

# Effects of IPE on Early Exposure to Clinical Experience Within ATSU-SOMA's Unique Curriculum

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## Background

- In recent years, emphasis on Interprofessional Education (IPE) has become an increasingly crucial component of medical education.
- As healthcare becomes more patient-centered, effective collaboration among different health professionals plays a larger role in ensuring quality care.
- Factors contributing to better patient health outcome and increased patient safety are influenced through improved communication, appropriate training, standardized protocols and cooperation amongst disciplines.
- A.T. Still University - School of Osteopathic Medicine in Arizona (ATSU-SOMA) has a unique curriculum that utilizes the 1+3 model (1 year of didactics and 3 years of clinicals).
- Academic curriculum for year 1 students includes IPE, collaborating with dental, physician assistant, occupational therapy and athletic training programs on campus.
- Students are relocated during their second year to team-based clinical training in federal qualified community health centers (FQHCs) throughout the country.
- We aim to evaluate the effects and perception of students towards IPE in the setting of the unique curriculum of ATSU-SOMA.

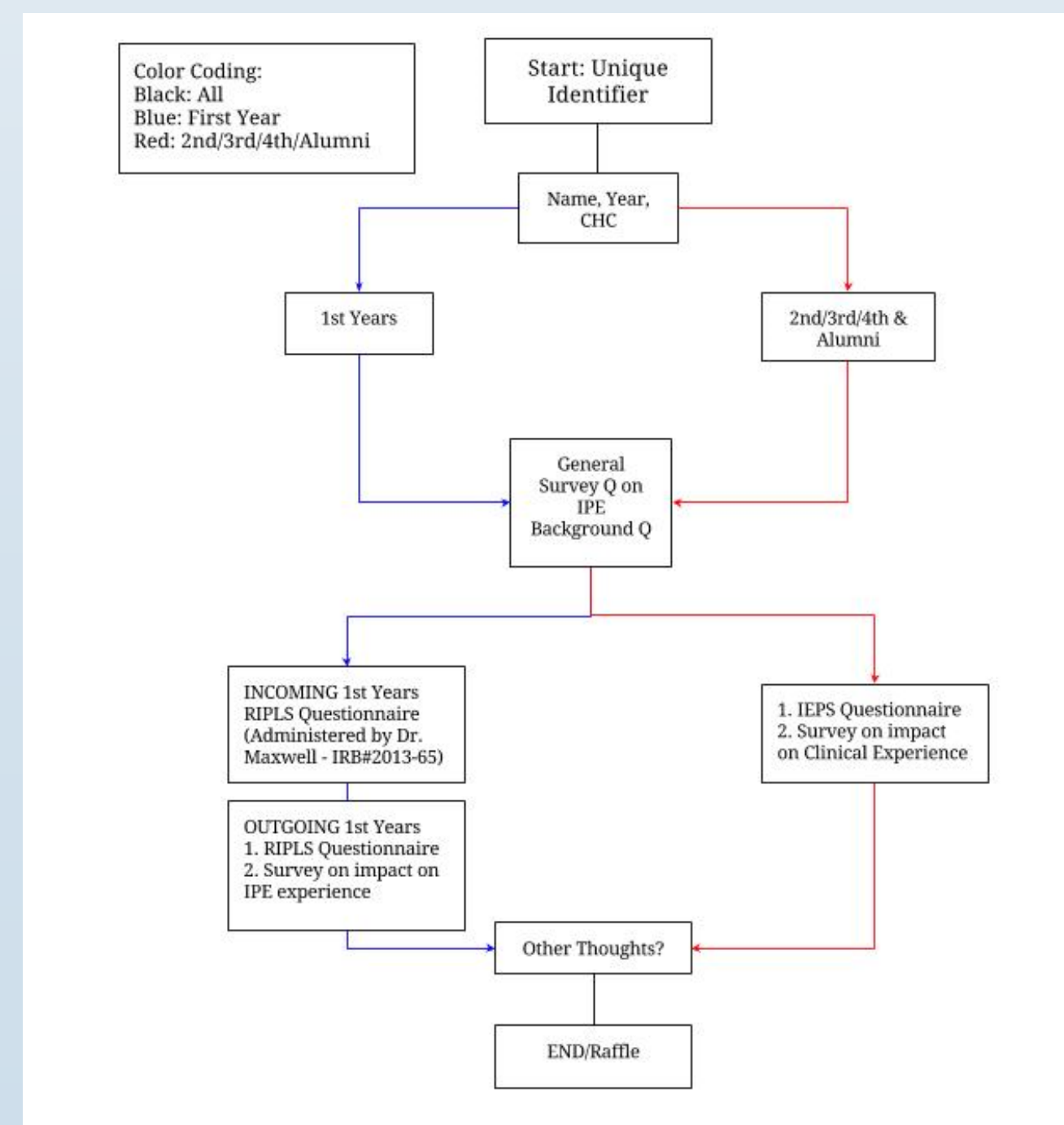
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## Objectives

- Examine and compare the results of students with previous personal background of interprofessional education to the other students, regarding their attitudes toward interprofessional education.
- Examine the level of student preparedness for working in interdisciplinary teams upon completing each advancing year and compare to previous results.
- Examine the student perceptions of the effect of interprofessional education on patient health outcome.

