Professional and Interprofessional Identity on the interprofessional learning ward

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Introduction

- Strong professional identity is associated with higher quality of care[1]
- Professional identity and readiness for interprofessional learning are correlated[2.]
- Relationship between professional identity and interprofessional identity is unclear[3.]
- **Research question:** What is the development of professional and interprofessional identity after internship on an interprofessional learning ward at Rehabilitation Center Friesland?

Definitions

Professional Identity (PI)
Is a social identity consisting of three aspects: belonging, commitment and beliefs[4.]

Interprofessional Identity (IPI)
A robust cognitive, psychological and emotional sense of belonging to an interprofessional community, necessary to achieve shared context-dependent goals[5.]

Method

- Design-based and action research
- Mixed method:
    - Quantitative; IPI: Extended Professional Identity Scale (EPIS[6)] and PI: Three Factor Model of Social Identity (TFMSI)[7], measured at baseline (T0), week 8 (T1) and week 18 (T2) of 20-week internship.
    - Qualitative: focus group meetings exploring interprofessional learning experiences and identity change.
- Sample: bachelor and vocational students nursing, bachelor students occupational therapy, speech therapy, physiotherapy, management of care and facility management.

Results (preliminary)

Eight students completed the EPIS and TFMSI and attended two focus group sessions.

Professional Identity:
- Ceiling level baseline scores.
- Mean scores evolved from 4.9 (.46)(T0), 4.8 (.50)(T1) to 5.0 (.77)(T2).
- Highest scores for student nursing, management of care and speech therapy.
- Strongest increase in student facility management and student nursing (vocational level).
- Decline in student occupational therapy (1 point).
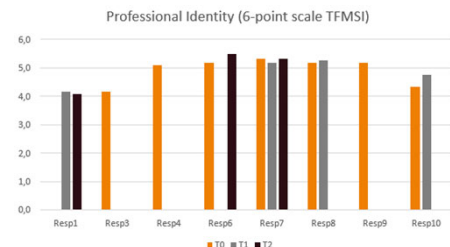- No change in end score in student management of care.

"I felt proud and challenged conducting the meeting with the third-party CEO. I never did this before. This was beneficial for me" (student facility management).

Professional Identity (6-point scale TFMSI)

Interprofessional Identity
- Ceiling level baseline scores
- Mean scores evolved from 4.0 (.34)(T0) to 4.3 (.26)(T1) and 4.3 (.22)(T2).
- Highest scores for student nursing (vocational level), management of care and speech therapy.
- Increase in student nursing (vocational level), management of care and speech therapy.
- Decrease in student facility management and occupational therapy.

Interprofessional Identity (5-point scale EPIS)
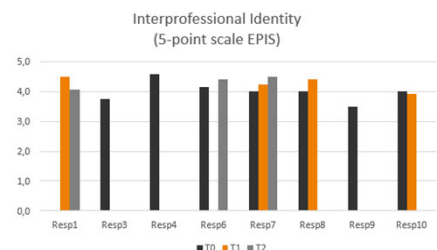
"I became less of a soloist. In first-line internship I would have focused on my own thing. The interprofessional setting draws you into what is important for other professions and client's goals" (student physiotherapy).

Conclusion (preliminary)
- Both identities showed relative small changes. Ceiling level baseline scores and small sample size are possible explanations.
- Students valued interprofessional collaboration.

Discussion
- Statistical limitations due to small sample size.
- Challenging: how to explore the construct 'identity' in focus groups?
- Fitting the design to assess the influence of *only* the learning intervention.

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Refrences

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