



ORAL PRESENTATION:  
**Foregrounding Sociomateriality  
 Perspectives in  
 Interprofessional Education  
 and Practice**


[Michael Sy](#) (presenter), [Kathryn Lizbeth Siongco](#), [Roi Charles Pineda](#), [Rainier Canalita](#) & [Andreas Xyrichis](#)

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 Sy, M., Siongco, K. L., Pineda, R. C., Canalita, R., & Xyrichis, A. (2023). Sociomaterial perspective as applied in interprofessional education and collaborative practice: a scoping review. *Advances in health sciences education : theory and practice*. Advance online publication. <https://doi.org/10.1007/s10459-023-10278-z>

I HAVE **NO** RELATIONSHIPS & NO CONFLICT OF INTEREST TO DISCLOSE.

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**Interprofessional education and practice**

**Background**

Learning and assessment in interprofessional education (IPE) is recognized in terms of behavioral competencies (Canadian Interprofessional Health Collaborative, 2010) leading to the development of interprofessional collaboration (IPC) in the workplace (Barr et al., 2005; Reeves et al., 2010).

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## Background

**Sociomaterial perspective**

- This perspective proposes that organisations (social) and technology (material) are “inextricably fused” or “constitutively entangled” (Orlikowski & Scott, 2008)
- It emphasizes non-human entities and its interaction with human entities (Fernwick, 2014) to argue that a human-centric view excludes the value of the materials in the learning and practice of health professions
- A sociomaterial perspective is characterized by the following key notions: Materiality, Inseparability, relationality, performativity, & practice (Orlikowski & Scott, 2008)

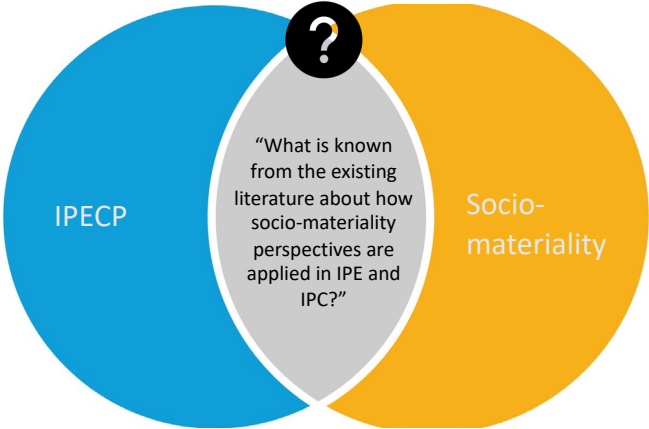
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## Research question


**The practice of interprofessionalism:**  
Learning and working together towards better health outcomes.

**Sociomateriality as a perspective:**  
Seeing social and material entities as inseparable in generating health care and health professions education practices. Specifically, this perspective foregrounds the material (tools, equipment, documents, rules, technology etc) aspects within IPECP (Fenwick et al., 2012; Fenwick et al., 2014)



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## Method


We did a **scoping review** following the 5-stage framework proposed by Arksey & O'Malley (2005):


1. Identifying the research question
2. Identifying relevant studies
3. Study selection
4. Charting the data (via Rayyan)
5. Collating, summarising, and reporting of results (quantitative and qualitative)


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## Key Findings: Quantitative

