



Professional and Interprofessional Identity on the interprofessional learning ward

Lourens van der Weerd^{1,3} Hans Drenth¹, Jan-Jaap Reinders¹, Joost Hurkmans², Evelyn Finnema³

1. Research group Healthy Ageing, Allied Health Care and Nursing, Hanze University of Applied Sciences Groningen, The Netherlands

2. Rehabilitation centre "Revalidatie Friesland", The Netherlands

3. Research Institute SHARE, University Medical Centre Groningen, University of Groningen, The Netherlands

Introduction

- Strong professional identity is associated with higher quality of care¹
- Professional identity and readiness for interprofessional learning are correlated²
- Relationship between professional identity and interprofessional identity is unclear³.
- **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 beliefs⁴.



Interprofessional Identity (IPI)

A robust cognitive, psychological and emotional sense of belonging to an interprofessional community, necessary to achieve shared context-dependent goals⁵.

Method

- Design-based and action research
- Mixed method:
 - Quantitative; IPI: Extended Professional Identity Scale (EPIS⁶) 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:

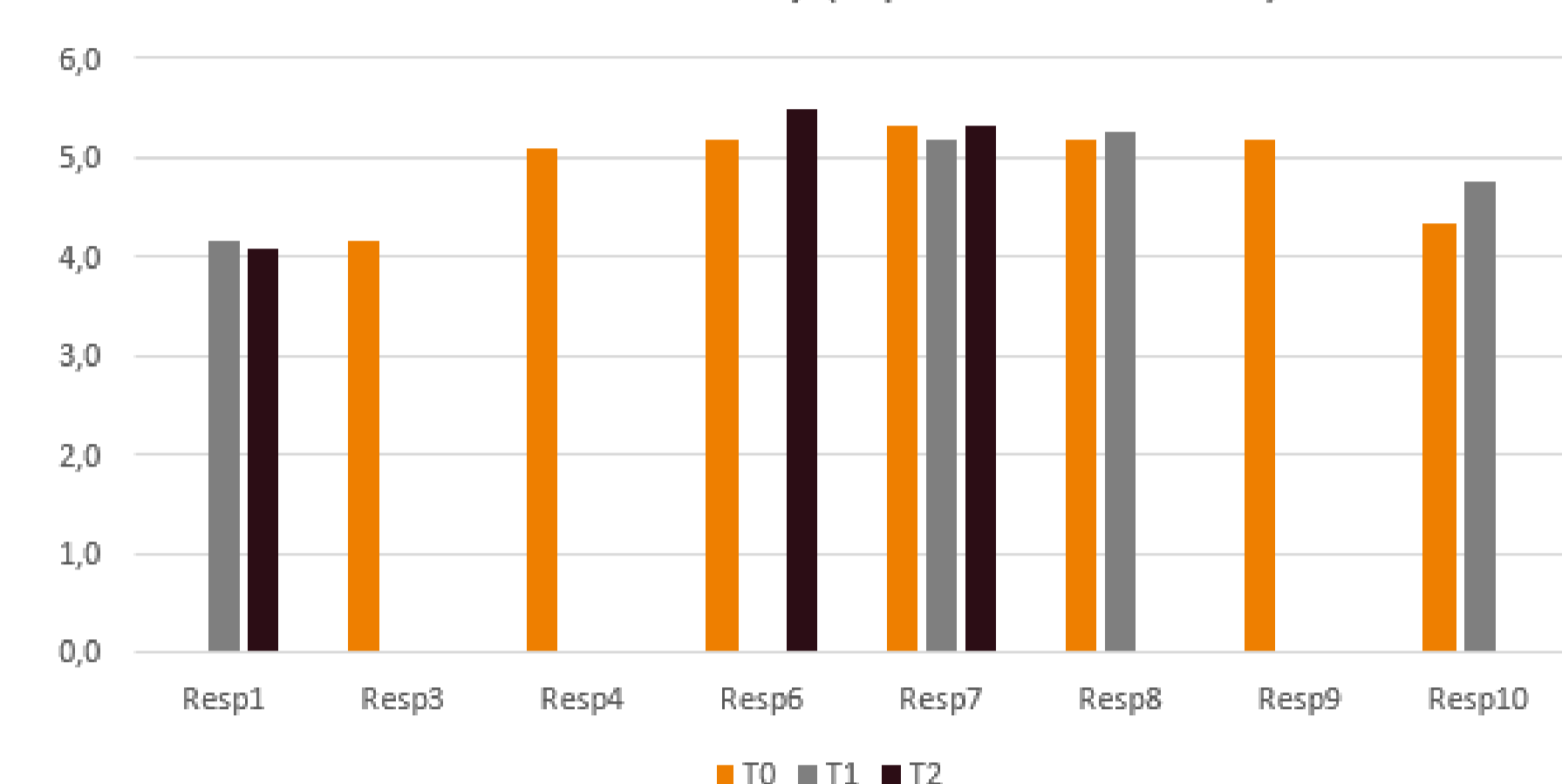
- Ceiling level baseline scores.
- Mean scores evolved from 4.9 (.46)(T0), 4.8 (.50)(T1) to 5.0 (.77)(T2).
- Highest scores for student nursing, management of care and speech therapy.
- Strongest increase in student facility management and student nursing (vocational level).
- Decline in student occupational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

