



# Professional and Interprofessional Identity on the interprofessional learning ward

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## Introduction

- Strong professional identity is associated with higher quality of care<sup>1</sup>
- Professional identity and readiness for interprofessional learning are correlated<sup>2</sup>
- Relationship between professional identity and interprofessional identity is unclear<sup>3</sup>.
- **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<sup>4</sup>.



### Interprofessional Identity (IPI)

A robust cognitive, psychological and emotional sense of belonging to an interprofessional community, necessary to achieve shared context-dependent goals<sup>5</sup>.

## Method

- Design-based and action research
- Mixed method:
  - Quantitative; IPI: Extended Professional Identity Scale (EPIS<sup>6</sup>) and PI: Three Factor Model of Social Identity (TFMSI)<sup>7</sup>, 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:

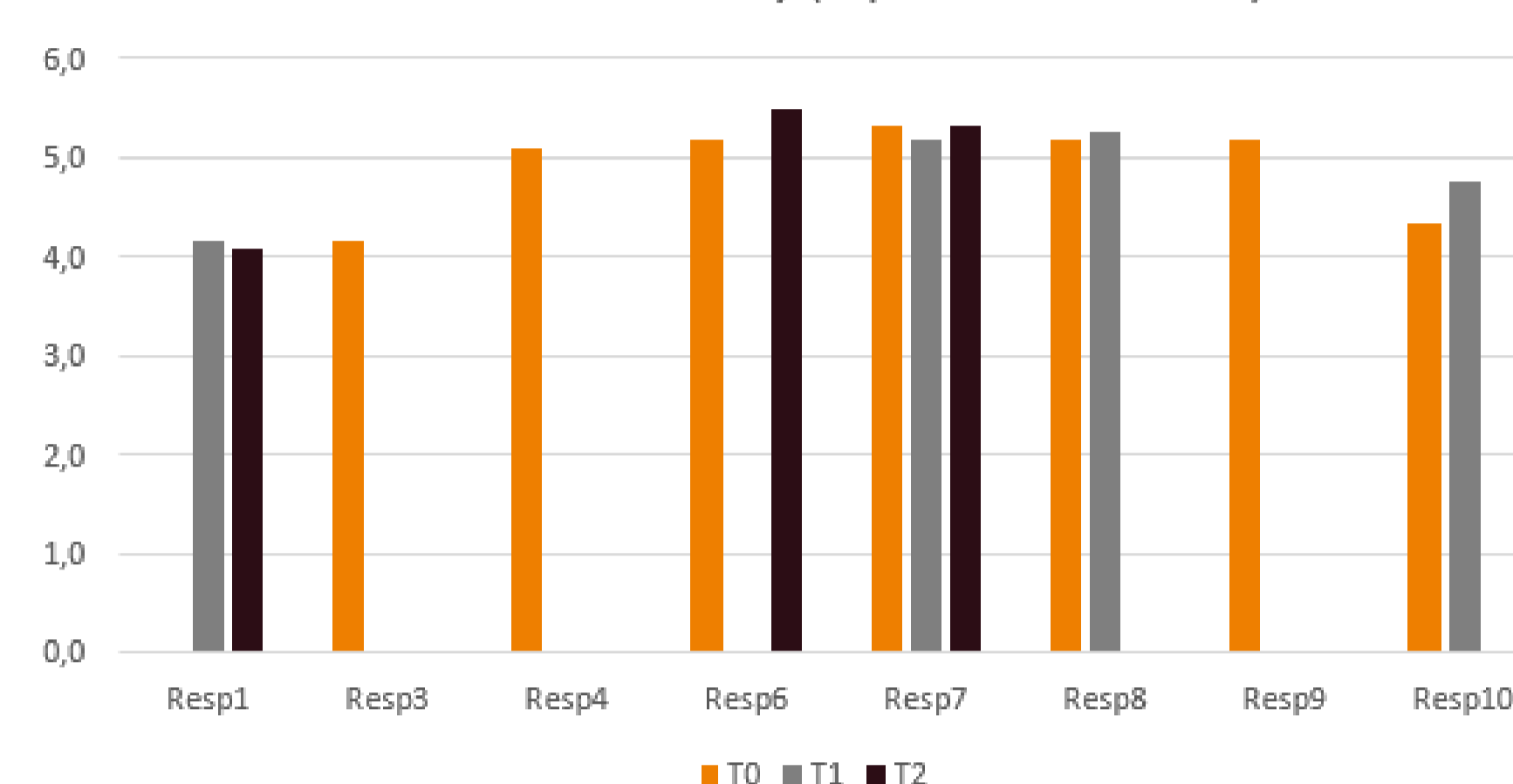
- Ceiling level baseline scores.
- Mean scores evolved from 4.9 (.46)(T0), 4.8 (.50)(T1) to 5.0 (.77)(T2).
- Highest scores for student nursing, management of care and speech therapy.
- Strongest increase in student facility management and student nursing (vocational level).
- Decline in student occupational 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).

