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Title:

Predilections of Allied Healthcare Professionals Toward an Ideal Interprofessional Education Model via Conjoint Analysis

Maria Julita S. J. Sibayan, PhD, MAN, RN¹

Michael Joseph Diño, PhD, MAN, RN, LPT²

Raymond C. Caagbay, PhD, MSN, RN¹

Joyosthie B. Orbe, PhD, MSN, RN¹

(1)Our Lady of Fatima University, Valenzuela City, Philippines

(2)Research Development and Innovation Center, Our Lady of Fatima University, Valenzuela City, Philippines

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Session Title:

Rising Stars of Research and Scholarship Invited Student Posters

Slot:

RS PST1: Sunday, 17 November 2019: 11:45 AM-12:15 PM

Applicable Category:

Clinical, Academic

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Abstract Summary:

This study delves into the proclivity of medical and paramedical professionals towards a curricular program that would concretize and strengthen interprofessional collaboration in practice utilizing Conjoint Analysis. Five attributes namely Content, Participants, Setting, Teaching Methods, and Format served as domains for preferences. An IPE model was developed based on results.

Content Outline:

Predilections of Allied Healthcare Professionals Towards an Ideal Interprofessional Education Model Via Conjoint Analysis

1. INTRODUCTION:

Competent and equipped healthcare professionals for the demands of the future is the main thrust and goal. To meet the objective, academic reform should be undertaken to allow and facilitate a

multiprofessional and interprofessional partnership and collaboration which in turn would break silos and profession centrism that has long been identified as an obstacle in collaborative patient care.

1.1 Aim and Objective

1. Recognize the preferences of medical and paramedical professionals of what IPE should be
2. Design an IPE model based on this preferences.

2. LITERATURE REVIEW

2.1 Interprofessional Education

1. Interprofessional education is schooling that occurs between two or more professions that learn with, from and about each other to enable effective collaboration improving health outcomes.
2. Three components elucidated from Interprofessional Education for Collaborative Patient-Centered Practice (IECPCP) in the same study, emphasized 3 IPE components namely: 1.) socializing health care professionals to work together; 2.) developing mutual understanding and respect for various disciplines, and 3.) imparting collaborative practice competencies.

2.2 Attributes of IPE

1. Based on the literature, attributes that make IPE and its corresponding levels are as follows:
Content- based on basic IPE concepts or IPE Basic concepts and Skills
2. Participants- undergraduate, post-graduate, combination of undergraduate and post-graduate
3. Setting- Interpersonal or Virtual
4. Teaching Methods- Expository or Exploratory
5. Format- Course or Module

2.3 Theoretical Framework

This study is anchored on three theoretical frameworks namely,

1. Baldrige Excellence Framework which is a system perspective that understands and reviews an organizations performance to better improve outcomes.
2. Constructivism Theory which remains to be foundational in education and focuses on how knowledge and learning is assimilated with experience.
3. Peplau's Interpersonal Relationship Model that encompasses bonding, integrating, differentiating, and circumscribing, all of which are achieved and best addressed by an interprofessional learning model, the very goal of IPE.

3. RESEARCH METHODOLOGY

This study intends to elicit preferences based on a short list of attributes whilst estimating degree of relative importance of these attributes.

1. Conjoint Analysis was employed to analyze data on preferences.

2. Orthogonal Array was utilized to elucidate the validity and applicability of the attributes that define IPE.
3. Eligibility criteria required participants to be duly licensed professionals who are engaged in the academe for at least a year.
4. Conjoint Cards based on attribute combinations are sorted and ranked.
5. 2 countries namely Thailand and Philippines served as locales, 3 higher education institutions that serve both undergraduate and post graduate learning conducting annual international and multidisciplinary conference.
6. Data was gathered between October 2017-March 2018.
7. Descriptive statistics, Pearson R and Kendall's tau determined respondent profiles as well as preferences and relative importance of attributes.
8. Pearson R=0.919, p=0.001; Kendall's tau=0.714, p=0.007; Kendall's tau for Holdouts=1.000, p=0.059

4. **FINDINGS**

1. 3 international universities served as venues.
2. 100 respondents from 25 countries took part in the study.
3. 7 medical and paramedical professions were represented in the study.
4. Setting is the major factor considered when choosing an IPE program with a relative importance of 43.7%. Specifically, Interpersonal setting is preferred over one done on a virtual platform.
5. Content has a relative importance of 15.8%. Basic concepts and skills is most preferred as content.
6. Teaching methods has a relative importance of 14.5% with preference for exploratory methods.
7. Participants have a relative importance of 13.1%. It is noticeable that combination of undergraduate and graduate/professional participants (0.107) was preferred more than just undergraduate (0.027) or graduate/professional (-0.133) participants only.

5. **DISCUSSION and CONCLUSION**

1. Interprofessional education will promote interprofessional learning and partnerships among medical and paramedical professionals improving the quality and efficiency of patient care.
2. This research captures the stakeholders perspective making the findings and its product highly likely to be adopted as it was the stakeholder's preferences that serve as basis for the innovation.
3. The Framework for Action on Interprofessional Education and Collaborative Practice outlined interprofessional education (IPE) as schooling that occurs between two or more professions that learn with, from and about each other to enable effective collaboration improving health

outcomes (Kanji, Lin, & Krekoski, 2017) (Paterno & Opina-Tan, 2014) (Rhodes, 2016) (WHO, 2010).

