

The Effects of Interprofessional Education on Interprofessional Practice in Healthcare Settings

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This dissertation investigated how interprofessional education (IPE) in healthcare training is linked to attitudes towards interprofessional collaboration and to collaborative practice. The work aimed to clarify the mechanisms by which IPE influences learners and how these effects may vary across professional backgrounds and contexts.

The thesis is structured around three complementary studies. First, a realist synthesis developed a conceptual framework that explains how and why IPE can foster collaborative attitudes by identifying underlying mechanisms and contextual factors. Second, a national survey explored how workplace and educational conditions—including workplace recognition, workload, preparedness, and perceived behavioral control—affect the quality of interprofessional collaborative practice. Third, a longitudinal study using cross-lagged panel modeling examined the stability and mutual influence of collaborative attitudes over time, providing empirical evidence on how such attitudes evolve during training.

Together, these studies offer a comprehensive account of the pathways through which IPE affects attitudes and practice. They show that attitudinal change is both dynamic and context-dependent, shaped not only by educational experiences but also by the conditions professionals encounter in their workplaces. By integrating theoretical, longitudinal, and survey-based evidence, the thesis advances understanding of how IPE contributes to the development of interprofessional collaboration and provides insights for tailoring educational strategies to diverse professional groups and practice settings.