Educational interventions for teaching values to health care professional students: A scoping review

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Today's Outline

- ❑ Background
- ❑ Methods
- ❑ Results
- ❑ Discussion
- ❑ Conclusion and Recommendations
- ❑ Questions

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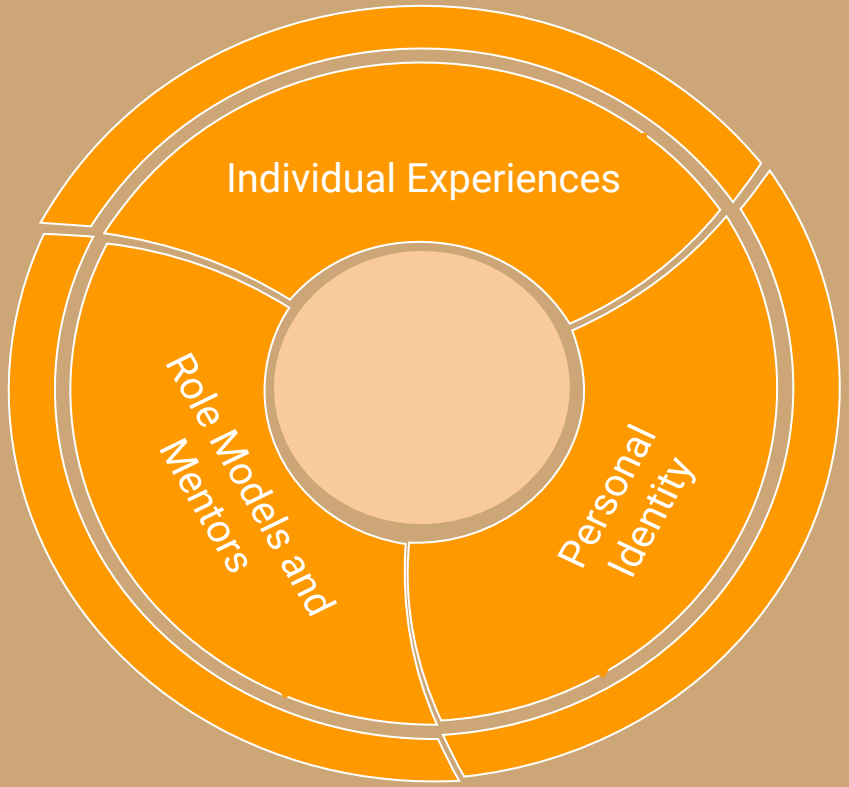
Background

- Values are "an operational belief that one accepts as one's own and that determines behaviour" [1]

- Provide direction to practitioners as they develop their professional identity

- Must consciously develop and embody a professional identity - not automatically adopted [2]



Adapted from Creuss et al. (2015)[2]

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What are our professional values as Physiotherapists?

What are the best teaching strategies used to teach professional values?

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Purpose

To examine the evidence for educational interventions in the teaching of professional values to health care professional students.

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Methods

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Values

- Accountability
- Advocacy
- Altruism
- Compassion and Caring
- Equity
- Excellence
- Integrity
  - Ethics
- Patient- or client-centredness
- Respect
- Social responsibility

