

The impact of an IPE workshop on student perceptions of other Healthcare professions



The impact of an IPE workshop on student perceptions of other Healthcare professions

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IPE Shared core competencies

1. Interprofessional communication

Healthcare students/professionals communicate in a collaborative, responsible and culturally sensitive manner

2. Shared decision-making

Healthcare students/professionals include all stakeholders in the decision-making process regarding patient healthcare outcomes

3. Role Clarification

Healthcare students/professionals understand and respect the role and responsibility of all stakeholders

4. Patient and family centered-care

Healthcare students/professionals seek out, integrate and value the input, and the engagement of the patient and family as part of the healthcare team



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IPE Workshop Structure

Day 1:

- Content → short 10-15 minute presentations
- Games → team practice in Shared Core Competencies
(no healthcare elements)



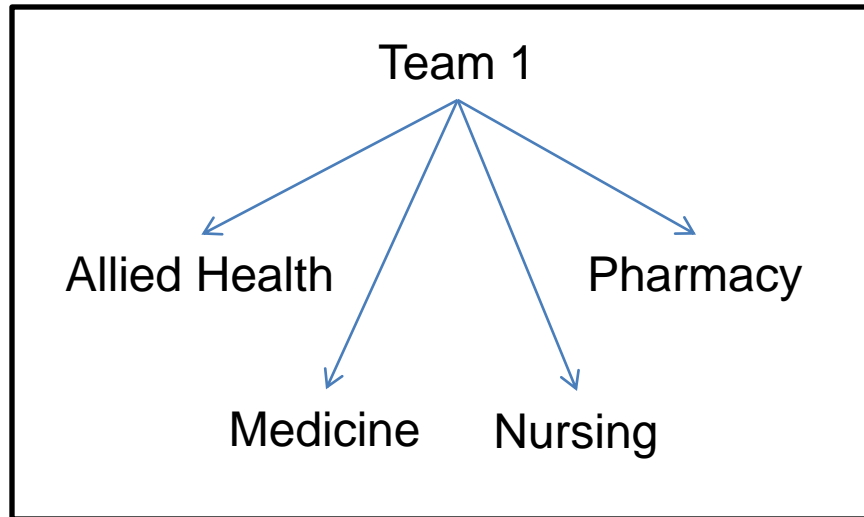
Day 2:

- Content → short 10-15 minute presentations
- Scenarios → team practice in Shared Core Competencies
(with healthcare elements)

IPE Team Structure

Teams:

- 4 teams per workshop (16 participants)
- 4 participants per team, 1 participant from each healthcare discipline
- Team composition changed on Day 2 (new teams)



Participant Sample

Four workshops over two semesters, each held on a weekend

Program	Year in Program				Total
	1	2	3	4	
Allied Health		18			18
Medicine		4	1	4	9
Nursing	2	9	3		14
Pharmacy		6	9	2	17
	2	37	13	6	58
Total (%age)	(3%)	(64%)	(22%)	(10%)	(100%)

Research Design

Pre-Surveys (morning of day 1)

- Readiness for IPE
- Attitude towards IPE
- Role Perception

Post-Surveys (afternoon of day 2)

- Readiness for IPE
- Attitude towards IPE
- Role Perception

Qualitative Data Gathering Throughout
(video data, focus group)

Research Design

Pre-Surveys (morning of day 1)

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- Readiness for IPE
- Attitude towards IPE
- **Role Perception**

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Role Perception Survey

- Based on the Interprofessional Perception Scale (Ducanis & Golin, 1979)
- Adapted to use 5 point likert scale
- 15 items asking participants to rate their perceptions of selves and others
- 4 surveys: one for themselves and 1 for each the other professions

Please respond to these items using the scale indicated.	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
	1	2	3	4	5
Persons in my profession ...					
Persons in the _____ profession ...					

Role Perception Results

- Pooled 'other professions' for analysis
- Used t-test to determine statistical significance between pre and post
- Look closer at statistically significant differences ($p < .05$)
- Used Cohen's d to calculate effect size

Effect size	d
Small	0.10
Medium	0.30
Large	0.50

- Review only 'Large' effect size i.e., $\geq .50$

Role Perception Results

Persons in my/other profession ...

	My Profession		Other Professions	
	Effect Size	Sig	Effect Size	Sig
Fully utilize the capabilities of other professions	0.42	*	0.81	***
Trust others' professional judgment	0.34		0.85	***
Have good relations with other professionals	0.32		0.97	***
Do not cooperate well with other professions	0.18		-0.70	***

*** < .001

** < .010

* < .005

Role Perception Results

Persons in my/other profession ...

