



ARE FUTURE HEALTH PROFESSIONALS' ATTITUDES, LEARNING STRATEGIES AND PERSONALITY TRAITS CONDUCIVE TO INTERPROFESSIONAL COLLABORATION?

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BACKGROUND / RATIONALE

Canadian health education programs have made great strides in integrating interprofessional (IP) activities in their curriculum. However, characteristics predisposing learners to integrate collaborative practices as health professionals remain to be further understood. This study aimed to assess certain basic characteristics across the continuum of learning to better prepare the next generation of health professionals for IP collaboration.

METHOD

A survey was conducted across three Francophone post-secondary institutions in New Brunswick, Canada, that offer health programs (Collège communautaire du Nouveau-Brunswick, Université de Moncton and Centre de formation médicale du NB). For each program, courses were selected to recruit students across their training years.

Students who accepted to participate completed the following questionnaires:

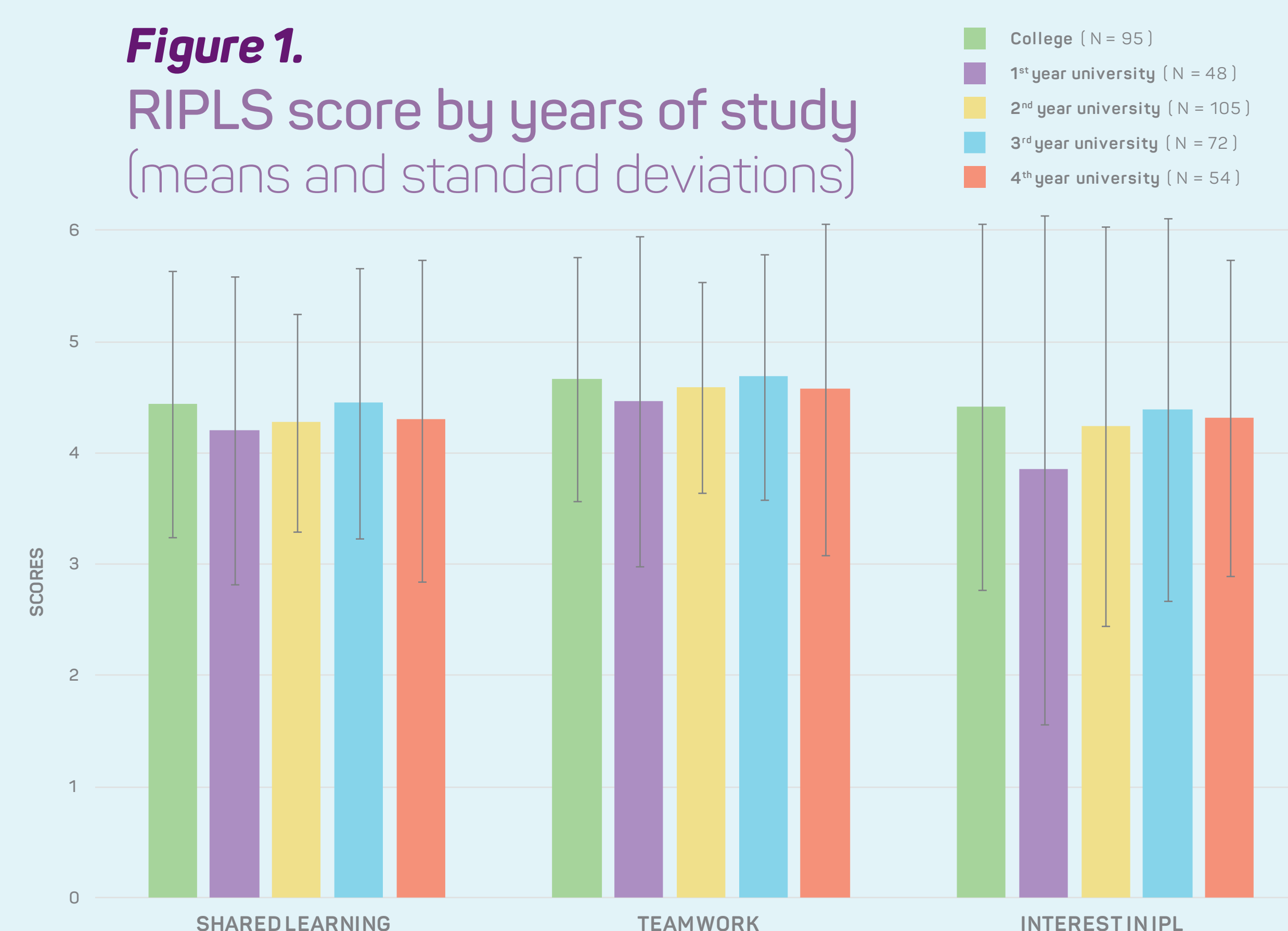
1. Socio-demographic questionnaire,
2. Readiness for Interprofessional Learning Scale (RIPLS): 16 items assessing students' attitudes towards interprofessional learning,
3. Learning and Study Strategies Inventory Scale (LASSI): 80 items assessing learning strategies grouped in three subscales (skill, will and self-regulation),
4. NEO Five-Factor Inventory-3: 60 items assessing five personality traits including openness and extraversion.