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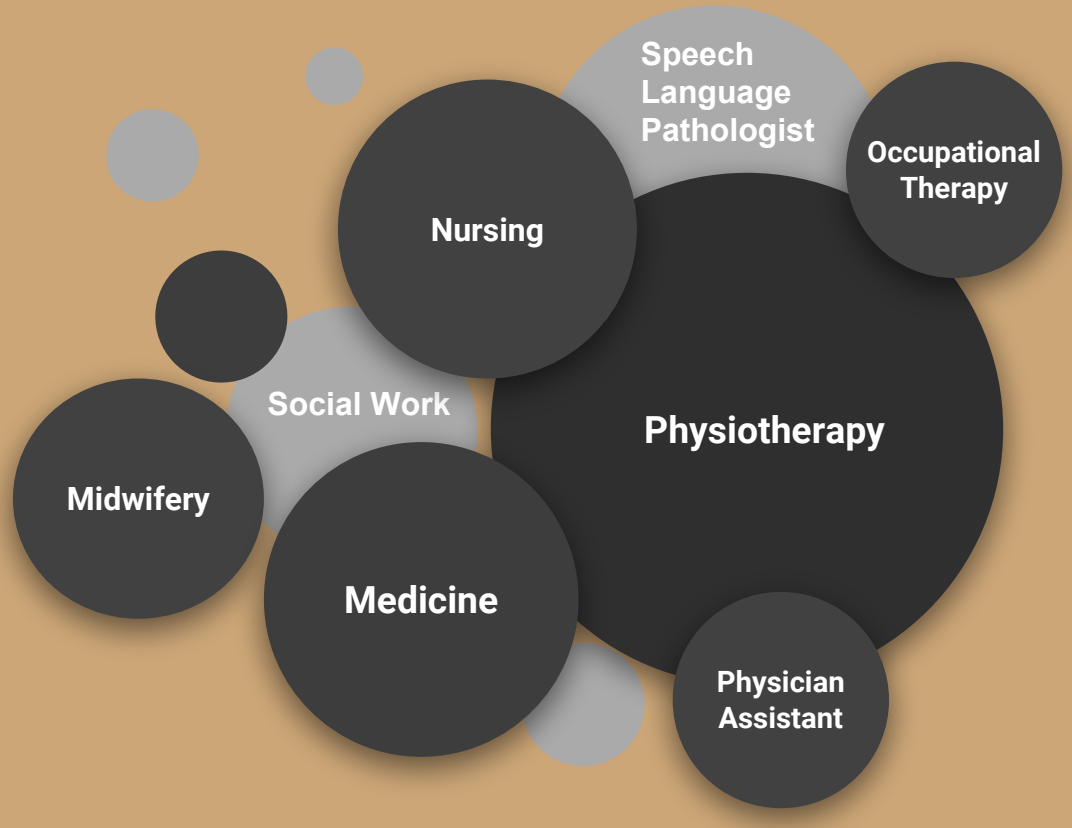
Health Care Professionals



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Teaching Strategies

ACTIVE TEACHING STRATEGIES

Self-directed learning where students are engaged in their own learning[3]

PASSIVE TEACHING STRATEGIES

Professor-delivered lectures with little opportunity for student input [3]

