

**EV1499**

**Ecological momentary assessment and physiological self-evaluation improve mindfulness of stress-related events during interprofessional training. Meta-analysis of a pilot study**

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**Introduction** Self-reflective learning improves interprofessional education (IPE).

**Objectives** Promoting ecological momentary assessment (EMA) of IPE via an online app. This shall allow contextual recording of students' heart rate during and after pivotal moments of their training, thus improving mindfulness of stressful events (MSE).

**Aims** To make health care students mindful of the effect of their anxiety about learning, patient safety and performance.

**Methods** Thirty-two undergraduate students contextually recorded their heart rate with a pulse-oximeter before and after each learning moment: discussion of a clinical case during ward rounds (ClinDis), attending patients as an interprofessional team (BedPat) and self-reflective practice at the end of each day of training (SelfRef). Results were recorded on a dedicated app linked to an online survey. Meta-analysis with Tau squared ( $t^2$ ), Cochran's Q and  $I^2$  provided the results.

**Results** Meta-analysis (Fig. 1) of IPE events was significant at  $P=0.003$ , with  $t^2 = 16.515$ ,  $Q (5d.f.) = 17.913$ , and  $I^2 = 72.088\%$ . The bedside care had the higher statistically significant heterogeneity in the before-after event with  $t^2 = 53.275$ ,  $P = 0.001$ ,  $Q (5d.f.) = 10.803$  and  $I^2 = 90.74\%$  due to an increase in heart rate after patient care (BedPatAft).

**Conclusions** EMA reinforces self-reflection in IPE by making students mindful of the impact of educational emotions on team performance and patients' quality of care.

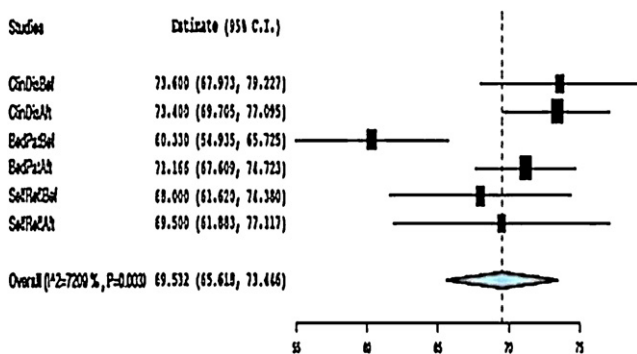


Fig. 1 Results for contextual heart rate during interprofessional education.

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**EV1500**

**Flow experiences improve mindfulness of educational emotions during interprofessional training. Meta-analysis of a pilot study**

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**Introduction** Csikszentmihalyi defines “flow experience” as the state of mind students experience when the average skills and challenges while learning are above their own average.

**Objectives** Delle Fave, Massimi, & Bassi optimal experiences are used to assess students' flow experience during interprofessional education (IPE).

**Aims** To use the emotions comprising the Milan school eight-channel model [“afraid, concerned, bored, relaxed, in control, excited, happy (‘flow’), and glad”] to assess flow experiences of undergraduate health care students during interprofessional training.

**Methods** Twenty-seven undergraduate health care students undergoing IPE training recoded their flow emotions during discussion of a clinical case in ward rounds, patient care in interprofessional teams, self-reflective practice at the end of each day of training and supervision of teachers. Statistical evaluation using meta-analysis with Tau squared ( $t^2$ ), Cochran's Q and  $I^2$  provided the results (Table 1).

**Results** As reported in Table 1, interactions with teachers ( $I^2 = 60.98\%$ ), patient care ( $I^2 = 58.87\%$ ) and discussion of clinical cases ( $I^2 = 63.31\%$ ) reported higher variability, significant at  $P < 0.05$ . The most frequent emotions were “relaxed” (> 66%) and “in control” (> 66%) but not “flow” (> 20%).

**Conclusions** Results show that challenges were below the skills possessed, which can slow down the learning process.

Table 1 Results for flow experiences in interprofessional education.

Eight emotions	Interaction with teachers		Self-reflection after IPE training		Patient's care with IPE team		Discussion of clinical cases in ward rounds	
	%	Statistics	%	Statistics	%	Statistics	%	Statistics
Afraid	0	$t^2=0.024$	0	$t^2=0$	0	$t^2=0.021$	10	$t^2=0.02$
Concerned	0	$Q(7df)=17.94$	0	$Q(7df)=8.29$	0	$Q(7df)=17.23$	0	$Q(7df)=19.23$
Bored	0	$P=0.012$	0	$P=0.307$	0	$P=0.017$	20	$P=0.007$
Relaxed	66.7	$I^2=60.98\%$	40	$I^2=15.63\%$	66.7	$I^2=58.87\%$	30	$I^2=63.61\%$
In control	66.7		60		66.7		70	
Excited	0		0		0		0	
Happy (flow)	16.7		20		0		20	
Glad	33.3		40		16.7		20	

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

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**EV1501**

**Doctor–patient communication issues for international medical graduates and medical graduates of foreign origin in Ireland**

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