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).

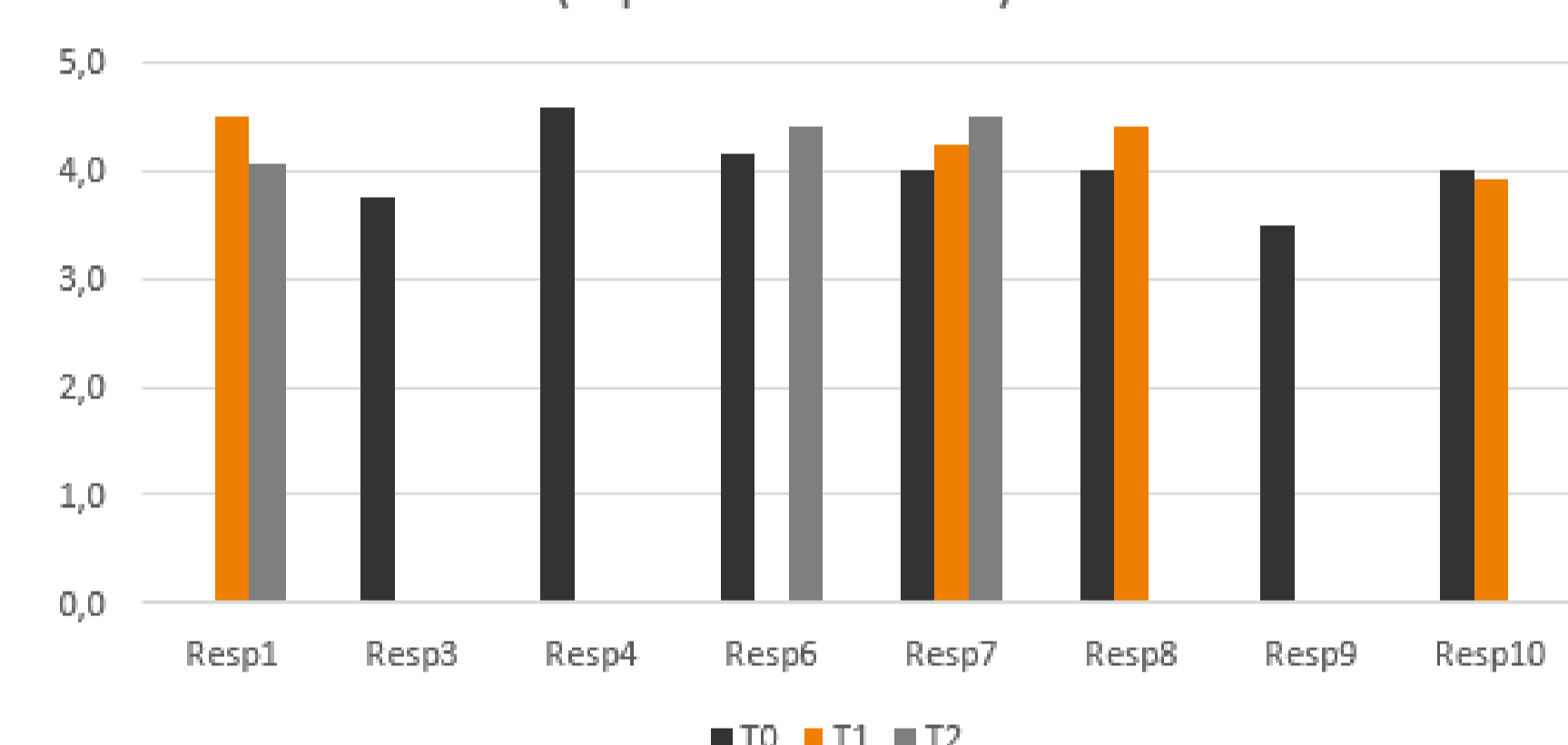
Professional Identity (6-point scale TFMSI)



