

Examining the Possibilities for Interprofessional Education Between Medical Students and Creative Arts Therapists

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Ethics

- This research project was approved on October 11th, 2018 by the Health Research Ethics Board Application for General Research
 - File # **20190659**
 - This research was completed as part of the degree requirements for the degree of Doctor of Medicine at Memorial University of Newfoundland
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Introduction

Framework



1. INTERPROFESSIONAL
EDUCATION



2. ARTS IN MEDICAL
EDUCATION



3. MY EXPERIENCES

Interprofessional Education



Interprofessional education is suggested by the Canadian Federation of Medical Students¹ to develop collaborative skills and behaviours early in medical training.



Benefits of interprofessional education between medical students or physicians and other health care professionals is a well-researched and well-documented phenomenon.

1. Apramian, T., Reynen, E., & Berlin, N. (2008). Interprofessional education in Canadian medical schools. *The Canadian Federation of Medical Students*. Retrieved from <https://www.cfms.org/files/position-papers/2015%20CFMS%20Interprofessional%20Education.pdf>



IPE at MUN


- Medicine
- Nursing
- Social Work
- Pharmacy
- Human Kinetics & Recreation
- Psychology
- Police Studies





Studied Benefits of IPE

- Perceived gains in recognizing the specific contributions of other health professionals to patient care¹
- Improvement in self-perceived team collaboration skills
- Students stated IPE:
 - Encouraged them to seek help, consults, and referrals from other professions
 - Increased communication between themselves and the allied health team
 - Ultimately lead to improvements in patient outcomes^{2,3}



1. Sicut, B.L., Huynh, C., Willett, R., Polich, S., & Mayer, S. (2014). Interprofessional education in a primary care teaching clinic: Findings from a study involving pharmacy and medical students. *Journal of Interprofessional Care*, 28(1), 71-73.

2. Tran, Q.K., Newton, A.D.S., Smith, K.M., Stumbo, T., Mortensen, L., & Plundo, D.A. (2013). An interprofessional learning opportunity affecting student attitudes towards health care. *Journal of the International Association of Medical Science Educators*, 23(S3), 482-493.

3. Vari, P.M., Lash, J., Brown, S.S., Porter, A.G., Trinkle, D., Garber, J.S., Kennedy, W., & Vari, R.C. (2013). Collaborative practice education: The effect of an interprofessional teamwork course on students' knowledge and skills. *Journal of the International Association of Medical Science Educators*, 23(S3), 494-501.



The Arts in Medical Education


- Improved overall **communication** skills
 - Subsets of such skills included articulation, patience, and self-awareness.¹
- Development of **empathy**
 - Creativity
 - Understanding complexity
 - Accepting ambiguity²
- **Interpreting** and making connections³

1. Kidd, M., Nixon, L., Rosenal, T., Jackson, R., Pereles, L., Mitchell, I., Bendiak, G., & Hughes, L. (2016). Using visual art and collaborative reflection to explore medical attitudes toward vulnerable persons. *Canadian Medical Education Journal*, 7(1), 22-30.

2. Arntfield, S. L., Slesar, K., Dickson, J., & Charon, R. (2013). Narrative medicine as a mean of training medical students toward residency competencies. *Patient Education and Counseling*, 91, 280-286.

3. Schaff, P.B., Isken, S., & Tager, R.M. (2011). From contemporary art to core clinical skills: Observation, interpretation, and meaning-making in a complex environment. *Academic Medicine*, 86(10), 1272-1276.





“ The teaching of medical humanities is likely to create more empathic, astute doctors in two ways: directly, by **making space** in an intense curriculum for self-reflection, and indirectly, by demonstrating, rather than simply proclaiming in policy documents and objectives, that self-reflection is **required** for clinical competency. ”

Kidd, M., & Connor, J.T.H. (2008). Striving to do good things: Teaching humanities in Canadian medical schools. *Journal of Medical Humanities*, 29, 45-54.

