved items
1,4,7,13,14,15,17,19
2.10,18
3.6,9,16
5.8,12

Discussion and conclusion
The significant results with the subscale Roles and Responsibilities confirm that participating to the IPE programme allows undergraduate students to modify their perception of their own professional roles and those of the other healthcare students. Based on the items from this subscale, we hypothesise that the students:
- assert themselves in understanding their future professional role.
- think that each profession has specific learnings.
- distinguish the roles and the responsibilities from each profession better.

Clarifying one’s own role and the role of the others as well as collaborative leadership belong to the specific competencies needed in an interprofessional approach; our results reveal that the IPE Programme at HESAV takes these competencies into account.

Bibliography
Bras et al., 2004; Bras et al., 2008; Truchot et al., 2018; Vellinga et al., 2004; Weerguv et al., 2008; Weetman et al., 2004.