

# Impact of Exposure to Interprofessional Collaborative Practice during Integrated Clinical Experiences on Student Physical Therapists' Competencies and Perceptions of Interprofessional Collaborative Practice

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## BACKGROUND

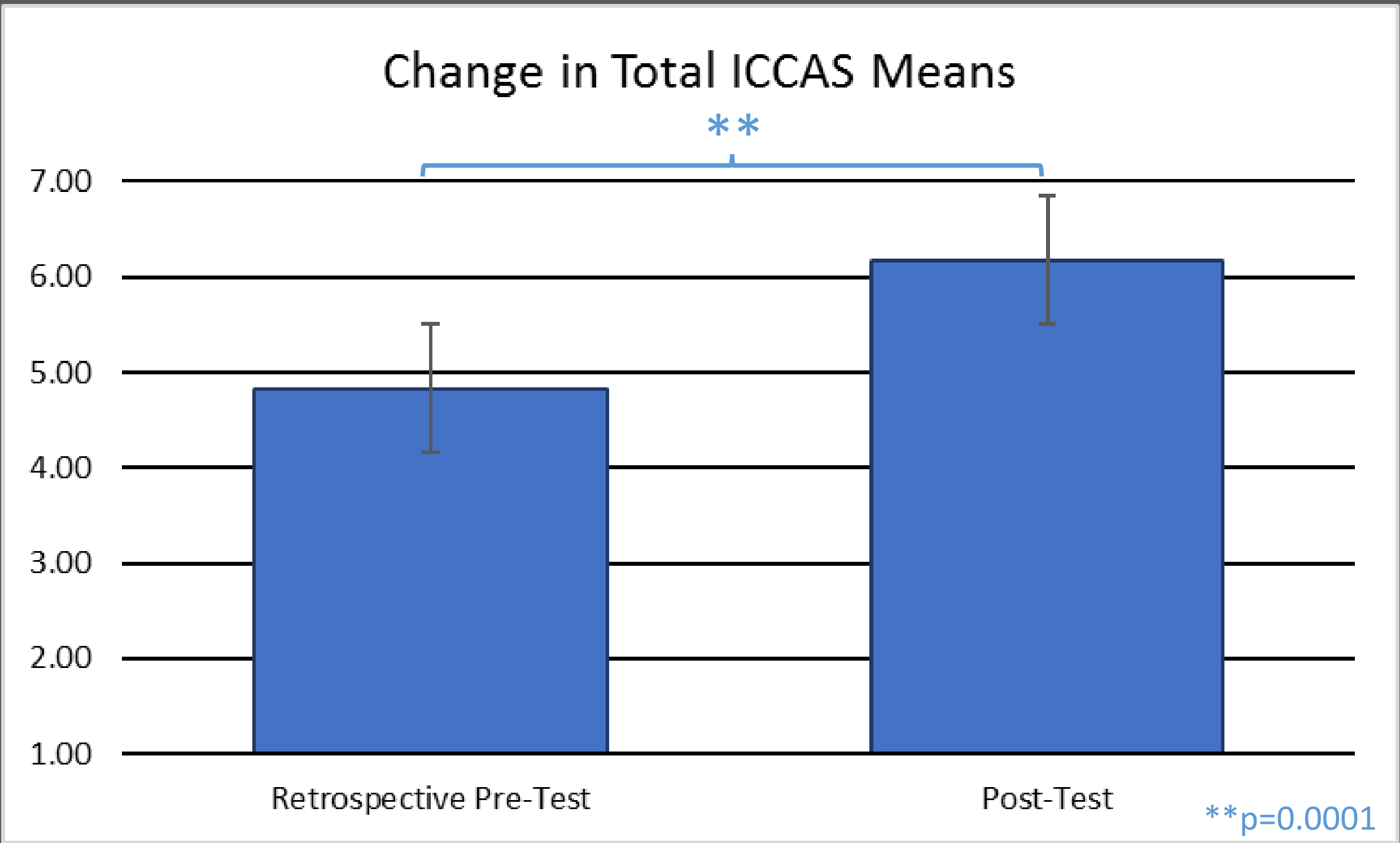
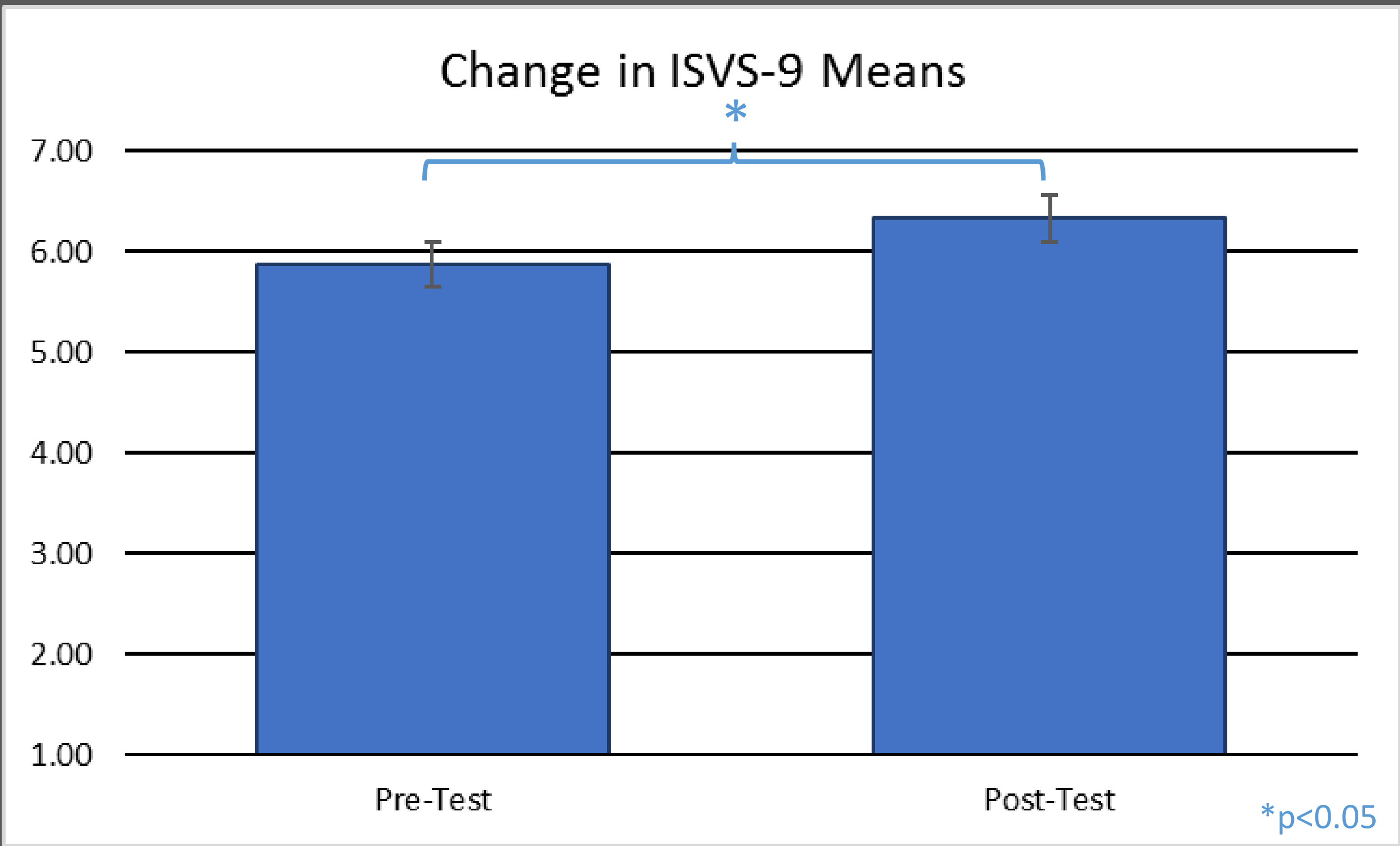
Health professions students have more opportunities to participate in interprofessional education (IPE) than ever before. This growth in IPE, and focus on the IPEC core competencies<sup>1</sup>, can be attributed to their recognized ability to reduce medical error and improve healthcare quality and the patient experience.<sup>2-7</sup> However, if these core competencies are taught in silos without access to interprofessional practice settings, students' understanding of the complexity of patient-centered healthcare will be limited.