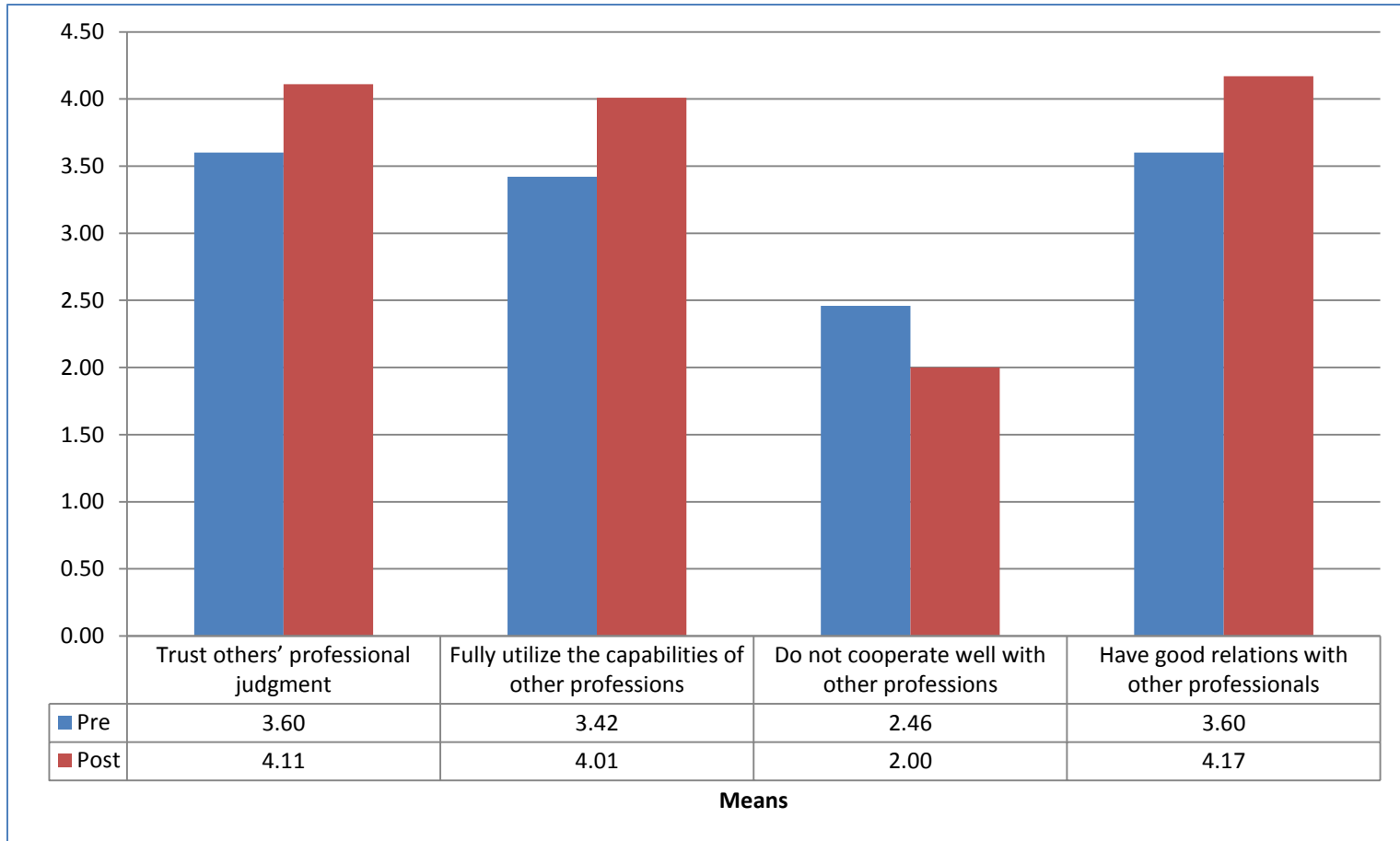
	My Profession		Other Professions	
	Effect Size	Sig	Effect Size	Sig
Have a higher status than other profession	-0.45	*	0.00	
Are well trained	0.21		0.62	**
Are competent	0.29		0.89	***
Understand the capabilities of other professions	0.23		0.92	***