MULTIMODAL TEACHING STRATEGIES

Combined use of two or more teaching strategies

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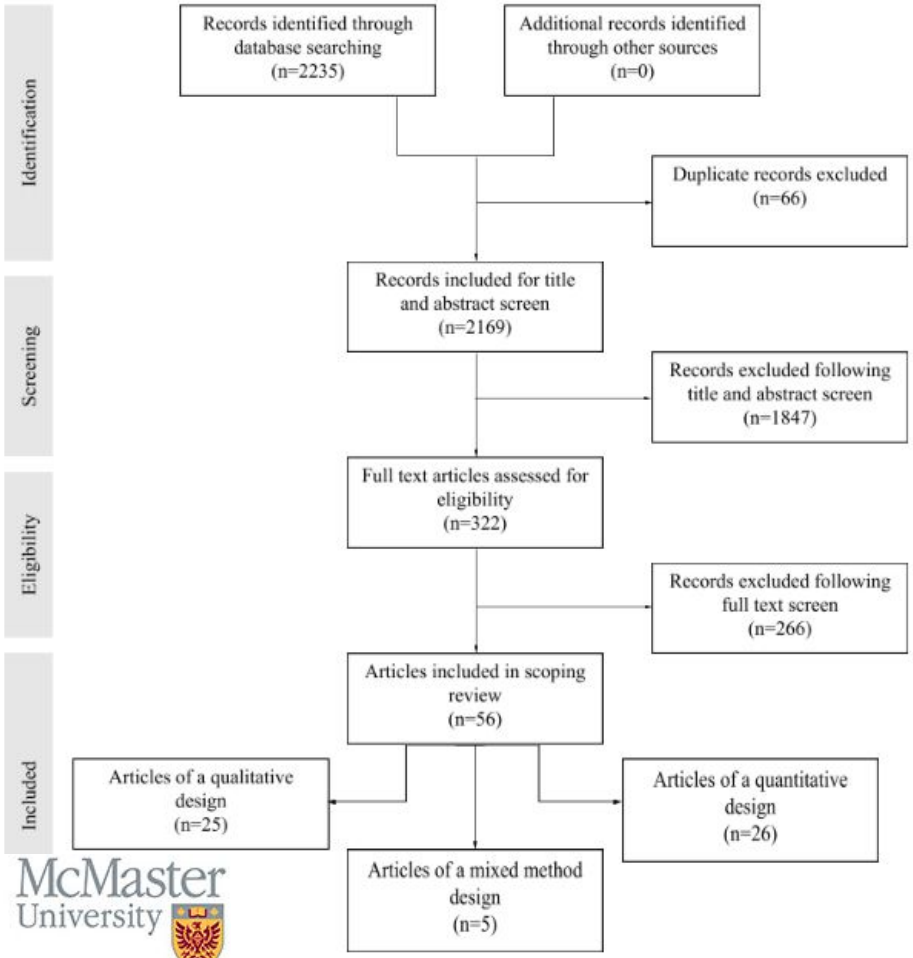
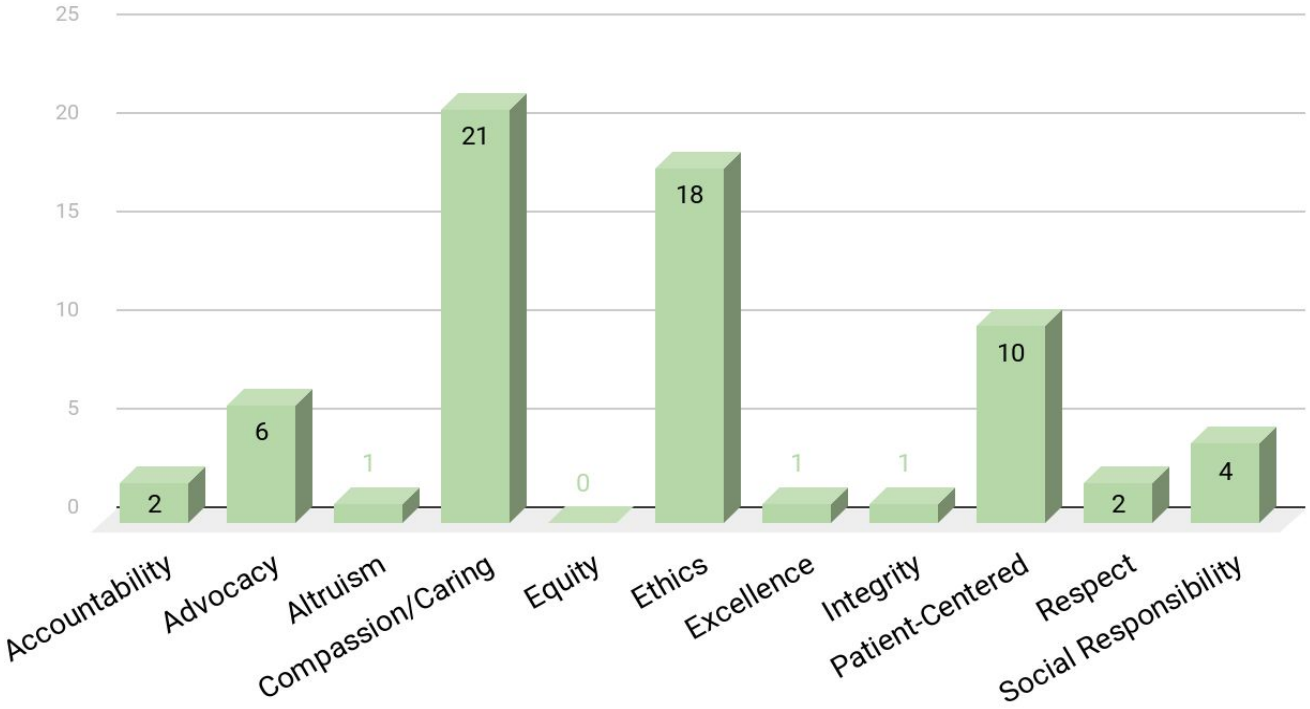
Figure 1: Prisma Flow Chart



