Action Research for Establishing a Demonstration Teaching Model for Interprofessional Case Discussion

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Abstract

Aims: This action research–based study established an administrative model for structured demonstrative teaching in the context of interprofessional collaboration.

Methods: This study was conducted by personnel at the department of clinical education and training of a medical center. Two action cycles were performed over a 1-year period from 2015 to 2016. Four structured educational demonstrations of interprofessional team case discussions were held monthly in the first cycle for model validation. A modified model with dual facilitators and an interprofessional problem analysis protocol were implemented in the second action cycle. Data from observation field notes and survey questionnaires were analyzed and employed for between-cycle model comparison.

Result: The survey questionnaires revealed that learners had better overall perceptions in interprofessional learning (p<0.05), as reflected by their total scores. Only scores on interprofessional communication differed significantly between the two models (p<0.05); scores on interprofessional roles/responsibilities, team/teamwork, and interprofessional values/ethics were not significantly different.

Conclusion: The modified model is feasible and useful for interprofessional education. Active, steadfast support from educational administrative personnel is essential to the effectiveness of interprofessional education in hospitals.

Keywords: interprofessional education, interprofessional collaborative healthcare, educational demonstration for interprofessional team case discussion
跨領域團隊案例討論示範教學模式之行動研究

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摘　要

目的：建立跨領域團隊案例討論示範教學之行政支持及教學模式。
研究對象與方法：本研究由醫院臨床教育訓練部以行動研究進行，於2015至2016年進行4個團隊示範教學作為第一行動模式，經修正為具雙主持人及跨領域問題分析之第二行動模式，後續再進行8個團隊，以田野筆記及學習者問卷做為調查與差異研究工具。
結果：本研究發展與修正了行政支持及教學模式。調查顯示在第一次及第二次行動模式間，第二行動模式相較於第一行動模式的教學示範成效調查總平均由4.09增加至4.16，達統計顯著差異(p < 0.05)；在四大面向中「跨領域溝通」面向平均由4.10提升至4.18，亦達統計顯著差異(p < 0.05)，其餘三個面向無明顯差異。
結論：本研究建立的行政支持及教學模式能有效可行，醫院教育主管單位的主動持續行政協助是必要的。

關鍵詞：跨領域教育、跨領域合作照護、跨領域團隊案例討論示範教學