### References

1. Manojlovich & Ketefian, Rasmussen et al. (2018), Molleman & Rink, Holden et al., Veenstra, (2020). 2. Hind et al. (2003). 3. Tong (2021). 4. Barbour & Lammers (2015), Liao et al. (2015). 5. Tong et al. (2020). 6. Reinders et al. (2020). 7. Cameron (2004).

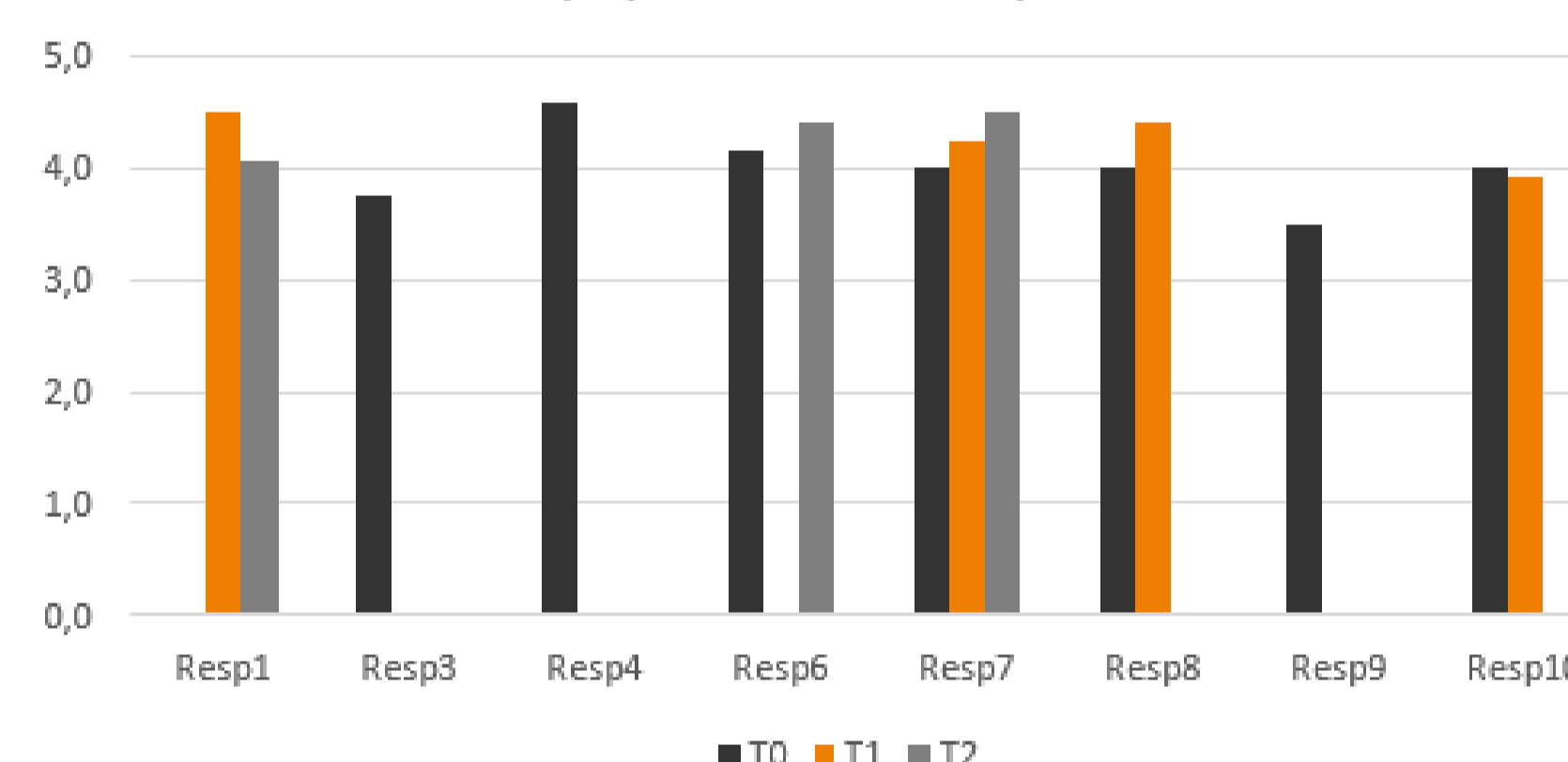
Professional Identity (6-point scale TFMSI)



## 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.

## Supervisors

- Prof. Evelyn Finnema, promotor.
- Dr. Hans Drenth, copromotor.
- Dr. Jan-Jaap Reinders, copromotor.
- Dr. Joost Hurkmans, daily supervisor.



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