Results

Frequency of Included Values



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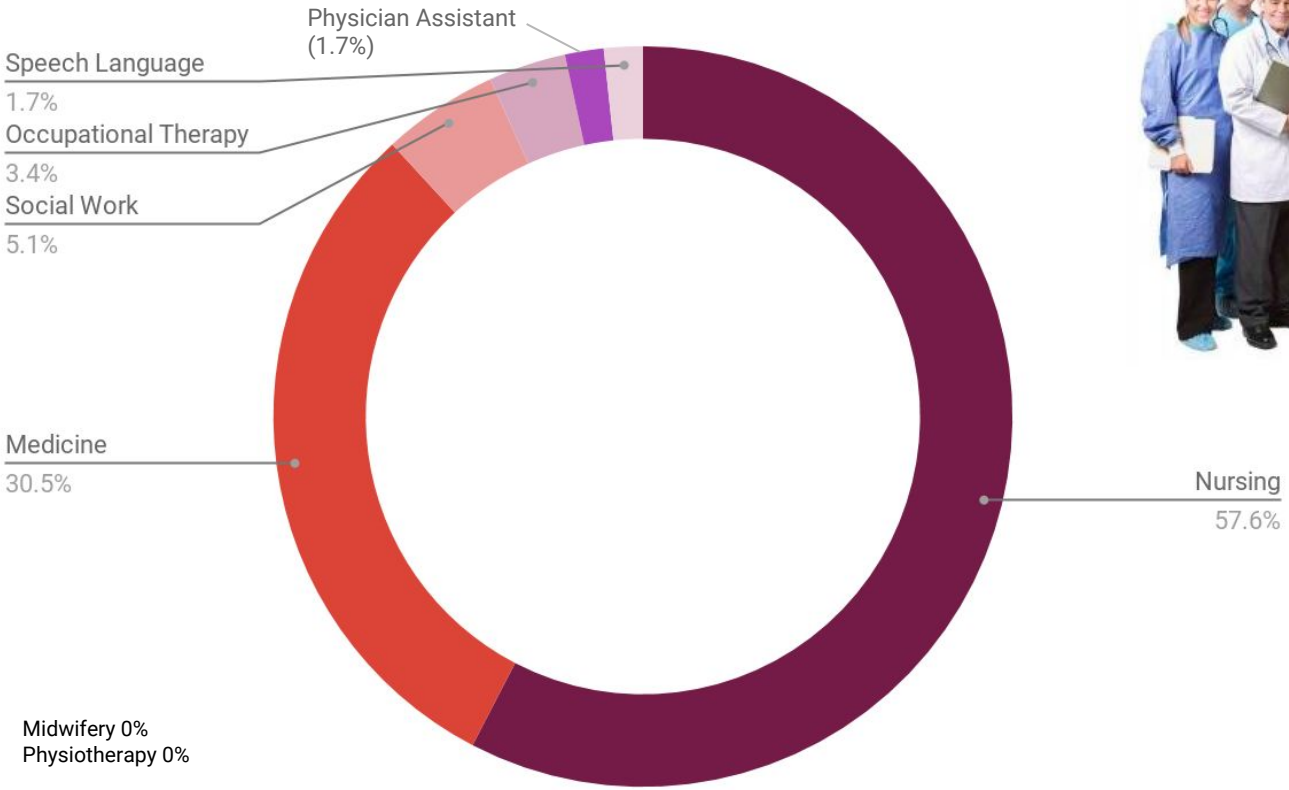
Health Care Professionals



