

Extrinsic and Intrinsic Elements that may Impact Students' Perceptions of and Willingness to Internalize Interprofessional Education Program Goals

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ABSTRACT

An increasing number of health profession education institutions are constructing and implementing Interprofessional Education (IPE) programs. Various evaluative efforts are therefore underway to explore students' perceptions of these programs, nuances of the interdisciplinary interactions within programs, and the potential long-term impact of these programs on students' mentality towards team-based, collaborative care. This study, however, examines how elements specific to *and* outside of an IPE program may impact students' perceptions of the program and their willingness to engage with prominent aims and goals of IPE. In-depth, semi-structured interviews were conducted with 16 students from varying disciplines at the end of years one and two of a 2-year IPE program. Data were analyzed utilizing a multi-step inductive and deductive process to identify consistent patterns in students' perceptions of and attitudes toward the program from year one to year two. The data show that although students felt they understood the value and importance of interprofessionalism and team-based care, there were elements that were intrinsic (assignments, time constraints, level of accountability) and extrinsic (anticipatory socialization, lack of professional identity) to the IPE program that impacted their perceptions of the program, and that these perceptions, in turn, affected their level of commitment to the program. Further examination of these factors suggests that students struggled specifically with how their program negotiated: a.) fostering understanding of each specific discipline/profession as well as advocating for team-based care, and b.) the informal vs formal nature of the program. The findings of this study shed a valuable new light on how elements related to an IPE program's structure and implementation as well as factors outside of the program may affect and influence the acculturation of person-centered team-based care.

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