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 competencies1, can be attributed to their recognized ability to reduce medical error and improve healthcare quality and the patient experience.2,7 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 interprofessional 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 immediately following the IPCP session, the Interprofessional Collaborative Competency Attainment Survey (ICCAS)10 collected at course's starting-, mid-, and end-points, and the Interprofessional Collaborative Competency Attainment Survey (ICAS)10 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.

![Change in ISVS-9 Means](image)

- **p<0.05

![Change in Total ICCAS Means](image)

- **p=0.0001

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.11-13

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.

REFERENCES

8King G, Orchard C, Khalili H, Avery L. Refinement of the Interprofessional Socialization and Valuing Scale (ISVS -21) and Development of 9-Item Interprofessional Socialization and Valuing Scale-9 (ISVS-9)8 as a retrospective pre-test and post-test.

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