

Public Abstract

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Title:How and in what context do osteopathic medical students learn about interprofessional practice

The purpose of this mixed method design study was to explore how and in what context osteopathic medical students learn about interprofessional practice. Sixteen students participated in the qualitative portion of the study and 329 in the quantitative portion.

The qualitative findings described the students'™ experiences of interdisciplinary interactions, their observations of and experiences with physicians and other health care providers, and their experiences in and learning from a community-based, geriatrics-focused house calls program. The quantitative findings described the attitudes of students before and after the program. Based on the quantitative data, students enter osteopathic medical school with (a) generally positive attitudes about the value of teamwork as a contributor to quality of patient care, (b) some concerns about the effort required to develop and maintain effective teams, (c) reservations about sharing leadership in the team, and (d) relative confidence about their teamwork skills. Post-program data showed statistically significant positive change in attitudes about the value of teamwork, efficiency of teams, and teamwork skills.

Both quantitative and qualitative results contributed to understanding students'™ expectations of their role and the roles of other providers on the team. Principles from intergroup contact theory and a knowledge creation metaphor provided a framework for considering students'™ reflections of their interdisciplinary teamwork experience. As a result of the program, students'™ expressed awareness of the importance of diversity of skills, communication, and teamwork were increased.