

A comparison between cohorts of participants in an IPE forum: Does number of professions influence outcomes?

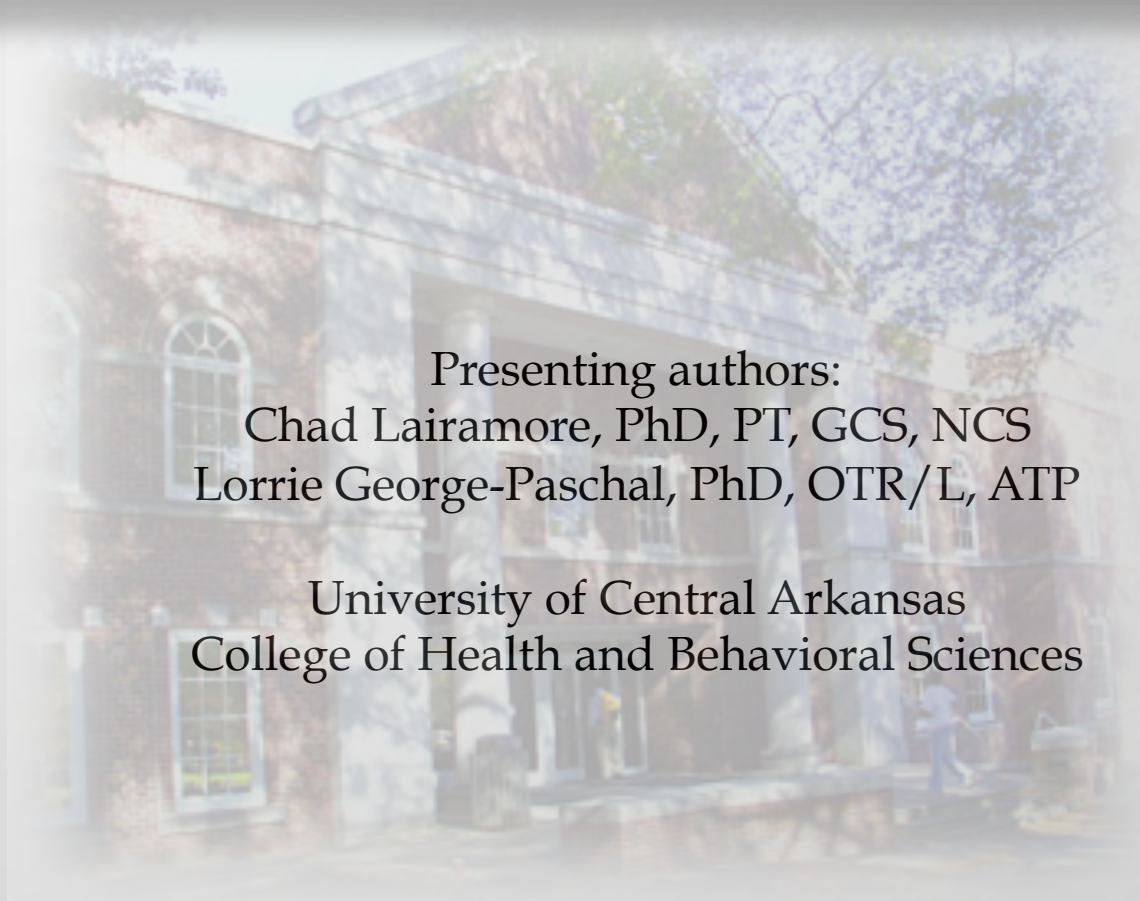
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Learning Objectives

- ▣ Participants will appreciate the impact of student groupings on perceptions of Teamwork and Professional Identity.
- ▣ Participants will recognize the positive influence an IPE forum can have on IPEC core competencies.
- ▣ Participants will understand the importance of faculty reflection for making programmatic improvements related to IPE.

Background

- ▣ “It is imperative that health professions students learn to work together to ensure a safer and improved patient-centered health system.” (Interprofessional-Education-Collaborative-Expert-Panel (IPEC), 2011)
- ▣ However, evidence supporting the best methods for implementing IPE are needed



Research Questions

What are students' perceptions of the benefits of participation in the IPE Forum?

Does the number of professions represented and the type of case study influence student perceptions of teamwork?



Research Design

- ▣ Pre and post ratings on the Readiness for Interprofessional Learning (RIPLS) and Interdisciplinary Education Perceptions Scale (IEPS) were investigated between the 2010-12 and the 2013-14 cohorts of health student participants in IPE forums.



2010-2012 IPE forum: Participants

- ▣ 3 cohorts of interprofessional students
- ▣ 479 participants
 - *Dietetics (n= 24)
 - Nursing (n=161)
 - OT (n=124)
 - Physical Therapy (n= 136)
 - SLP / CSD (n= 34)
- ▣ Case: Patient with a recent hemorrhagic stroke in an ICU setting

*2011-2012

2013-2014 IPE forum: Participants

- ▣ 2 cohorts of interprofessional students

- ▣ 387 participants
 - Dietetics (n= 39)
 - *Health Science (n=34)
 - *Kinesiology (n=17)
 - Nursing (n=76)
 - OT (n=69)
 - *Pharmacology (n=13)
 - Physical Therapy (n= 106)
 - *Psychology (n=3)
 - SLP / CSD (n= 30)

- ▣ Cases: Broadened to include an elderly individual with frequent falls and a pediatric client with autism and socio-economic challenges