Midwifery 0%
Physiotherapy 0%

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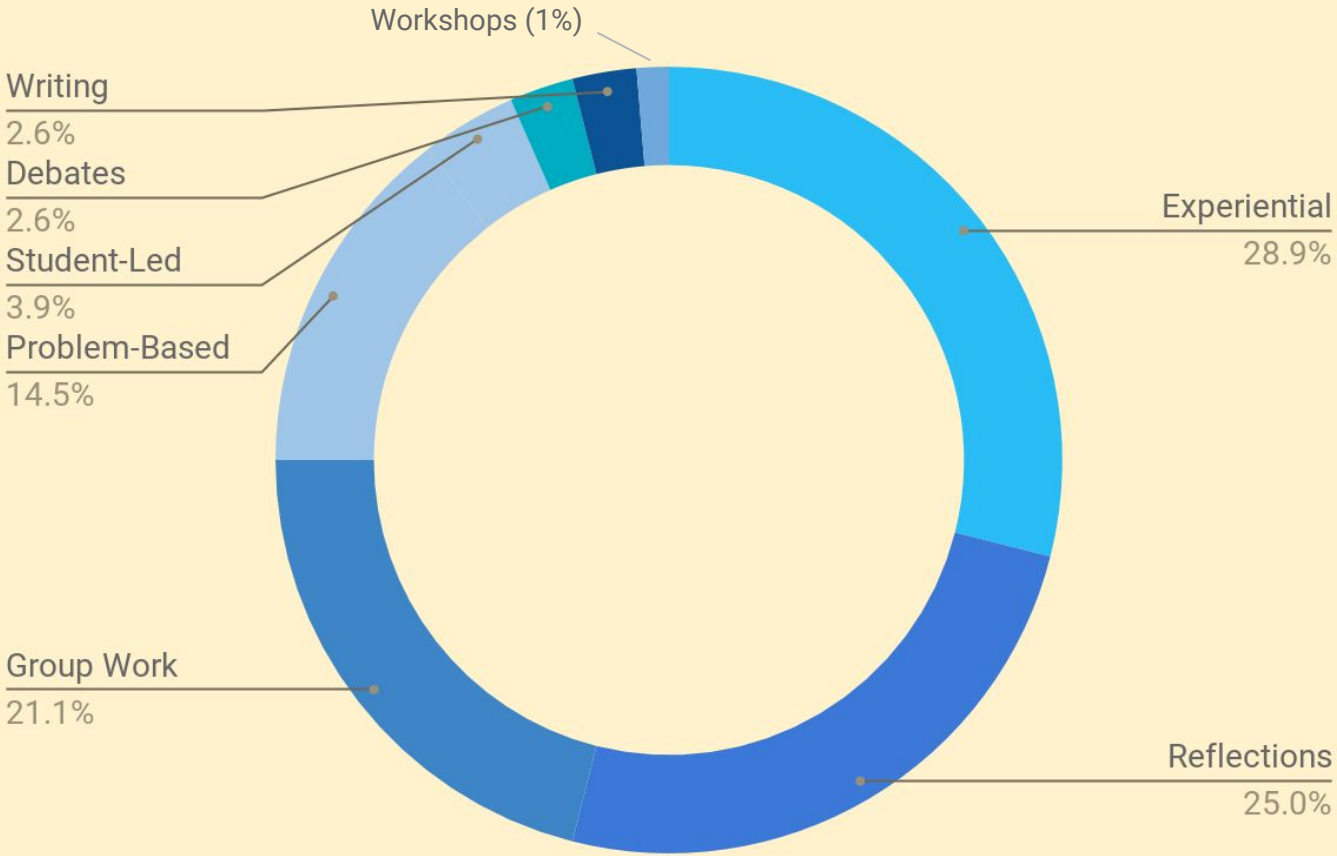
ACTIVE TEACHING STRATEGIES



