Preparing Students for Interprofessional Collaboration: A Grounded Theory Study.

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OBJECTIVE

To explore and understand the process of preparation for IPC put in place by clinical tutors and students of the various professions involved in IPE experiences, to enhance their professional role and become proactive members of a team.
METHODOLOGY

A constructivist grounded theory approach. (Charmaz 2014)

SETTING

The University of Applied Sciences and Arts in Southern Switzerland – SUPSI.
Undergraduate students of Nursing; Physiotherapy; Occupational therapy.
52 ECTS using interprofessional education.
PARTICIPANTS

Inclusion criteria

Students:
• third year undergraduates.

Clinical Tutors:
• regularly supervised students for at least two years.

Maximum Variation Sample

✓ Age, previous professional experience, previous education.
✓ Age, professional experience, how long they have supervised students.

10 students: 3 nursing students
3 occupational therapy students,
4 physiotherapy students.

7 clinical tutors: 2 nurses, 2 physiotherapists, 3 occupational therapists.
DATA COLLECTION

From December 2015 to July 2016.

With:

- Semi-structured interviews with participants (n. 23; average time 47 minutes).

- Participant observations (n. 3; average time 4 hours).

- Consultation of documentation.
The analysis was conducted through a coding process (Charmaz 2014). Data was analyzed and coded using constant comparative analysis with the support of Nvivo 10® Software.
ETHICAL CONSIDERATIONS

The study received the favourable opinion of the local Ethics Committee on the 30th November 2015.

Participants were asked to provide a written consent after being informed about the purposes and characteristics of this study.

All data collected through this study were kept strictly confidential.
THE RESEARCH PROCESS

**Phase 1**
- **Initial Coding**
  - 17 interviews
  - 35 nodes
  - 2333 references

**Phase 2**
- **Focalised coding**
  - 6 focused interviews
  - 35 nodes
  - 3 participant obs
  - 7 macro cat.
  - 28 cat. S
  - 8 macro cat.
  - 27 cat. T

**Substantive Theory**
- **Theoretical coding**
- **Practicing contextual models of interprofessional care**

**December 2015**

**July 2016**
8 Macro-categories

4 Key macro-categories:
• negotiating the start of the training;
• meeting in the clinical placement;
• recalibration;
• collaborating with each other.

They interact and correlate with other 4 macro-categories:
• living in their own world;
• understanding personal characteristics;
• observing interprofessional collaboration;
• acting in the organization.
Macro-category 1: Negotiating the start of the training program

• This negotiation takes place in a meeting between the student and the tutor.

• The student and his/her tutor get to know each other.

• The tutor proposes to the student a program to follow together.

• At this point, the personalization of the program is very clear.

«She has a clear idea of what program to follow together! At our first meeting she proposed a program we could follow together, but she also explained that she would change it if I wanted to achieve a different goal or I identified a different priority along the way. I saw that she knew exactly what to do thanks to her experience... Although for me, the most important thing was that the program was tailored to my needs.»
Macro-category 2: Meeting in the clinical placement

- Meeting between students and professionals in clinical placement: knowledge, meet with / confrontation.
  - Tutor tries to promote the rapport: student – professionals.

- Students and tutors are confronted with facilitators and barriers of interprofessional collaboration.

- The role of patients and family members within this meeting in the clinical placement.
  - The role of the patient mostly observed / described by the student.

- How to deal with the patient ... “advocacy needs”? 
Macro-category 3: Recalibration

- Students and tutors are confronted with the need to change: towards professionals, towards patients, towards IPC.
  - Awareness.

- Reflections shared by tutors and students on that program, tutor vs. student expectations, goals achieved by the student and interactionism developed.

- Together: this interaction is fundamental "together".

- Reflections starting from emotions and moods experienced by both.

- Need for a new mindset.

- The tutor leads, helps the student to find the way to interact with other actors and build together IPC.
Macro-category 4: Collaborating with each other

- Caring for each other: is the purpose of the process! The student, with the tutor’s support, seeks collaboration within the team to meet patients’ needs by adapting the responses to the person and the context in which he/she is acting.

- Understanding each other.

- Interacting with each other.

- Communicating with each other.

- Speaking a common language.
Macro-category 5: Living in their own world

- The tutor and the student live in their own world, a world that has given an important imprint to their “self.”

- The tutor's world regarding the relationship with the student: preparation on how to train/supervise a student. Training about IPC, changes related to the profession and tutor role.

  The tutor "struggles" to speak about him/herself!

- The student's world is related to:
  - Their learning experience at school and clinical placement.
  - How IPE influenced their education program.
  - Their ideas.
  - Their expectations and views for the future, the school and team.
Macro-category 6: Acting in the organization

- Tutors and students are parts of an organization.
- The influence of the organization on the collaboration between professionals.
- Different organizational aspects.
- Influence of staff mix.
- Influence of skill mix.
Macro-category 7: Understanding personal characteristics

- Moral values.

- Different competencies.

- Level of education.

- Young vs mature.

- Features of: Student.
  Tutor.
  Professionals.
  Patient / family.
Macro-category 8: Observing interprofessional collaboration

- Keep in mind how IPC in the organization is: defined, considered, valued, or not valued.
- Reflections of students and tutors on IPC.
- What favors IPC.
- What hinders IPC.
THE SUBSTANTIVE THEORY: PRACTICING CONTEXTUAL MODELS OF INTERPROFESSIONAL CARE

Acting in the organization

NEGOTIATING THE START OF TRAINING

MEETING IN THE CLINICAL PLACEMENT

RECALIBRATION

COLLABORATING WITH EACH OTHER

Living in their own world

Understanding personal characteristics

Observing IPC
DISCUSSION

Key steps of the definition of the theory:

- To identify the path that leads students to build their own professional identity and to define their role within the interprofessional team.
- To enhance the interaction between student and tutor in this path.
- To define the concept of “health care team”.
- To define the concept of “team care models”.
- To be clear that clinical practice and organizational context have a strong impact on this path.
DISCUSSION

The substantive theory "Practicing contextual models of interprofessional care" developed from these concepts and their interaction and linkage, provides a unique and consistent interpretation framework for all the categories found in the data coding data process obtained from the three sources used.
CONCLUSION

This theory allows us to understand the complex process engaged by students and tutors in order to build the students’ professional identity and to prepare them for collaboration with other professionals.
CONCLUSION

The fundamental concepts that emerged from this study include:

- the way professional identity is built and the role of the student in the team;
- the student-tutor relationship that develops and consolidates throughout the process;
- the relationship with patients and families as well as with other professionals.

These are all concepts that are integrated with one another when building models of interprofessional care in a specific context.
thank you