*Did not participate in the 2010 – 2012 IPE forums

Procedures

- ▣ IRB Approval
- ▣ Pre-Test Measures
- ▣ IPE Forum (90 minutes)
- ▣ Post-Test Measures
- ▣ Focus group





IPE Forum

- ▣ IPE Forum remained consistent for all cohorts
 - Welcome - Dean of CHBS
 - Need/Importance of IPE
 - Warm-up Activity
 - IPE Small Group Discussion (8-12 per table)
 - Faculty Facilitated Discussion
 - Faculty Panel

- ▣ Increase in number of disciplines

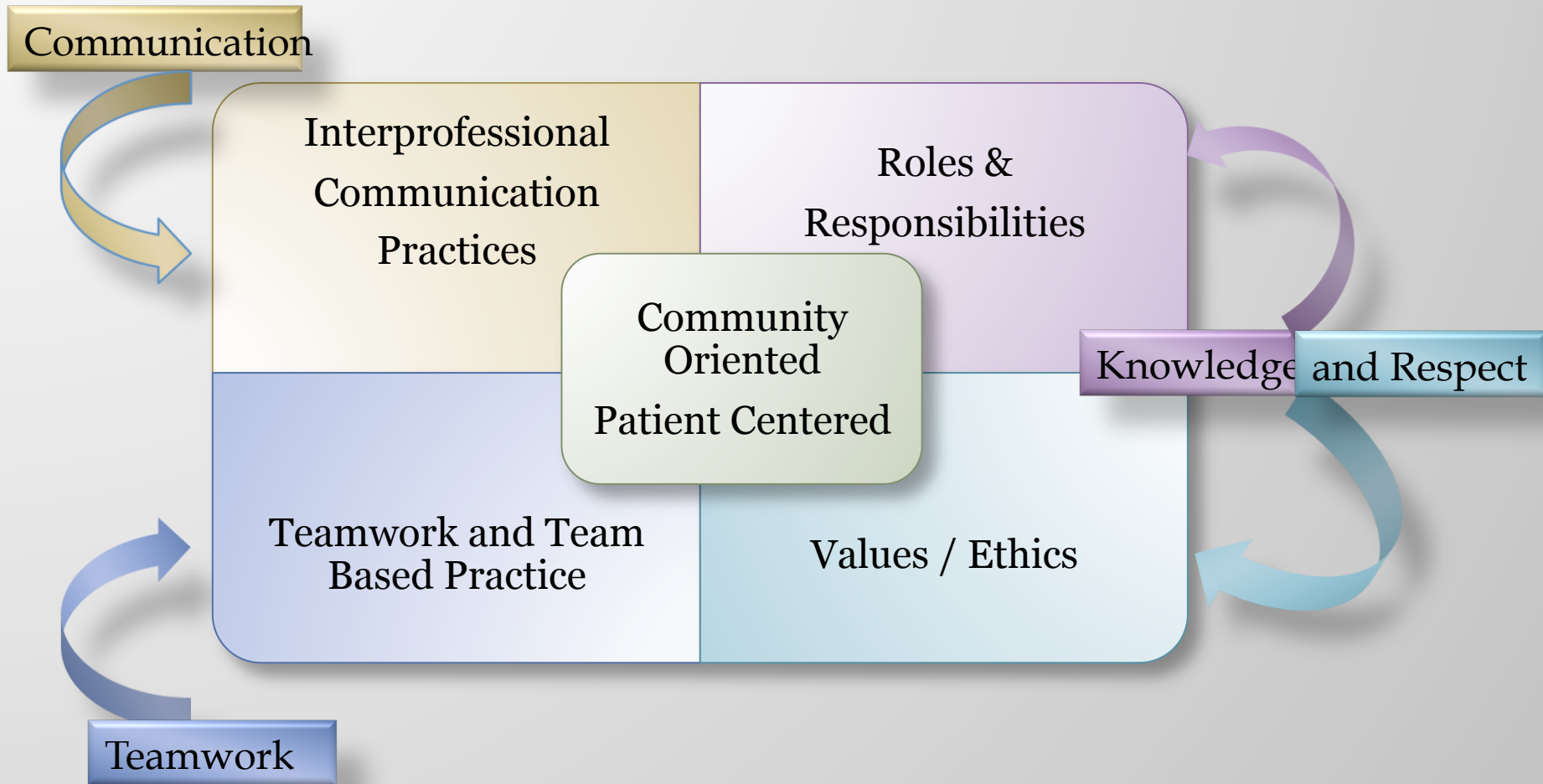
- ▣ Case scenarios were expanded to ensure a role for each profession represented.

Qualitative Themes

- ▣ Three main themes were agreed upon by the two raters:
- ▣ Knowledge and Respect
- ▣ Communication
- ▣ Teamwork