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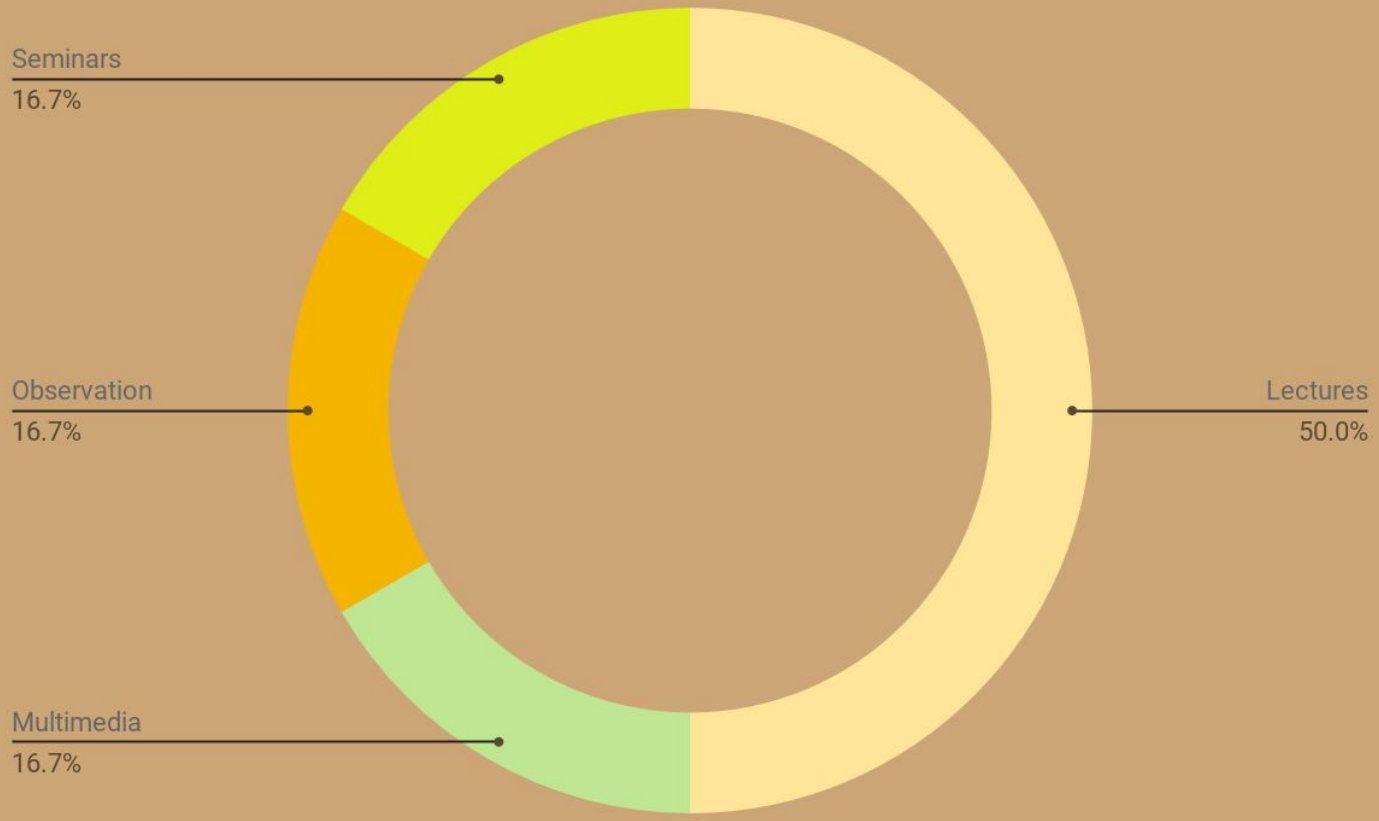
PASSIVE TEACHING STRATEGIES



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Effectiveness of Teaching Strategies