*** < .001

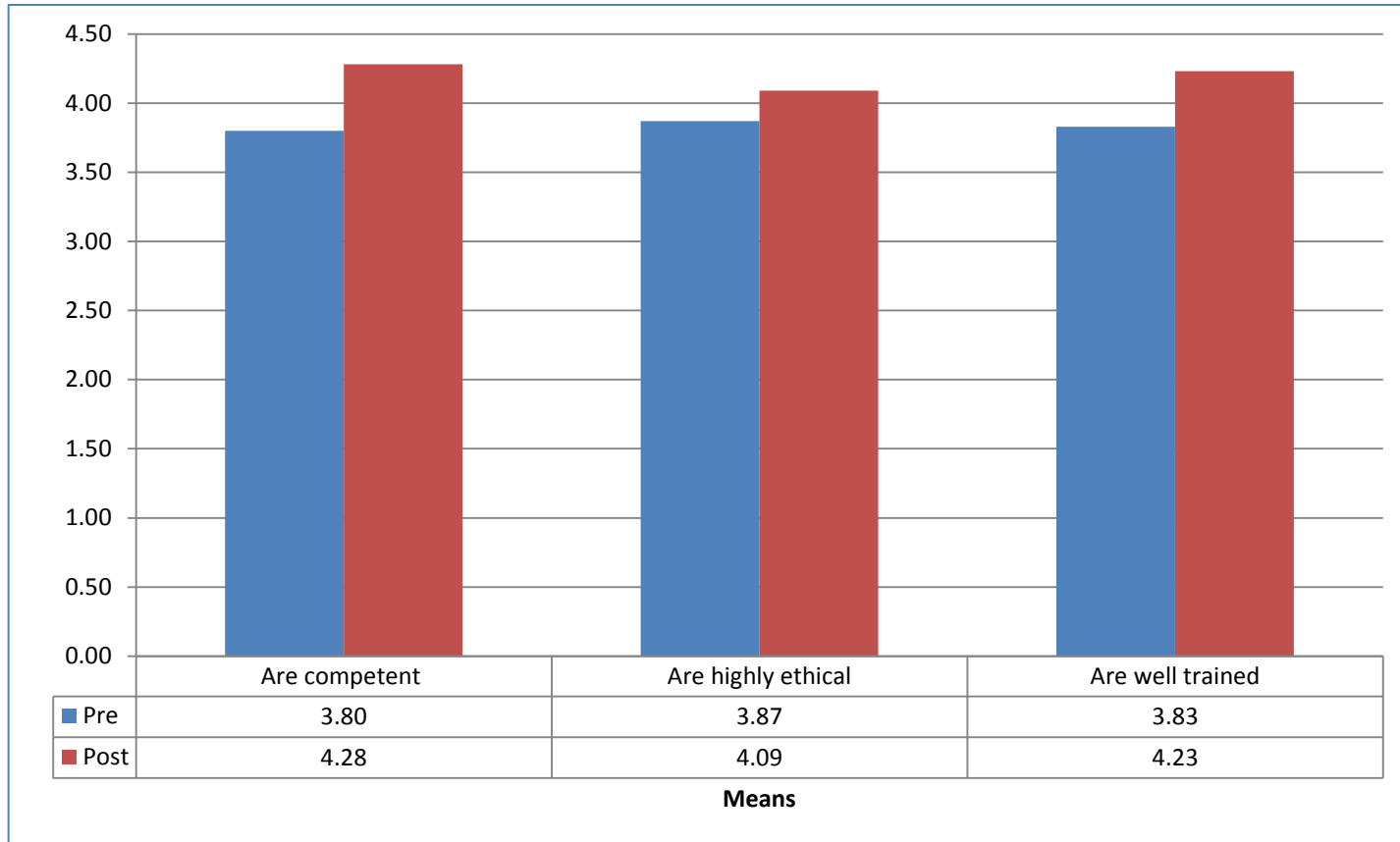
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Role Perception - Other Professions



Role Perception - Other Professions



Conclusions & Recommendations

Conclusions

- Changes in role perception of self was minimal
- Change in role perception of other professions **was** significant
- Pre-licensure interprofessional activities useful and worth the effort

Recommendations

- Provide more opportunities for IPE
- Appropriate screening or placement in IPE activities based on program level
- Reduce logistical difficulties by reducing number of professions (i.e., 2 at a time)
- Contrary to above ... place more professions together in e.g., games



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