Comparison of Themes with IPEC Model



Quantitative Analysis: RIPLS

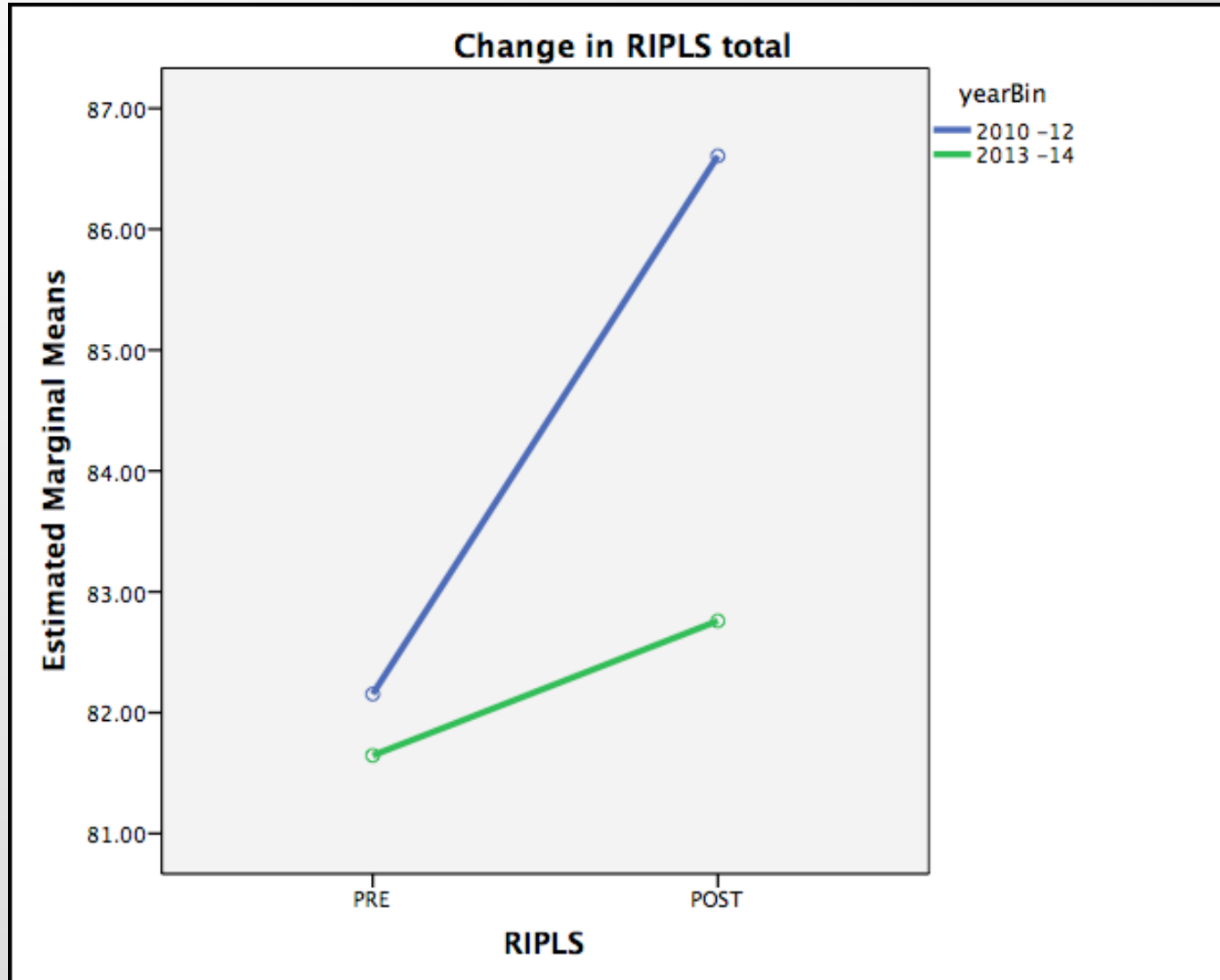
- ▣ Readiness for Interprofessional Learning (RIPLS)
 - 19-Item Likert scale
 - Good Internal consistency (.84-.9)
 - Four subscales
 - ▣ Teamwork and collaboration (.80-.88)
 - ▣ Positive professional identity (.76-.81)
 - ▣ Negative professional identity (.60-.76)
 - ▣ Roles and Responsibilities (.40-.43)

(McFayden et al., 2005; McFayden, Webster, & Maclaren, 2006)