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43 papers met the inclusion criteria (records ranged from original research articles, book chapters, conference papers to commentaries)
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Majority originating from Europe; n = 26 (60%)
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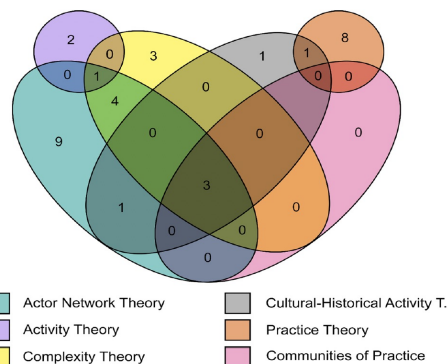
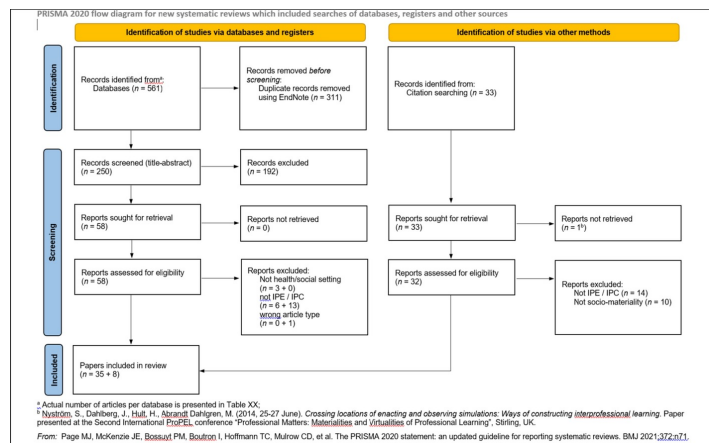
Variations in Orlikowski's definition of sociomateriality (n = 7 [16%]) and WHO's definition of IPE and IPC (n = 21 [48%])
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Related theories: Actor Network Theory; complexity theory; CHAT; activity theory; practice theory; CoP theory

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## Visualization of our quantitative findings: PRISMA chart and Venn Diagram



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## Key findings: Qualitative (themes)

Generates themes:

1. Power as a sociomaterial entity shaping IPE and IPC
2. Inclusion of non-health professionals in IPE and IPC practices
3. The critical understanding of sociomateriality

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## Key findings: Qualitative (themes)

Generated themes:

1. **Power as a sociomaterial entity shaping IPE and IPC**

**Power sharing or “depowering”** Social learning theories posit how knowledge is shared and commonly owned

**Overpowering:** Interprofessional practice implicitly defines “collaborative success” as empowering one group’s paradigmatic dominance over others (Essen et al., 2015)

2. Inclusion of non-health professionals in IPE and IPC practices

3. The critical understanding of sociomateriality

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## Key findings: Qualitative (themes)

Generated themes:

1. Power as a sociomaterial entity shaping IPE and IPC

2. **Inclusion of non-health professionals in IPE and IPC practices**

**“Non-health professionals”** (management science, engineers, police, IT professionals, etc.)

Results in **cross-practice relations**, opening boundaries, and expansion of clinical judgment or decision-making beyond health care setting but still improving health outcomes

3. The critical understanding of sociomateriality

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## Practice implications

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Practising IPECP entails theoretical framing underpinned by a sociomaterial perspective (vs folkloric/dominant theories of learning and practice).
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Acknowledge 'power' as a sociomaterial entity

  - Training of conflict resolution competencies to enact IPECP
  - Actuating 'depowering' or sharing power as part of practice
  - Being vigilant when IPECP is used as a tool to 'overpower'
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Our results challenge the current definition of IPECP (inclusion of non-health professionals within IPECP), seeing it as a reform that is complex, expansive, and critical towards improving health outcomes. This includes spelling interprofessional without a hyphen.

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RESEARCH



**Sociomaterial perspective as applied in interprofessional education and collaborative practice: a scoping review**

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### Abstract

Learning and working together towards better health outcomes today have become more complex requiring an investigation on how interprofessional education (IPE) and interprofessional collaboration (IPC) practices could be sustained and further developed. Through a sociomaterial perspective, we can better understand IPE and IPC practices by foregrounding the material aspect of learning and working together and examining its relationship with humans and their interactions. This article aimed to examine existing literature that discusses the application of sociomaterial perspectives in IPE and IPC. A scoping review was conducted following Arksey and O'Malley's framework to explore the extent within the current body of knowledge that discuss how sociomaterial perspective is applied in IPE and IPC practices. A systematic database search was performed in September 2021 to retrieve literature published from 2007 onwards, with forty-three papers meeting the inclusion criteria. These papers included research articles, book chapters, conference papers and commentaries, with the majority originating from Europe. The thematic analysis revealed the following themes: (1) power as a sociomaterial entity shaping IPE and IPC; (2) inclusion of non-health professionals in reimagining IPE and IPC practices, and (3) the critical understanding of sociomateriality. The findings suggest that a sociomaterial perspective can allow for the reimagination of the contemporary and future practices of interprofessionalism.

**Keywords** Interprofessional · Sociomateriality · Teaching and learning · Healthcare practice · Review

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