Interprofessional Education in UK Medical Schools
A scoping Survey

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Experiences of Interprofessional Education?
Background (1-5)
Research Questions
Snapshot of IPE in UK Medical Schools
Correlations

RQ1: Institutional factors and IPE

RQ2: Faculty related factors and IPE

RQ3: Student related factors and IPE

By medical school and percentage of medical graduates
Methods
Psychodynamic Theory

Data collection
  - Google forms survey
  - 50% medical students

Data Analysis
  - Quantitative
  - Multivariate regression

Conclusions and further research
Demographics

- 15/33 medical Schools
- 3362 (56%) of UK medical students
- Cohorts ranging from 50-450
- 14/15 run IPE

<table>
<thead>
<tr>
<th>Early adopters: Before 2010</th>
<th>Middle: By 2013</th>
<th>Late adopters: By 2015</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>10</td>
<td>2</td>
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</table>
### Research Question 1 - Institutional Factors

<table>
<thead>
<tr>
<th>Part of larger health faculty</th>
<th>Yes n=12</th>
<th>No n=3</th>
</tr>
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<tbody>
<tr>
<td>Number of other professions involved</td>
<td>4.9</td>
<td>2</td>
</tr>
<tr>
<td>Number of IPE sessions</td>
<td>3.4</td>
<td>2</td>
</tr>
<tr>
<td>Level of evaluation Kirtpatrick (6)</td>
<td>3.17</td>
<td>1.33</td>
</tr>
<tr>
<td>Early adopters of IPE</td>
<td>No significant correlation</td>
<td>None</td>
</tr>
</tbody>
</table>
Research question 2 - Faculty

- Composition of faculty is not significantly related to IPE method (p=0.006).

- Composition of faculty is not significantly related to Professions involved (p=0.006).

- Medical academics are significantly related to Higher levels of evaluation (p=0.006).

- Earlier beginning of IPE is significantly related to Higher levels of evaluation (p=0.005).
Research question 3- Students

- Cohort size: Number of IPE sessions (p=0.028)

- Composition of cohort: Adaptation of IPE delivery
  - BME, female, mature
Situation within a health faculty
Higher levels of Evaluation
Cohort size
Limitations

- Causation
- 46% Medical students not included
- Kirtpatrick model of evaluation (6)
Implications
Immense variation

- Not universal
- Heterogeneity

Political Socioeconomic Technological pressures

Preparation of junior doctors

Institutional Factors + Faculty

IPE design & implementation

Composition

Not accounted for
Recommendations

- Commence IPE at the earliest opportunity
- Involve medical academics in the faculty
- Co-ordinate with other undergraduate healthcare professions

Online/qualified professionals
Future Research

- **Baseline for best practice & adaptations for composition/ cohort size**

  *Observations*
  *Interview high calibre centres*
  *Feedback*

- **Establish causative relationships**

  *Define best practice*
  *Trial each & evaluate*
Thank you

Any Questions?
References