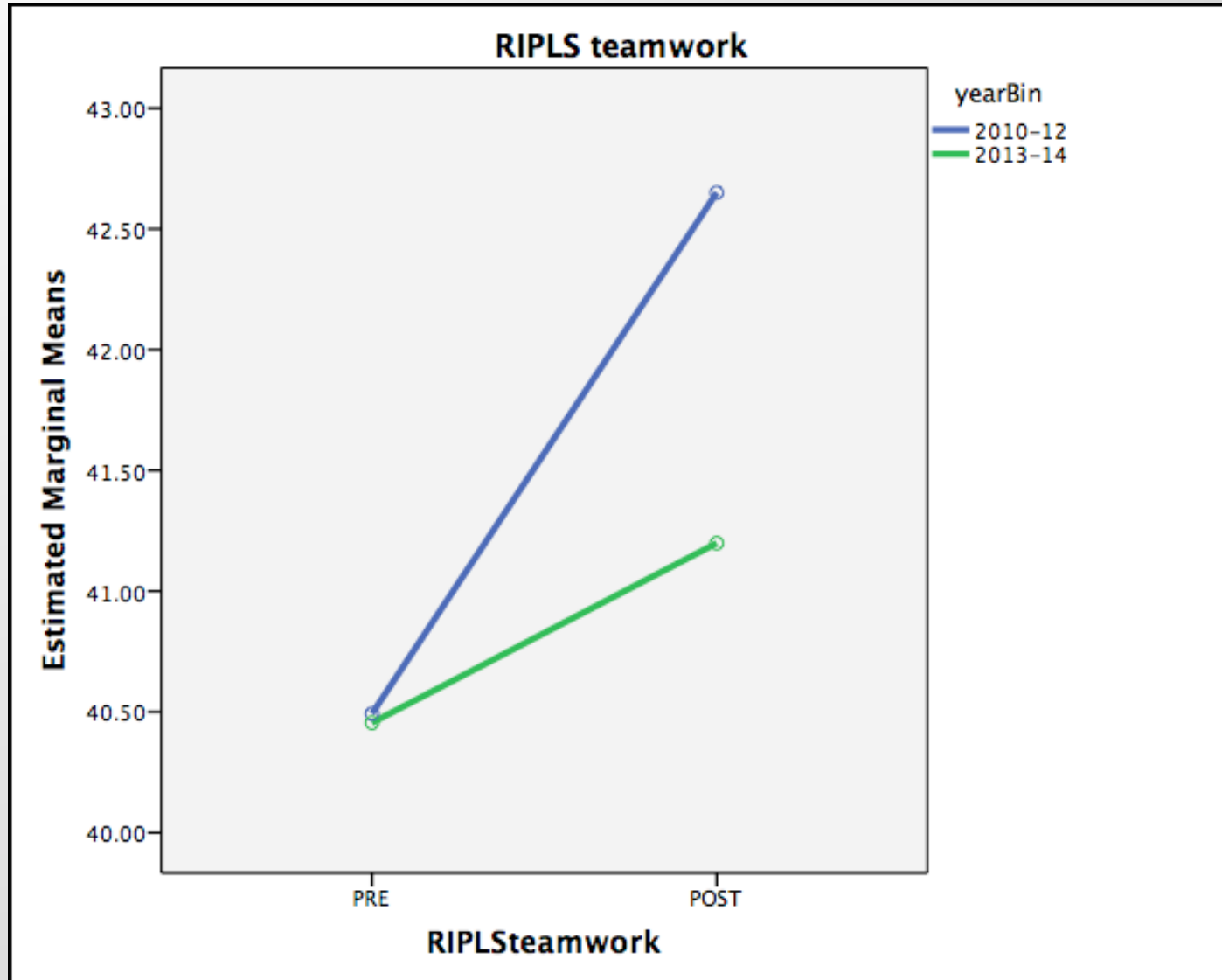
Results - RIPLS

RIPLS	Year	N	Pre	Post	Interaction effect	Main effect pre-post	Main effect cohorts
Overall	2010 - 12	468	82.2(SD 7.9)	86.6 (SD 7.9)	.000*	.000*	.000*
	2013 - 14	387	81.6 (SD 9.2)	82.8 (SD 10.2)			
Teamwork and collaboration	2010 - 12	468	40.5 (SD 3.8)	42.7 (SD 3.7)	.000*	.000*	.000*
	2013 - 14	387	40.4 (SD 4.8)	41.2 (SD 5.5)			
Positive professional identity	2010 - 12	468	12.6 (SD 2)	13.7 (SD 1.8)	.000*	.000*	.002*
	2013 - 14	387	12.8(SD 2)	13.3(SD 2)			