Experiential Learning

- 69%[4-12] of quantitative studies demonstrated a significant improvement in adoption of values
- All qualitative studies reported an increase in awareness of values[13-21]

Reflection

- 71% of quantitative studies demonstrated a significant improvement in the adoption of values [22-26]
- 42% of qualitative studies found a deeper appreciation and embodiment of values [27-31]

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Discussion

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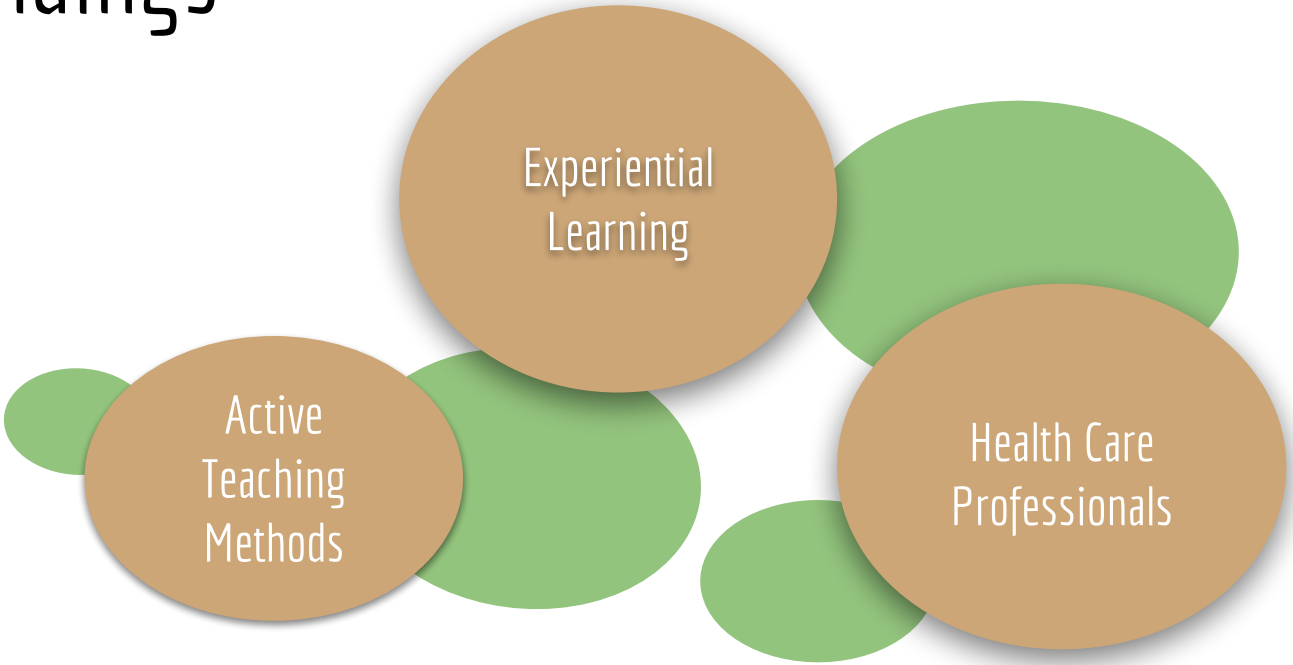
Key Findings



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Limitations and Strengths

01	Limited number of health care professionals	• Health care professionals who collaborate on a health care team • Programs offered by the Faculty of Health Sciences at McMaster University
02	Values included	• Health care professionals included in this study have similar values
03	Use of multimodal teaching strategies	• Reflective of typical educational curricula
04	Lack of grey literature	• First study of its kind • Sufficient number of articles for data extraction • Comprehensive and thorough scoping review

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Future Directions

- Further evidence for the teaching of both professional values and behaviours
- Research examining effectiveness of teaching strategies across various health care professions

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Conclusion

Active teaching strategies are more commonly utilized and preferred

Experiential learning was the most frequently reported active teaching strategy

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The results of our study can guide educators on the teaching strategies that are most effective and preferred to teach values to health care professional students

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Questions?

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