

Abstract of the doctoral dissertation entitled

Interprofessional Education of Medical Students Using Medical Simulation.

Author

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Abstract

Introduction:

Medical simulation is a modern educational method that enables the safe development of practical and decision-making skills. When combined with interprofessional education—based on collaboration among students from various medical disciplines—it fosters the development of communication, teamwork, and leadership competencies.

Aim:

The aim of this study was to assess the impact of interprofessional education conducted through medical simulation on personal resources and selected generic competencies of medical students, compared with a control group in which interprofessional learning was not applied.

Materials and Methods:

A longitudinal study was conducted between 2022 and 2023 among 62 medical students at Andrzej Frycz Modrzewski University in Krakow. The experimental group (n= 31) included students participating in interprofessional simulation-based classes, while the control group (n = 31) consisted of students taught using traditional methods.

Standardized instruments (STAI, PSS-10, GSES, Mini-COPE) and original questionnaires were used, including the Self-Assessment Form of Interprofessional Collaboration Skills (FSUWI).

Results:

The findings demonstrated that interprofessional education using medical simulation supports the development of personal resources and generic competencies, promoting adaptive coping strategies for stress. Although no significant differences were found between groups in anxiety, stress, or self-efficacy levels, participants of interprofessional classes achieved higher scores in teamwork, communication, and leadership competencies.

Qualitative analysis also confirmed that interprofessional classes contribute to breaking down professional stereotypes and fostering partnership-based relationships built on trust. Moreover, it was indicated that the optimal model of interprofessional education should combine elements of voluntariness and obligation, ensuring equal access and student engagement.

Conclusions:

Interprofessional education through medical simulation enhances key psychosocial and teamwork competencies, supporting the quality and safety of patient care. It should be regarded as an essential component of training strategies for future healthcare professionals.

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