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. 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). 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, frequently encountered in the clinical settings.

METHODS
This study is a one group repeated measures design using the Interprofessional Socialization and Valuing Scale-9 (ISVS-9). 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 reissued 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, 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.

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.

REFERENCES

RESULTS

<table>
<thead>
<tr>
<th>Change in ISVS-9 Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Year Post-Test</td>
</tr>
<tr>
<td>Post-test</td>
</tr>
<tr>
<td>Pre-test</td>
</tr>
</tbody>
</table>

*p<0.05