

Longitudinal Effectiveness of a Four-Hour Interprofessional Education Session

Scott Bennie, PT, DSc, MBA; Tia Hughes, DrOT, MBA, OTR/L

Vice Chair & Associate Professor, Department of Physical Therapy; Chair & Professor, Department of Occupational Therapy, Adventist University of Health Sciences, Orlando, FL

BACKGROUND

Methodology used to progress students toward IPEC core competencies are varied as are the outcomes.¹ A four-hour lecture- and lab-based interprofessional education (IPE) session was previously shown to be effective in improving physician assistant (PA) students' interprofessional socialization (IS) and perception of interprofessional collaborative practice (IPCP).² However, the study lacked follow up assessments determining the intervention's long-term effectiveness and ability to counter the hidden curriculum that undermines successful implementation and uptake of IPE curricula^{3,4}, frequently encountered in the clinical settings.⁵

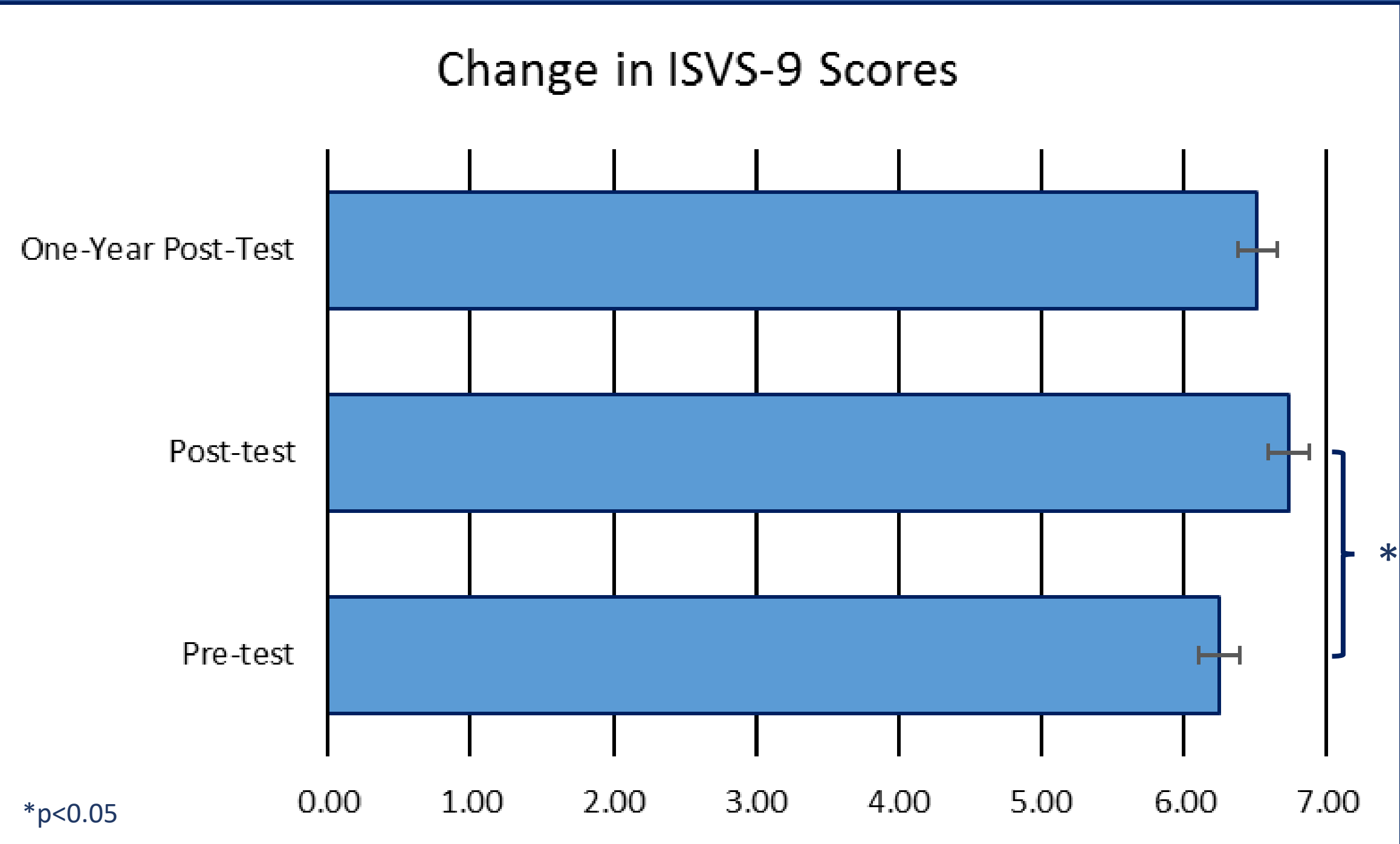


METHODS

This study is a one group repeated measures design using the Interprofessional Socialization and Valuing Scale-9 (ISVS-9).⁶ The previously applied intervention was two-fold: 1) an OT and PT faculty-led classroom discussion about IPE and IPCP, and 2) OT student-led labs intended to increase empathy and improve understanding of IPCP. The ISVS-9 data was collected as a pre-test and a post-test, immediately following the intervention (n=20). After one year, consisting primarily of clinical rotations, the ISVS-9 was re-issued to the same cohort (n=16).

RESULTS

Descriptive statistics were calculated. A one-way repeated measures ANOVA was conducted and showed the significant effect of the intervention on PA students' IS and perception of IPCP, $F(2,30)=3.44$, $p < 0.05$. Post hoc comparisons using the Tukey HSD test indicated that mean pre-intervention ISVS-9 scores (6.25, $SE=0.14$) were significantly different than immediate post-intervention scores (6.74, $SE=0.11$, $p<0.05$), but not significantly different than one-year post scores (6.52, $SE=0.15$). There was no significant change between immediate and one-year post-intervention scores.



CONCLUSION

The results of this study suggest that the use of this 4-hour lecture- and lab-based IPE session improved PA students' IS and perception of IPCP both in the short- and long-term. However, the hidden curriculum may dampened the long-term effectiveness of the intervention. Though challenges exist in providing interprofessional practice opportunities for students,⁷ the benefits of introducing IPE early in the health professions curriculum with continue integration through clinical experiences offers an avenue to hit the Triple Aim.⁸⁻¹⁰