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.



Contact details

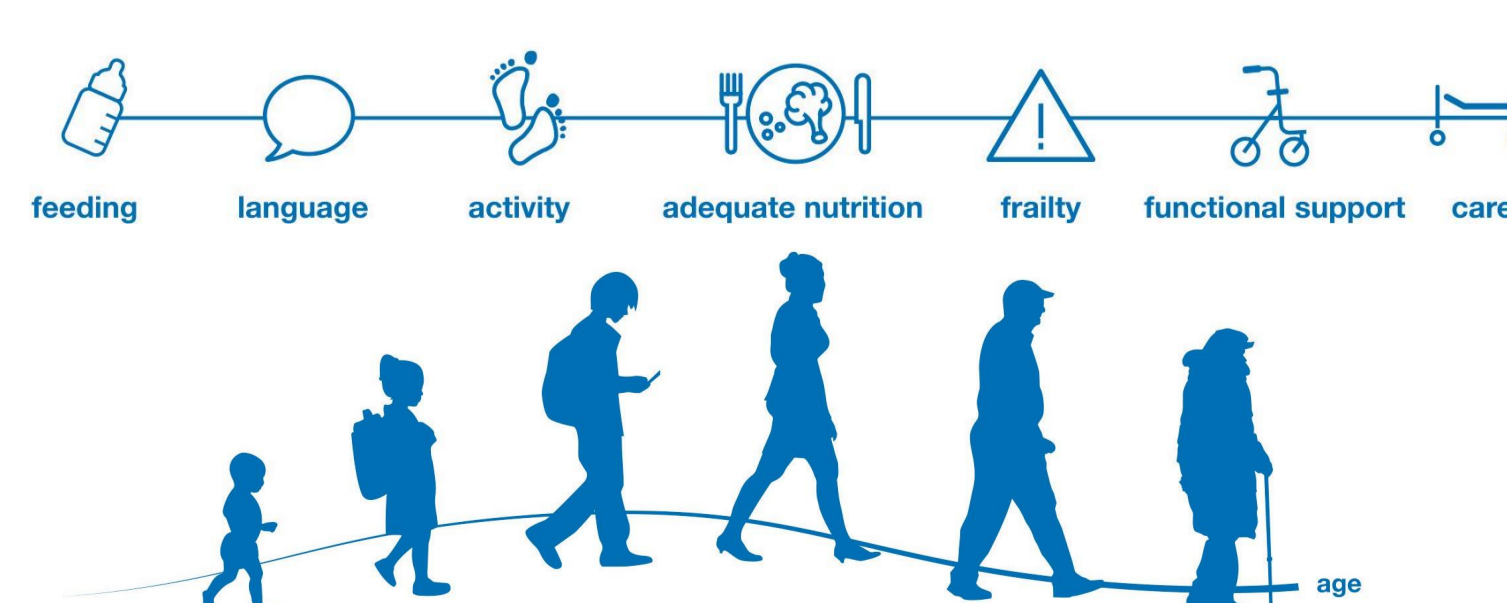
Lourens van der Weerd

E-mail: l.p.van.der.weerd@pl.hanze.nl

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

share your talent.
move the world.

Healthy ageing



Co-funded by the
Erasmus+ Programme
of the European Union