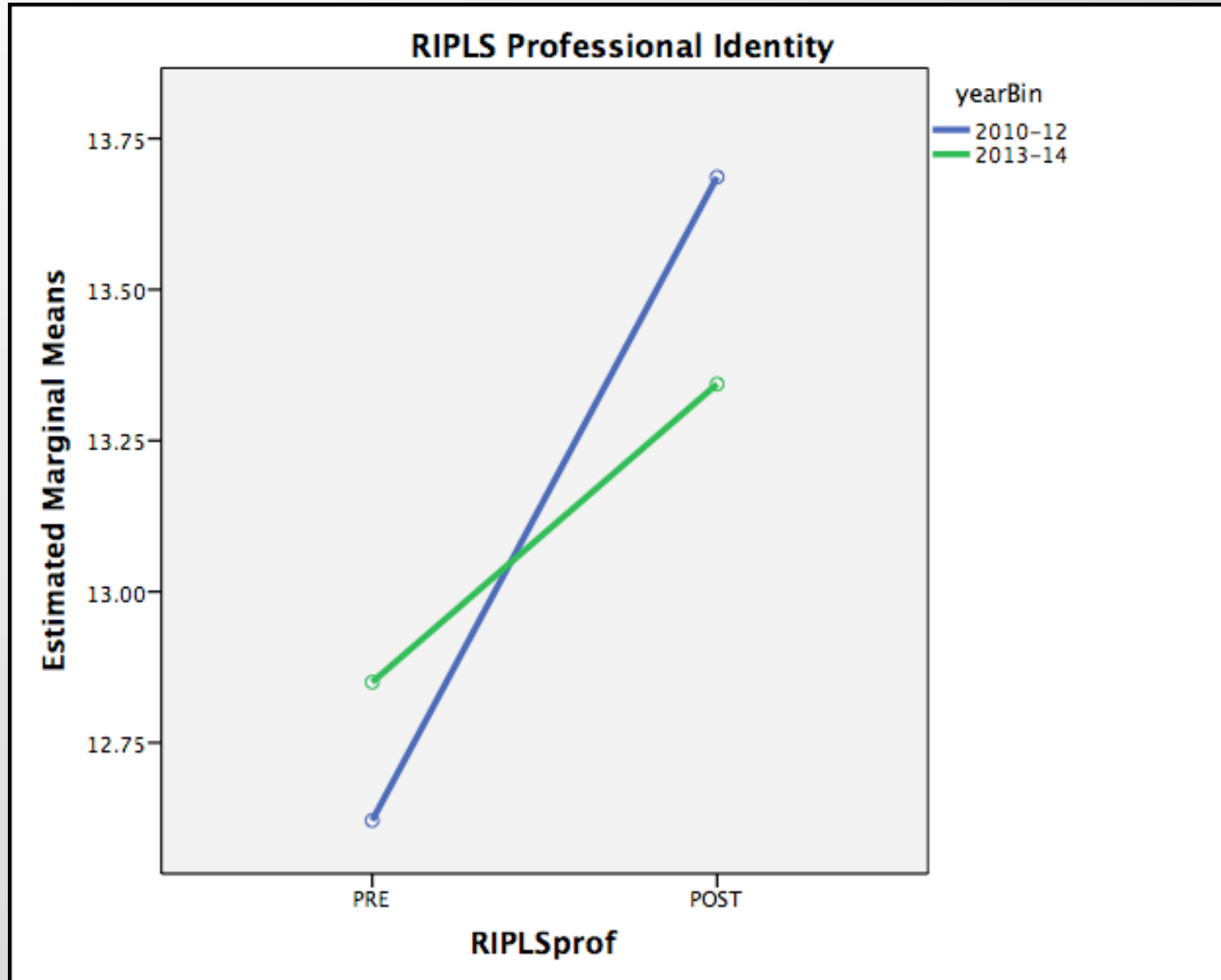
Results – RIPLS total



Results – RIPLS teamwork



Results – RIPLS Prof Identity



Quantitative Analysis: IEPS

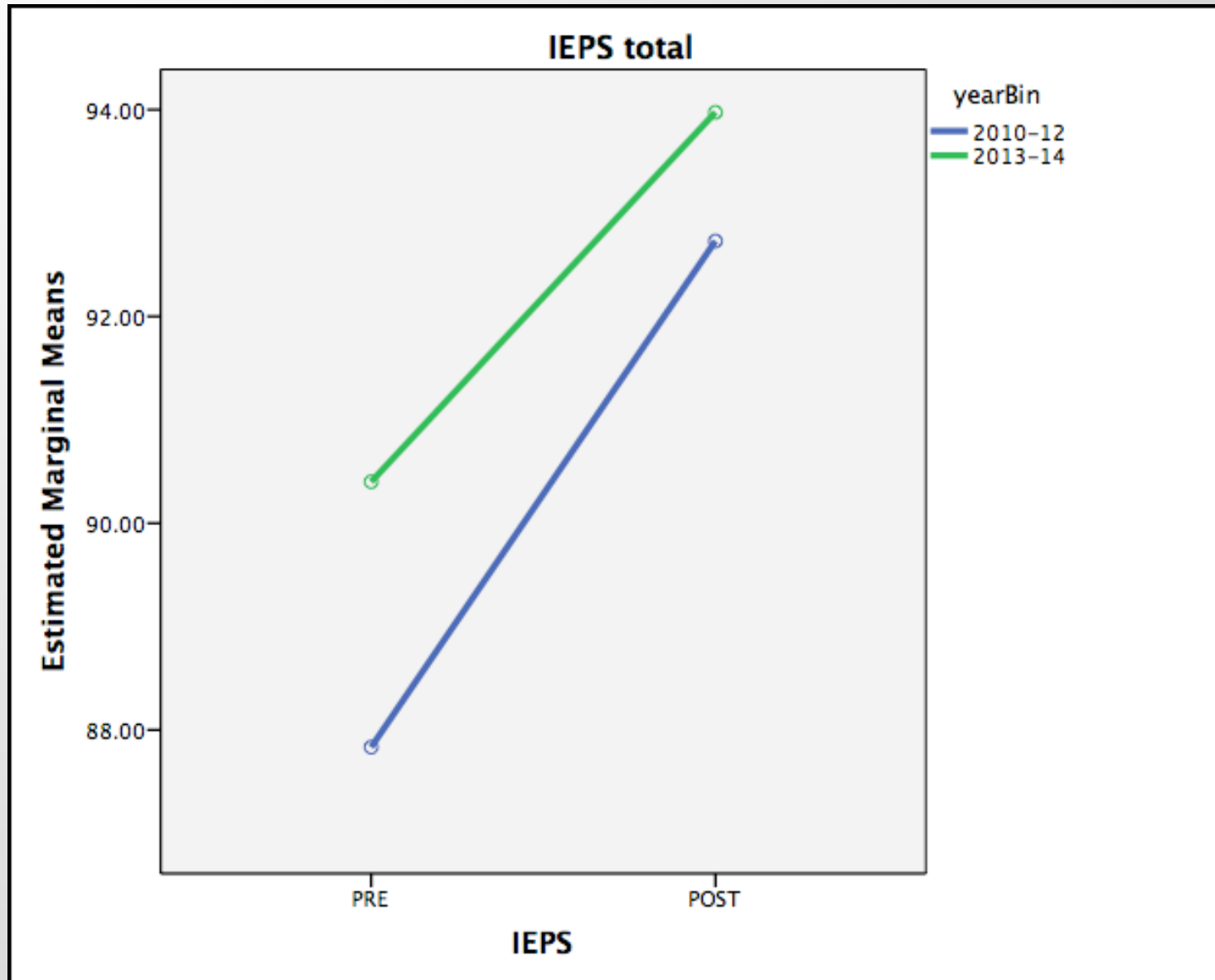
- ▣ Interdisciplinary Education Perception Scale
 - 18-Item Likert scale
 - Good Internal consistency (.87-.88)
 - Four subscales
 - ▣ Competency and autonomy (.78-.83)
 - ▣ Perception of actual cooperation (.83-.84)
 - ▣ Perceived need for cooperation (.38-.563)
 - ▣ Understanding of others' values (.58)