3. My Experiences



AS A MUSIC
THERAPIST



AS A MEDICAL
STUDENT



AS A PARTICIPANT
IN IPE

My Experiences

- As a music therapist:
 - Worked on an interprofessional team, mostly with recreation therapy, spiritual care, occupational therapy and social work
 - Attended interprofessional rounds
 - Mostly communicated with medicine & nursing about logistics



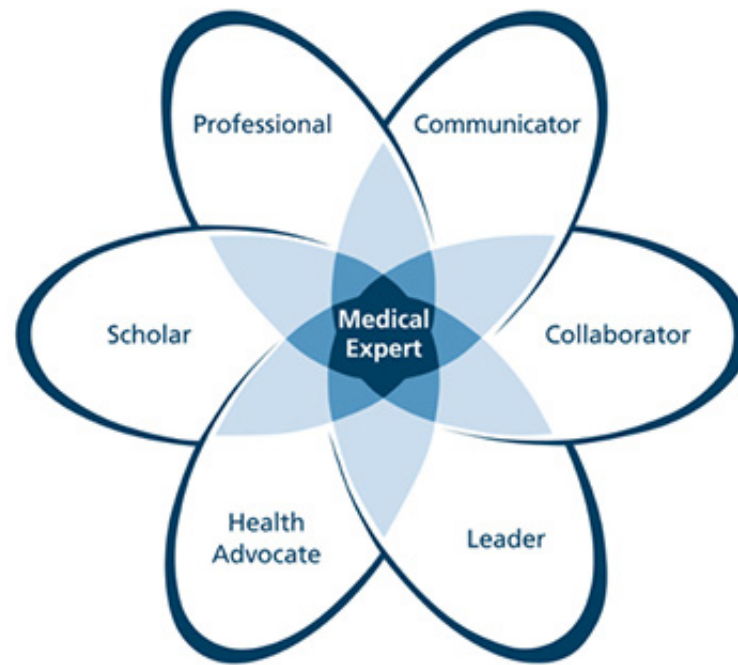
My Experiences

- As a medical student:
 - Worked on an interprofessional team, mostly nursing, other medical students/residents/staff, different specialties, physio & OT, and social work
 - Attended medical rounds & interprofessional rounds
 - Often wrote consults for PT, OT, SLP, Dietetics, Social Work, Community Health, Wound Care, even spoke with law enforcement But never music or art therapy



The CanMEDS Roles

Royal College of Physicians of Surgeons of Canada



CANMEDS

My Experiences

- Participating in IPE:
 - Would try to discuss creative arts therapy with my group
 - Had experience working with many of the professions discussed
 - Could comment on how to consult allied health, their scope of practice, logistically how things worked





Gaps in the Research

- Existing literature surrounding IPE:
 - Physiotherapy and medical education
 - Social work and medical education
 - Nursing and medical education
 - Occupational therapy and medical education
- Existing literature supporting arts & the humanities in medical education
- No literature connecting creative arts therapy and interprofessional education in a medical setting





Research Objectives



Research Questions

1. What are the experiences of creative arts therapists with regards to **interprofessional education**?
2. What are the experiences of creative arts therapists with regards to working with **physicians and medical students**?
3. What do creative arts professionals **suggest** when it comes to developing interprofessional education sessions between themselves and medical students?





Reasoning, Methodology

- Reasoning: Due to the nature of the data collection - interviews and literature review - when analyzing the data, I will be used **inductive** reasoning.
- Methodology: This research utilizes **purposive sampling** of interviewees to collect **qualitative** data. This research used **content analysis** to analyze the interview transcripts.





The Interview

- 30 minute to 1 hour semi-structured, audio recorded interview
- Interview questions:
 1. Can you please describe your professional position? What do your day-to-day activities consist of?
 2. Do you work with other health professionals? If yes, can you please tell me about the process?
 3. What have been your experiences working with physicians?
 4. Do you have contact with medical students as part of your work? If yes, please describe the process.
 5. Do you mentor students within your own profession?
 6. Do you take part in interprofessional education or mentorship for students in professions other than your own?
 7. What are your thoughts about the potential advantages and challenges to fostering interprofessional education between medical students and creative arts therapists?
 8. Do you have suggestions for ways to highlight creative art therapies in medical education in general and here at Memorial? Please elaborate if you can.





The Participants

- Certified creative arts therapists from Eastern & Central Canada as well as the North-East United States
- Clinical practice areas:
 - Children's inpatient & outpatient medicine
 - Community health
 - Long-term care
 - Private practice
 - In-patient mental health & addictions
 - Neonatal & Perinatal medicine
 - And others ...







