

Role adjustments and identity norms affiliated with interprofessional collaboration (IPC) across DVM and MD students

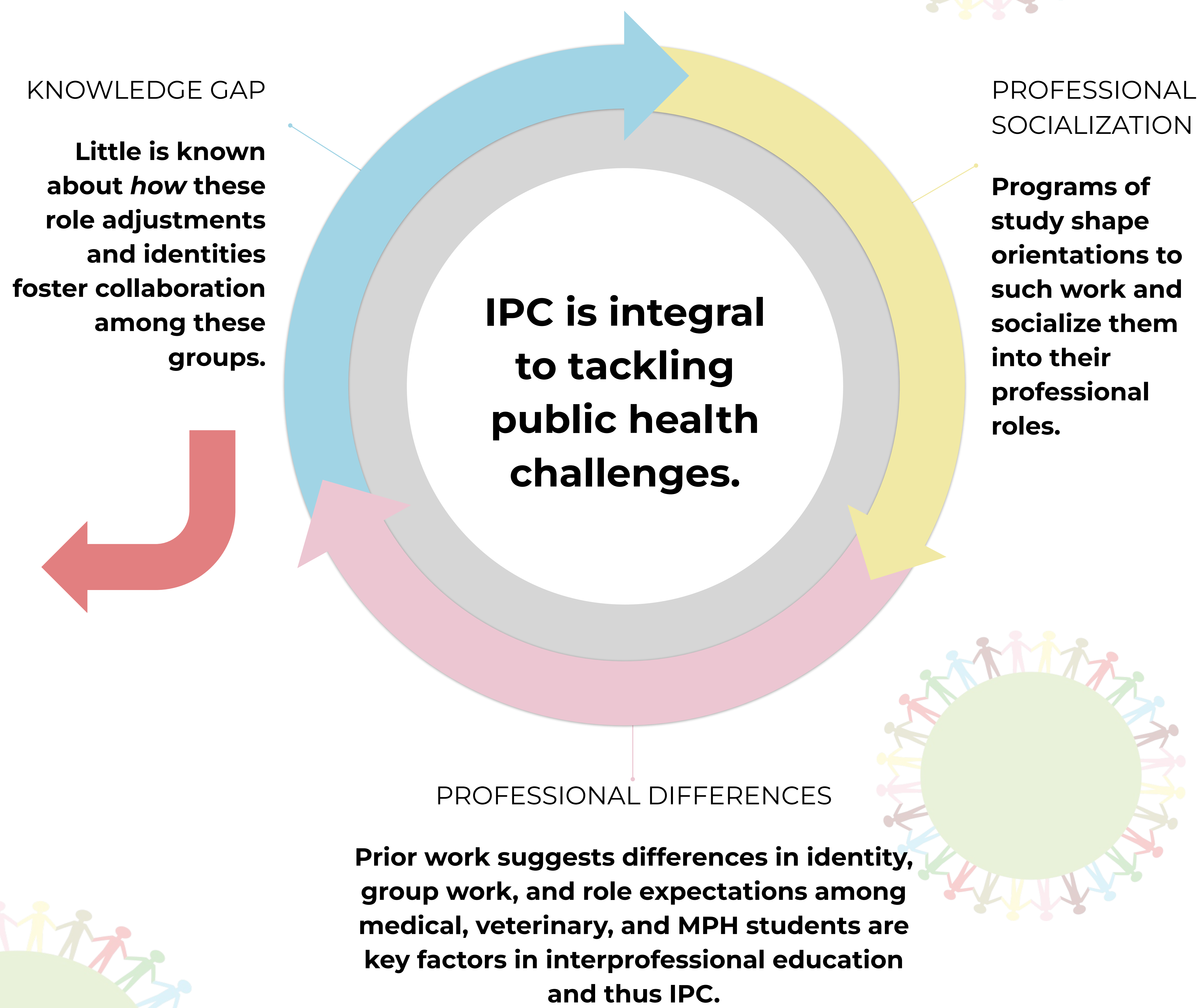
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RIPLS Preliminary Data Comparing Medical (MD) and Veterinary (DVM) Students with Two Sample t-Test with Unequal Variance

*Indicates Significance

	MD n = 3 Mean (SD)	DVM n = 14 Mean (SD)	p-value
Teamwork and Collaboration			
Learning with other students will help me become a more effective member of a health-care team	5.00 (0.00)	4.43 (0.51)	<0.01*
Patients would ultimately benefit if health-care students worked together to solve patient problems	5.00 (0.00)	4.50 (0.65)	0.01*
Shared learning with other health-care students will increase my ability to understand clinical problems	5.00 (0.00)	4.29 (0.61)	<0.001*
Learning with health-care students before qualification would improve relationships after qualification	5.00 (0.00)	4.57 (0.51)	<0.01*
Communication skills should be learned with other health-care students	5.00 (0.00)	4.29 (0.83)	<0.01*
Shared learning will help me to think positively about other professionals	4.67 (0.58)	4.43 (0.51)	0.56
For small group learning to work, students need to trust and respect each other	5.00 (0.00)	4.64 (0.50)	0.02*
Team-working skills are essential for all health care students to learn	5.00 (0.00)	4.79 (0.43)	0.08
Shared learning will help me to understand my own limitations	5.00 (0.00)	4.14 (0.66)	<0.001*
Negative Professional Identity			
I don't want to waste my time learning with other health-care students	5.00 (0.00)	4.14 (0.36)	<0.000001*
It is not necessary for health care students to learn together	5.00 (0.00)	3.86 (0.86)	<0.001*
Clinical problem-solving skills can only be learned with students from my own discipline	4.67 (0.58)	4.07 (0.83)	0.21
Positive Professional Identity			
Shared learning with other health-care students will help me to communicate better with patients and other professionals	4.67 (0.58)	4.50 (0.52)	0.68
I would welcome the opportunity to work on small-group projects with other health-care students	5.00 (0.00)	4.29 (0.73)	<0.01*
Shared learning will help to clarify the nature of patient problems	4.33 (0.58)	3.86 (0.66)	0.29
Shared learning before qualification will help me become a better team worker	5.00 (0.00)	4.07 (0.73)	<0.001*
Roles and Responsibilities			
The function of nurses and therapists is mainly to provide support for doctors	4.33 (1.15)	3.00 (0.96)	0.17
I'm not sure what my professional role will be	3.33 (1.53)	3.64 (0.93)	0.76
I have to acquire much more knowledge and skills than other health-care students	2.00 (1.00)	2.71 (1.14)	0.35



PRELIMINARY INSIGHTS

ROLES & RESPONSIBILITIES

- Highly variable subscale → mirrors the literature
- Validity of construct across professions?

FUTURE WORK

- Interviews and greater participation → impact of summer recruitment
- Think aloud for identity and role adjustment to illuminate how orientations and norms around identity and roles across professions impact interpretation of IPC

POSSIBLE OUTCOMES

- Greater understanding of tacit norms can help better shape IPE programs to improve IPC

ENGAGEMENT

- What factors are most influential in how you see yourself as a professional? What about other professionals?
- How do we keep our personal and professional identities separate?
- How might personal and professional identities both impact how we collaborate?

Acknowledgements

A huge thank you to Dr. Hancock for being a supportive collaborator and mentor, the University of Missouri VRSP for fostering student research, and Boehringer Ingelheim for making this program possible.

I would also like to acknowledge and thank all student participants in this project for their time and efforts.

Student stipend is supported by an endowment established by IDEXX-BioAnalytics.