(McFadyen, Maclaren, & Webster, 2007)

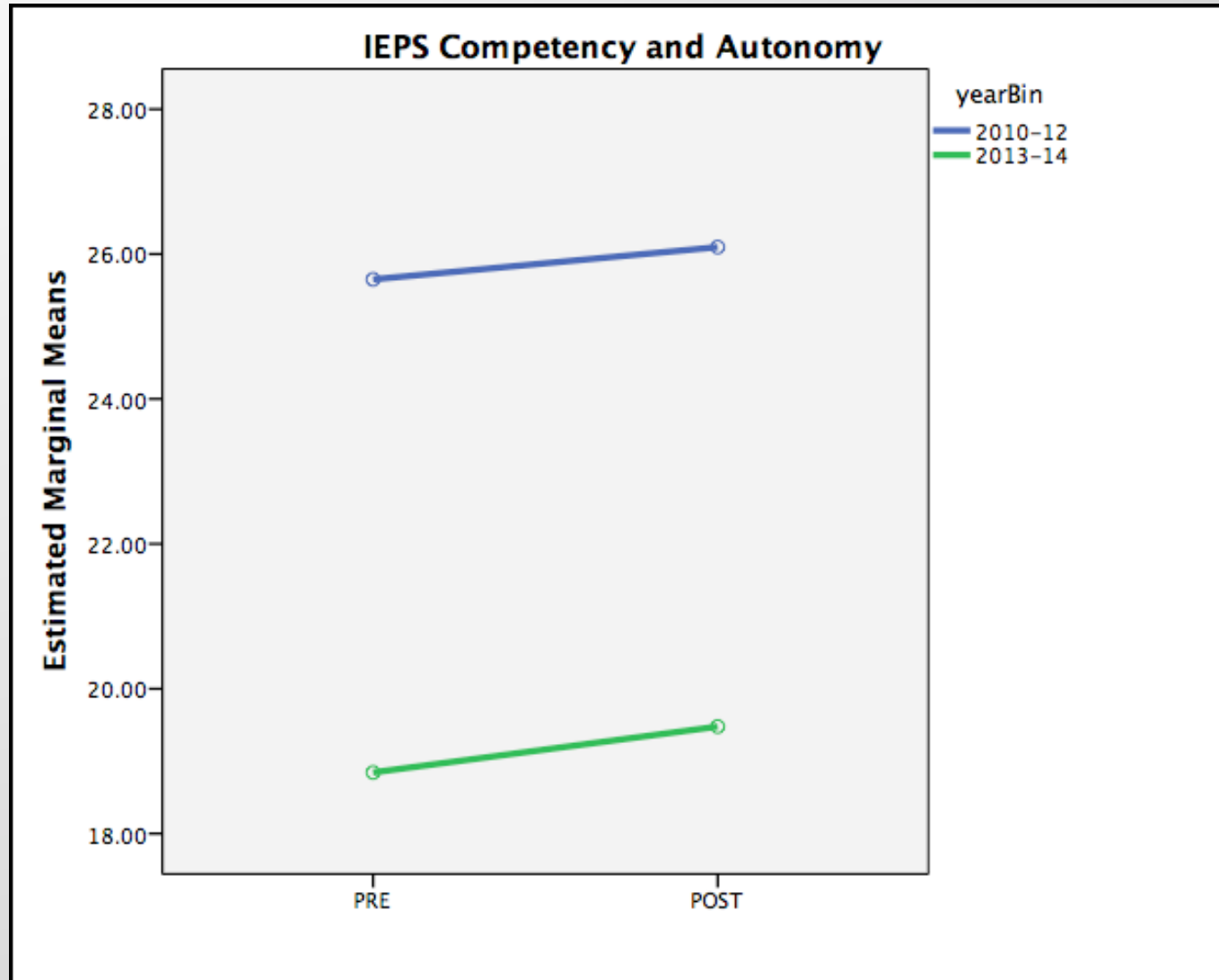
Results - IEPS

RIPLS	Year	N	Pre	Post	Interaction effect	Main effect pre-post	Main effect cohorts
Overall	2010 - 12	450	87.8(SD 7.8)	92.7 (SD 8.2)	.034*	.000*	.03*
	2013 - 14	387	90.4 (SD 8.3)	93.9 (SD 9.2)			
Competency and Autonomy	2010 - 12	450	25.6 (SD 2.7)	26.1 (SD 2.9)	.365	.000*	.000*
	2013 - 14	387	18.8(SD 12.2)	19.5 (SD 12.7)			
Perceptions of Cooperation	2010 - 12	450	25.5 (SD 2.7)	26.9 (SD 2.8)	.284	.000*	.000*
	2013 - 14	387	26.2(SD 2.8)	27.4(SD 2.8)			