4. Herath et.al (2017) highlighted that a common structured curriculum, discipline, and practice model will shape the standards for a global IPE program which will be integral to the development of effective health education policies. This is the gap that this research aspires to fill.
5. The model will serve as a benchmark for a program to be implemented on the Philippine context in line with the ASEAN Integration which is currently being implemented and embraced.
6. The most preferred IPE program is one that teaches both basic concepts and skills composed by a mix of undergraduate and graduate participants in venue-based settings through exploratory teaching methods and taken as a course.
7. Interpersonal learning opportunities between and among professions of varied levels of competence fosters collaborative practice.
8. More extensive sample from other geographic locations are desired.
9. A survey based conjoint maybe done to elucidate other preferences that were not included in the study.
10. This study may be conducted involving other disciplines where interprofessional collaboration is expected.
11. The model derived should be tested and evaluated for applicability through a feasibility study.

Topic Selection:

Rising Stars of Research and Scholarship Invited Student Posters (25201)

Abstract Text:

INTRODUCTION: To engender competent and equipped healthcare professionals, a working educational system that allow and facilitate multiprofessional and interprofessional partnership should be in place to foster and deliver better outcomes by effectively and efficiently enhancing the quality of healthcare education. Interprofessional Education is a learning and teaching approach that allow two or more healthcare professions to learn with, from and about each other. To meet the objective, academic reform should be undertaken that encompasses silos, profession centrism, and medical privilege that has long been identified as obstacles in collaborative patient care. Recognizing the stakeholders perspective and preferences would yield an interprofessional education program that would cater to this need.

OBJECTIVES: The primary goal of the study is to establish this educational reform on the context of exploring the predilections of the stakeholders of healthcare towards interprofessional education as a pedagogical approach so that it may serve as a basis for a curricular program in keeping with the challenges of ASEAN integration.

METHODS: The research utilized Conjoint Analysis (CA) in the process of collecting and analyzing data as it elicits preferences while allowing estimation of relative importance of attributes identified based on

literature which was short listed for validity and applicability via Orthogonal Array (OA). CA was conducted using of conjoint cards which was sorted and ranked accordingly by the research sample. Descriptive statistics were applied to further explore attributes and respondent characteristics. For the investigation, two countries served as study locale. For both locales, a higher education institution that delivers undergraduate and post graduate education that sponsored and conducted an annual international and multidisciplinary research conference provided the venue. Medical and paramedical professionals coming in from various countries in Asia and the Pacific who attended and participated during the international conferences both held in Thailand and in the Philippines respectively, served as subjects to the study. Data gathering was conducted between the months of October 2017 to March of 2018. Purposive and convenience sampling was utilized for this research initiative. Eligibility criteria required participants to be duly licensed professionals who are engaged in the academe for at least a year.

RESULTS: The corpus of data was gathered from a total of 100 participants of which seventy-three (73) are female and twenty-seven (27) are male. The research population represented twenty-five (25) Asia-Pacific countries namely Philippines, Ghana, Haiti, Indonesia, Kenya, Liberia, Malaysia, Myanmar, Papua New Guinea, South Korea, Senegal, Thailand, Zimbabwe, Rwanda, Argentina, Canada, China, Ethiopia, Seychelles, India, Angola, Malawi, Colombia and Australia. A total of 7 medical and paramedical professions took part which was constituted by doctors, dentist, nurses, public health professionals, medical technologists, nutritionists, and psychologists. Conjoint Analysis revealed that the most preferred interprofessional education program is one that teaches both basic concepts and skills as content, composed by a mix of undergraduate and graduate participants in a venue-based setting to facilitate interaction and collaboration through exploratory teaching methods which is to be taken as a course. It was also highlighted that among the five attributes of interprofessional education, Setting is the major factor considered when choosing an IPE program with a relative importance of 43.7%. Specifically, interpersonal setting is preferred over one done on a virtual platform. It is then followed by content with a relative importance of 15.8%. Basic concepts and skills is most preferred as content. Teaching methods has a relative importance of 14.5% with preference for exploratory methods. Participants have a relative importance of 13.1%. It is noticeable that combination of undergraduate and graduate/professional participants (0.107) was preferred more than just undergraduate (0.027) or graduate/professional (-0.133) participants only. Format had the least importance with 12.8% importance of which course was the preferred factor level.

CONCLUSION: This project was undertaken to develop an interprofessional education program model by exploring the preferences of the stakeholders of healthcare. This research captured the stakeholders perspective making the findings and its product highly likely to be adopted as it was the stakeholder's preferences that served as basis for the innovation. The results of this study indicate that a well-designed interprofessional program that would reinforce and facilitate interpersonal learning, growth, and collaboration within and multi-disciplined medical and paramedical multilevel learners is most preferred. Based on these results, a model for interprofessional education was conceptualized which illustrates the interrelatedness of IPE and its attributes as it fits in the Baldrige framework for performance excellence as it is conjoined by the Interpersonal Relations Theory. Interpersonal learning opportunities between and among professions of varied levels of competence fosters collaborative practice. The model will serve as a benchmark for a program to be implemented on the Philippine context in line with the ASEAN Integration.