Three Themes Emerge



CURRENT
INTERPROFESSIONAL WORK



EAGERNESS TO TEACH



IDEAS FOR THE FUTURE



Creative arts therapists currently work inter-disciplinarily



- All study participants stated they have some element of interprofessional collaboration in their work
- Most often in inpatient situations – less frequently in private practice
- Most often receive referrals from social work
- Very rarely receive referrals from medicine or nursing
- Most commonly work alongside recreation therapy, SW, PT/OT

Creative arts therapists want the opportunity to teach students



- Both within their discipline, and out of it
- Most creative arts therapists had participated in both **formal and informal** sessions about their profession
- Some had taught students in their own discipline
- Most had worked with allied-health students
- **None** had worked with medical students

Ideas for how medical students can be involved



- Many therapists stressed the idea that simple exposure to creative arts therapy would be helpful
- Some ideas included short, one-time sessions on the background of the profession, who can benefit, and how to refer
- An emphasis was often placed on **presenting research**
- All interviewees believed that including creative arts therapy in IPE for medical students will **help future patients access this service**





“

I never had to fight very hard to get the parents to buy in ... But, by the end I had doctors saying to me, you know, why don't you come along and see this baby. They were sort of, hunting me down on the floor and saying, **you need to see this baby.** But I thought that was kind of cool that they were finding me because they thought that a particular baby would benefit.

”


“

I think just treating the whole person is so important. Especially in long term care. The need for quality of life. And I think that music therapy definitely would and can do that. As well as other allied health professionals. I think with the next generations that are coming up through medical school, they do have a better awareness of certain things. And **they are more open to that holistic approach**, I think. I think most people are.

”


A pink L-shaped graphic located on the left side of the slide, consisting of a vertical line and a horizontal line meeting at a right angle.

“

I've been, you know, dousing various physicians with pieces of research. ... But then once I had a list of research, like “this is research that has been done and this is what they found”, and I handed that over, I think it changed. People started to [consult], I think **doctors are very swayed by research.**

”



Moving Forward



Perceived Benefits

- Teaching the next generation of physicians about creative arts therapy will:
 - Expand these professions into more inpatient and outpatient settings
 - Increase understanding about the scope of creative arts therapy
 - Increase patients' access to creative arts therapy
 - Encourage medical students to focus on a holistic approach to the person






Ideas for implementing creative arts therapy into an IPE curriculum

- Encouraging more communication between certified creative arts therapists and university faculties, by therapists reaching out:
 - “That would have to be our role in this province. Like, as I said, there’s not a lot of recognition or awareness of who music therapists are, where we’re working and what we’re doing, right? But it’s still such a narrow scope for everybody, like not a lot of people are looking ... it’s just by a chance that they might come across music therapy.”





Ideas for implementing creative arts therapy into an IPE curriculum

- Making creative arts therapy more visible to students:
 - "Just people seeing you do it I think speaks volumes. It's hard for people to understand until they hear it from down the hall or have someone talk to them about it."
 - Making information about creative arts therapy evidence-based:
 - "I worked on this document of research and I basically just listed a fair number of the pieces of research that I could find ... And I printed off like, 25 copies and I just left them on the table and they were gone within 10 minutes after I spoke. So I think people really do want the information but they don't necessarily have time to get it themselves. So if you give it to them, if you provide it to them in an easily digestible format, I think then that's what they need."
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Ideas for implementing creative arts therapy into an IPE curriculum

- Making sure students receive credit for participating in IPE:
 - "All these students, I remember how busy I was. I can just imagine that they're all like that. So you're pulling them away from their coursework and saying you need to do this as well. I think if you had an agreement with their education facility, you might do a little better with that. Like if they could count it [as workable hours] in some way, right?"





Conclusions

- Through the stages of this research, I have discovered that creative arts IPE is:
 - **Wanted** by working therapists
 - IPE is deemed **valuable** in educational facilities across Canada, and is a well-documented way to increase medical students' knowledge of allied health professions
 - Seen as a **plausible** form of education to introduce the scope of practice of many allied health professions





Comments & Questions