## METHODS

During a 14-week patient examination course, entry-level physical therapist students (n=23) attended four, 1-hour intraprofessional integrated clinical education (ICE) sessions in a faculty-led interdisciplinary free clinic, thus exposing the students to interprofessional collaborative practice (IPCP). Students also completed one, 2-hour IPCP treatment session with a faculty member either from nursing or occupational therapy. Course outcomes were measured using the Interprofessional Socialization and Valuing Scale-9 (ISVS-9)<sup>8</sup> as a retrospective pre-test and post-test immediately following the IPCP session, the Interprofessional Attitudes Scale (IPAS)<sup>9</sup> collected at the course's starting-, mid-, and end-points, and the Interprofessional Collaborative Competency Attainment Survey (ICCAS)<sup>10</sup> collected at course end as a retrospective pre-test/post-test.

## RESULTS

Fourteen subjects had complete data sets for the ICCAS and ISVS-9; the IPAS was eliminated from final analysis due to incomplete data.



Significant changes were also seen in each of the six subsections of the ICCAS (p < 0.005).

## CONCLUSION

The ICE sessions improved students' self-reported competencies of interprofessional care and had a significant impact on students' interprofessional socialization and perception of interprofessional collaborative practice. The benefits of introducing IPE/IPCP early in the health professions curriculum and continuing to integrate it into professional practice through clinical experiences, offers a good way to address the Triple Aim.<sup>11-13</sup>

## LESSONS LEARNED

Early integration of IPE and introduction to IPCP in a health professions program's integrated clinical experiences brings meaningful and significant progress toward achievement of the Triple Aim.

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