REFERENCES

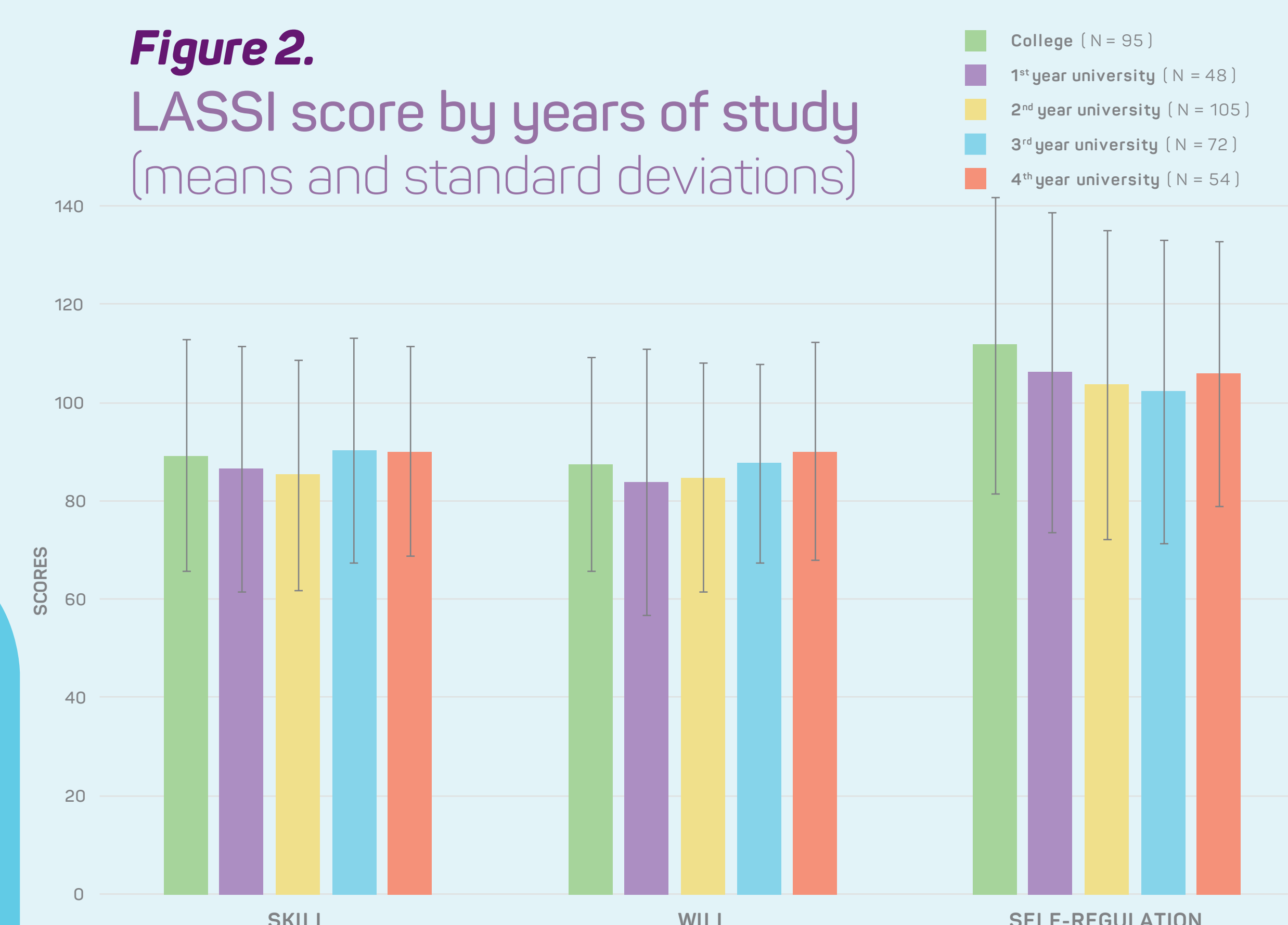
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RESULTS

A total of 465 students from eight different health programs participated in this study. More than three quarters (81.5%) were women aged between 19 and 25 years old. Results show that learners were favorable to IP learning (*Figure 1*). In fact, scores were between 4 (agree) and 5 (strongly agree) for all three scales of the RIPLS.



