

Conclusions This study requires further inquiry on why a moderate level of patient satisfaction declines when patients are treated by an interprofessional team.

Figure 1 –Meta-analysis of the study before-after in patient’s satisfaction.

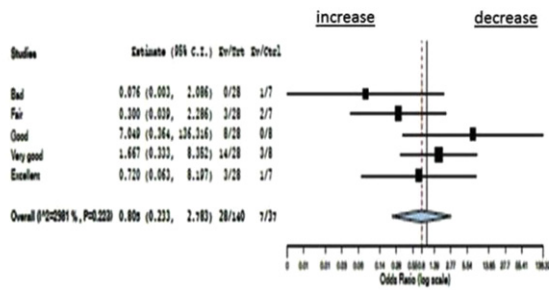


Fig. 1 Meta-analysis of the study before-after in patient’s satisfaction.

Disclosure of interest The authors have not supplied their declaration of competing interest.

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EW0568

How satisfied are undergraduate students with interprofessional training? Meta-analysis of a pilot study

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Introduction Learning to work in an interprofessional team entails satisfaction in working with others.

Objective Contextual assessment of the degree of satisfaction of undergraduate healthcare students (doctors, nurses, occupational therapists and physiotherapists) during interprofessional education (IPE).

Aims Meta-analysis of degree of satisfaction contextually assessed during major interprofessional learning moments.

Methods Thirty-six undergraduate health care students (medical students, nursing students, occupational therapy students) answered questions on a 5-point Likert scale (from “Very satisfied” to “Very dissatisfied”). A meta-analysis with Tau² (t²), Cochrane’s Q, and I² analyzed IPE activities: self-reflection after daily training, interactions with teachers, discussion of clinical cases during ward rounds and patient care as a team.

Results Meta-analysis reported significant heterogeneity in the degrees of satisfaction (Fig. 1): 47.2% being “satisfied” with reflection after IPE, {t² = .011; Q (5df) = 30.03; I² = 83%, P < .0001}; 45% being “satisfied” during interactions with their teachers {t² = .01; Q (5df) = 25.74; I² = 80%, P < .001}; 31.4% being “satisfied” about the discussion of a clinical case during ward rounds {t² = .009; Q (5df) = 22.61; I² = 77.89%, P < .001}; and 44.4% being “satisfied” about patient care with the interprofessional team {t² = .009; Q (5df) = 22.99; I² = 78.25%, P < .001}.

Conclusions Undergraduate students show satisfaction with IPE activities. This helps improve the quality of care and teamwork in the busiest wards.

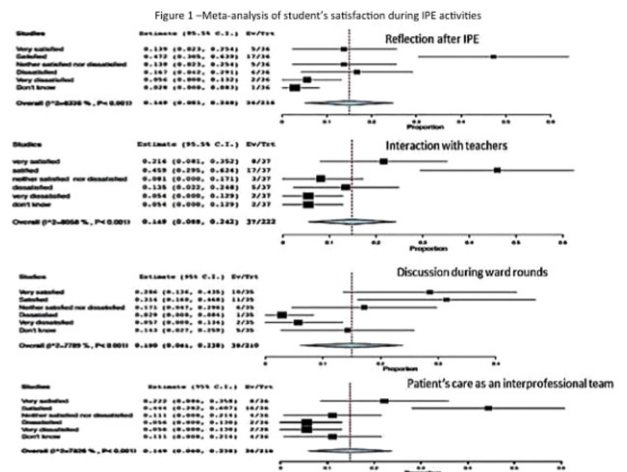


Fig. 1 Meta-analysis of student’s satisfaction during IPE activities.

Disclosure of interest The authors have not supplied their declaration of competing interest.

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Can patients differentiate when they receive integrated care by interprofessional teams? Meta-analysis of a pilot study

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Introduction A patient’s quality of care and satisfaction depends greatly on the perception of being treated and attended to by an integrated team of professionals.

Objectives To make students mindful of a patient’s perception of being treated by a blended interprofessional team when undergraduate students in training perform as a team in the patient’s care.

Aims To assess if patients under the care of interprofessional teams perceive, they are being treated by an integrated team.

Methods Twenty-three undergraduate students undergoing a seven-day period of interprofessional training interviewed their common patients after each day of practice. Responses were given on a “yes-no-do not know” scale to the following question: “a team of students from different professions has just treated and cared for you. Do you think they have acted like a well-coordinated team?” Results were obtained by meta-analysis.

Results In 60.9% of cases (Tau² = 0.042; Q (2df) = 12.663; Het. P-value = 0.002; I² = 84.206%) (Fig. 1), patients perceived they were treated by a well-coordinated interprofessional team; however, this perception was not affected by the days of training by the same IPE team.

Conclusions Results suggest that other interpersonal factors might be involved in team-to-patient interactions that are barely affected by interprofessional training.