LESSONS LEARNED

Further exploration of interventions for use in the clinical environment to address the hidden curriculum should be explored, as this may impair successful IPCP.

REFERENCES

- ¹Reeves S, Perrier L, Goldman J, Freeth D, Zwarenstein M. Interprofessional education: Effects on professional practice and healthcare outcomes (update). *Cochrane Database Syst Rev*. 2013;3:CD002213.
- ²Bennie S, Hughes T. Effectiveness of a four-hour interprofessional education session. Poster presented at: The Nexus Summit 2017: Provocative Ideas for IPE, August, 2017; Minneapolis, Minnesota.
- ³Haddara W, Lingard L. Are we all on the same page? A discourse analysis of interprofessional collaboration. *Acad Med*. 2013;88(10):1509-1515.
- ⁴Whitehead C. The doctor dilemma in interprofessional education and care: how and why will physicians collaborate? *Med Educ*. 2007;41(10):1010-1016.
- ⁵Gaufberg EH, Badaldeen M, Sands R, Bell SK. (2010). The hidden curriculum: What can we learn from third-year medical student narrative reflections? *Acad Med*. 2010;85(11):1709-1716.
- ⁶King G, Orchard C, Khalili H, Avery L. Refinement of the Interprofessional Socialization and Valuing Scale (ISVS-21) and Development of 9-Item Equivalent Versions. *J Contin Educ Health Prof*. 2016;36:171-177.
- ⁷Blue AV, Mitcham M, Smith T, Raymond J, Greenberg R. Changing the future of health professions: embedding interprofessional education within an academic health center. *Acad Med*. 2010;85:1290.
- ⁸Chan A, Wood V. Preparing tomorrow's health care providers for interprofessional collaborative patient-centered practice today. *UBC Med J*. 2012;1(2):22-24.
- ⁹Coleman MT, Mclean A, Williams L, Hasan K. Improvement in interprofessional student learning and patient outcomes. *J Interprof Educ Pract*. 2017;8:28-33.
- ¹⁰Ketcherside M, Rhodes D, Powelson S, Cox C, Parker J. Translating interprofessional theory to interprofessional practice. *J Prof Nurs*. 2017;33(5):370-377.



ACKNOWLEDGEMENTS

We'd like to acknowledge Mark Payne, DHSc, PA-C, DFAAPA, Chair of the Physician Assistant Studies department for sharing your PA students with us and to Adventist University of Health Sciences for supporting this project through academic release time for scholarly work.