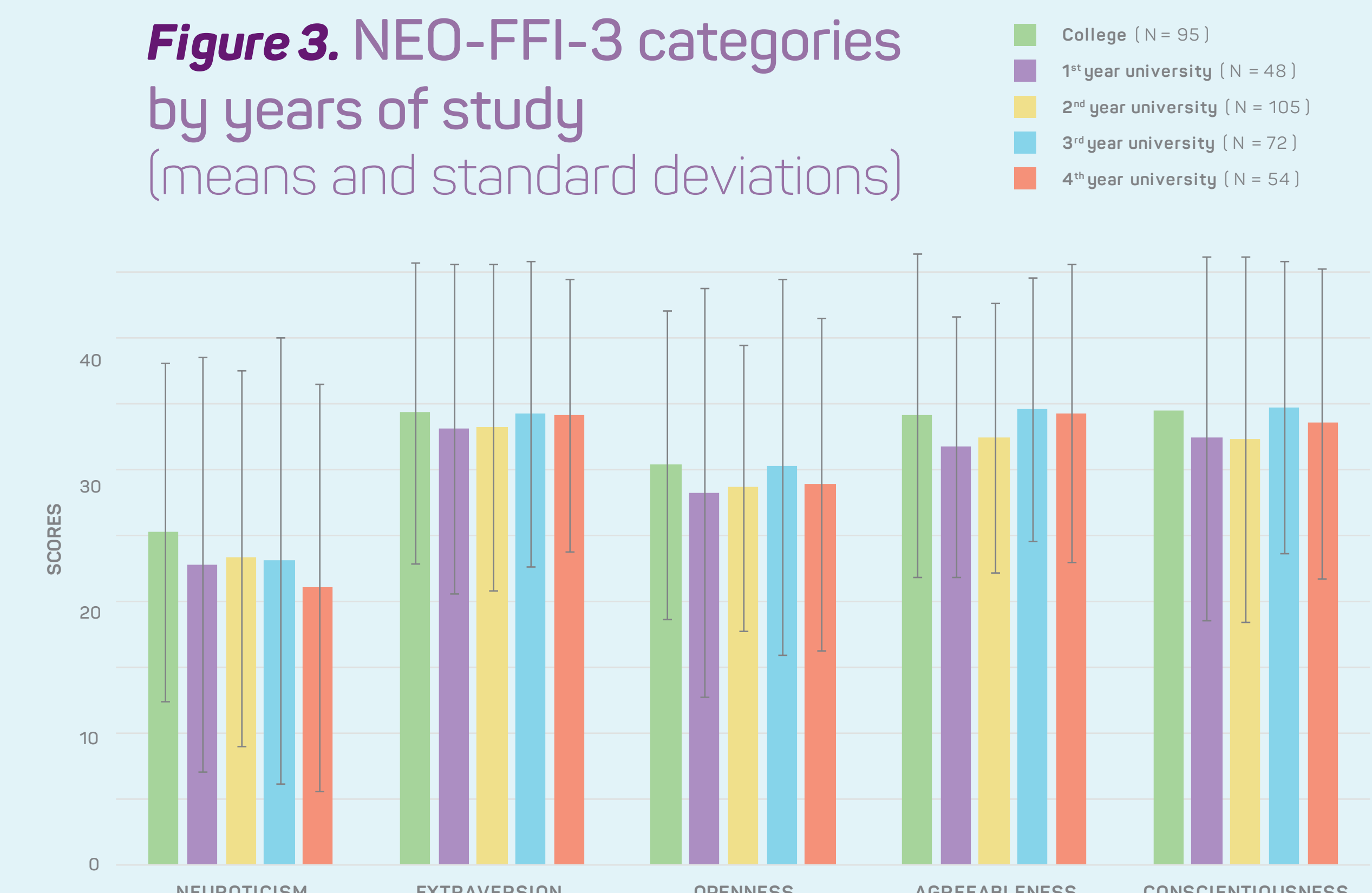
Scores for all three scales are similar along the continuum of learning. However, community college and 3rd year students had slightly higher scores on all three scales. *Figure 2* shows that learners use a variety of learning and study strategies (LASSI). Strategies such as “Skill” and “Will” tend to increase by year of study. However, “Self regulation” was slightly higher and consistent across the continuum of learning.



RESULTS *continued...*

Personality traits, namely “agreeableness and conscientiousness”, which are conducive to collaborative team initiatives, were higher among college students as well as in 3rd and 4th year university students (*Figure 3*).

Figure 3. NEO-FFI-3 categories by years of study (means and standard deviations)



Further analysis will be conducted to determine whether these characteristics influence IP collaboration as well as to determine if there are significant differences along the continuum of learning.

CONCLUSION & RECOMMENDATIONS

A key component of effective didactical design is to integrate learners' attitudes, personalities, and learning preferences. Results from this study will serve as a guide for academic health programs' wanting to improve learners' experience while developing IP collaboration skills.



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