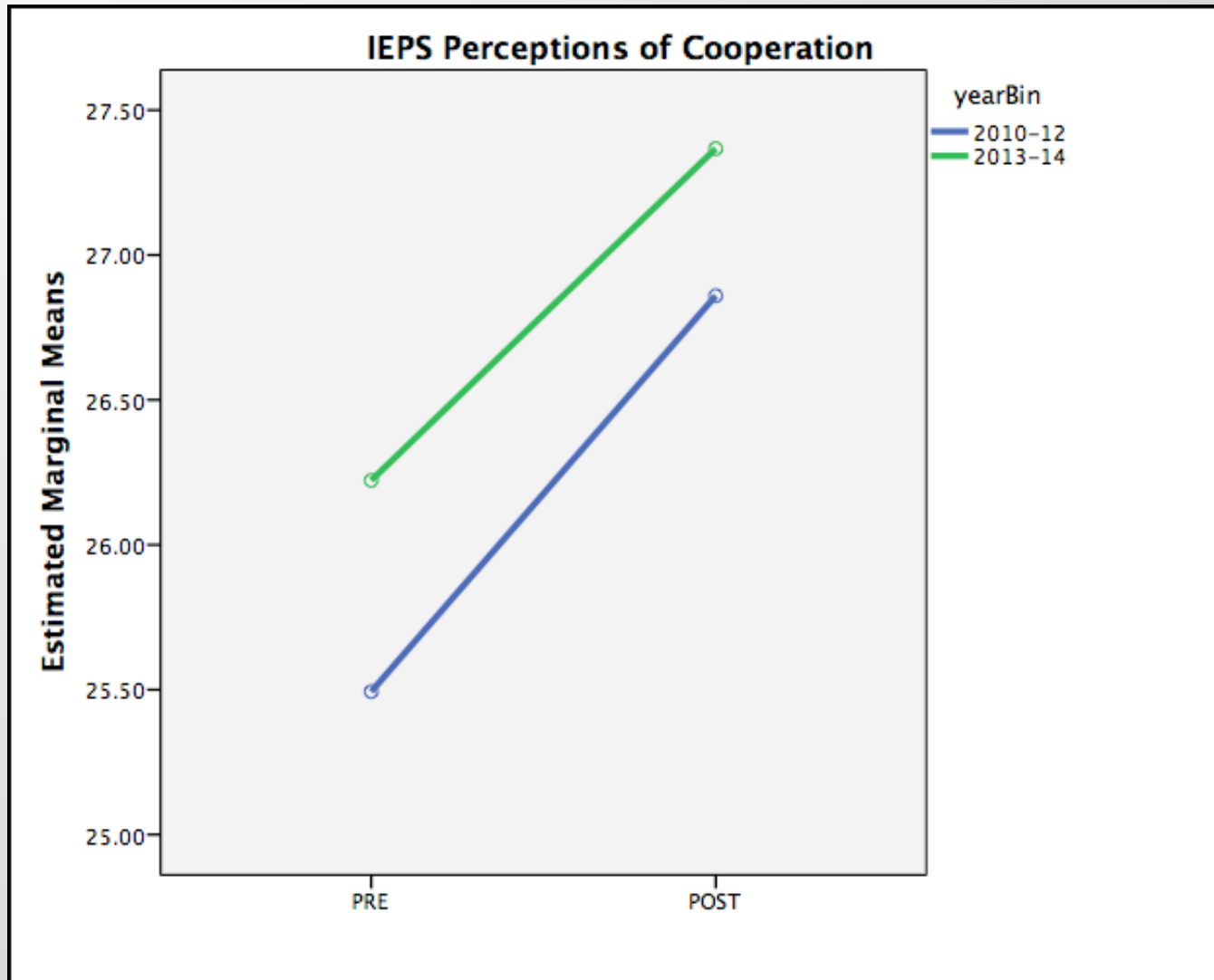
Results – IEPS total



Results – IEPS competency and Autonomy

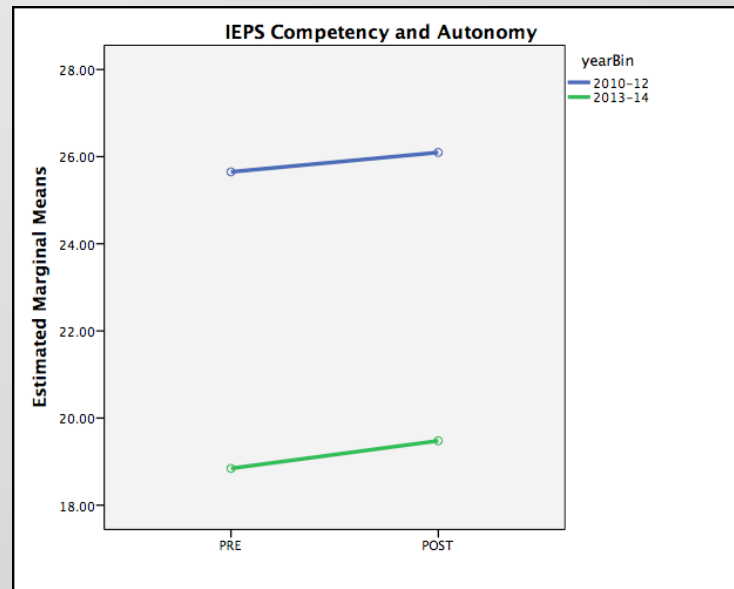


Results – IEPS Perceptions of Cooperation



Discussion

- RIPLS
 - Assess students' personal attitude toward interprofessional learning
- IEPS
 - Assesses attitudes about team collaboration for students' professions
 - May be more appropriate for more advanced students.



Discussion

Smaller Student groupings with targeted cases improved students' personal attitudes toward teamwork better than larger groupings of students with more ambiguous all encompassing cases.

Pt with
CVA in the
ICU

PT, OT,
SLP,
Nurse,
Dietician

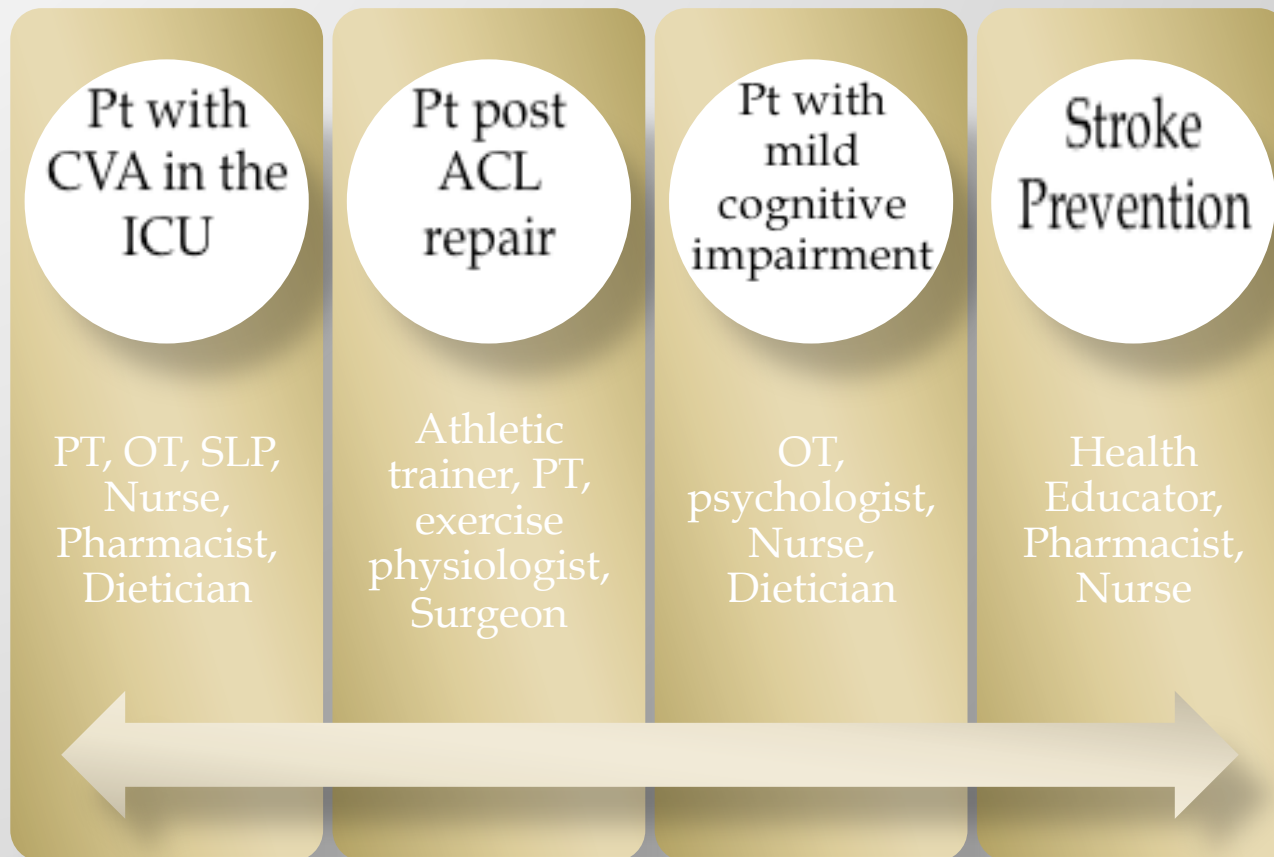
Older
adult with
multiple
dx's

PT, OT, SLP, Nurse, Dietician,
Health Educator, Pharmacist,
Nurse, Athletic trainer, Exercise
physiologist



Discussion

We propose more specificity with cases and intentional groupings of students may result in better outcomes.



Findings

- ▣ IPE forum
 - Linked student's learning experiences from the IPE forum with the IPEC **core competencies**
 - Positively influenced student **attitudes**
 - Resulted in positive perceptions of **working as a team.**
- ▣ **Targeted cases** with **smaller student groupings** facilitated greater perceptions of teamwork and Professional Identity
- ▣ Provided an opportunity for IP faculty to **model teamwork**

Future Research

- ▣ Investigate how **targeted cases** and **intentional groupings** of students from different professions may influence outcomes.
 - Do different groupings of professions influence perceptions of teamwork
- ▣ Perform longitudinal studies to investigate if IPE experiences are leading to improvements in interprofessional **practice**.
- ▣ Use of other instruments tools to **move beyond assessing perceptions**

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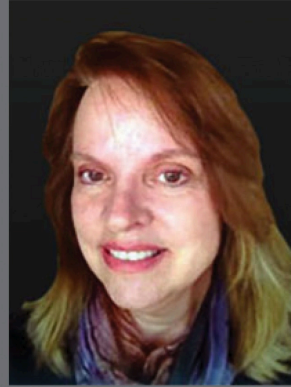
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References

- ▣ McFadyen AK, Webster VS, Maclaren WM. The test-retest reliability of a revised version of the Readiness for Interprofessional Learning Scale (RIPLS). J Interprof Care 2006;20(6):633-9.
- ▣ McFadyen AK, Webster V, Strachan K, Figgins E, Brown H, & McKechnie J. (2005). The Readiness for Interprofessional Learning Scale: a possible more stable sub-scale model for the original version of RIPLS. J Interprof Care 2005;19(6):595-603.
- ▣ (IPEC, 2011). Interprofessional-Education-Collaborative-Expert-Panel. (IPEC). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C: Interprofessional Education Collaborative; 2011.
- ▣ WHO. Framework for action on interprofessional education & collaborative practice Geneva: World Health Organization; 2010.