## Methods

- Longitudinal survey-based study from July 2016 to end of April 2019.
- Survey data collected from osteopathic medical student (OMS) in class of 2017 to 2022.
- Four data collection tools were utilized: demographic survey, IPE effects survey and 2 validated surveys: Readiness for Interprofessional Learning Scale (RIPLS) and Interdisciplinary Education Perception Scale (IEPS).
- OMS 1 received surveys at time of matriculation (initial) and during spring of the academic year (end).
- OMS 2-4 received surveys during spring of the same academic year.
- Three versions of the survey were distributed electronically through Qualtrics. All surveys have demographic component plus one of the following: RIPLS (OMS 1–initial), RIPLS and IPE (OMS 1–end), and IEPS and IPE (OMS 2-4).
- Data analysis was conducted by ATSU Statisticians.



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## Results

- A total of 327 students have completed the surveys to date
- There is a positive correlation between first year students with previous healthcare experience prior to matriculation and their opinion of IPE ( $p=0.005$ )

Figure 1.  
OMS 1: Initial Survey

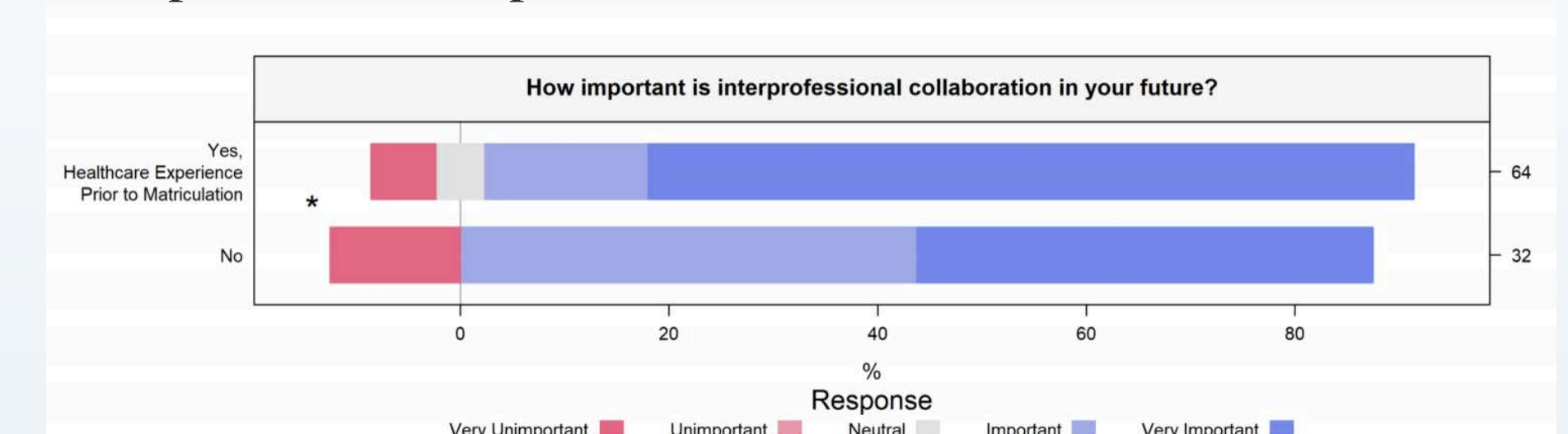


Figure 2.  
OMS 1-4: End of academic year survey in 2017

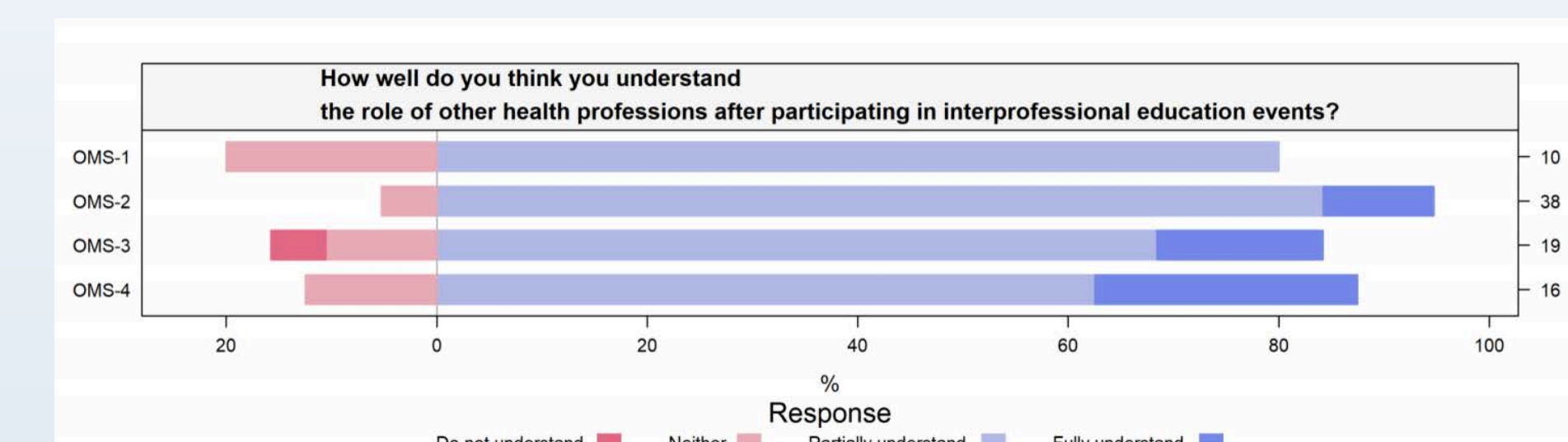
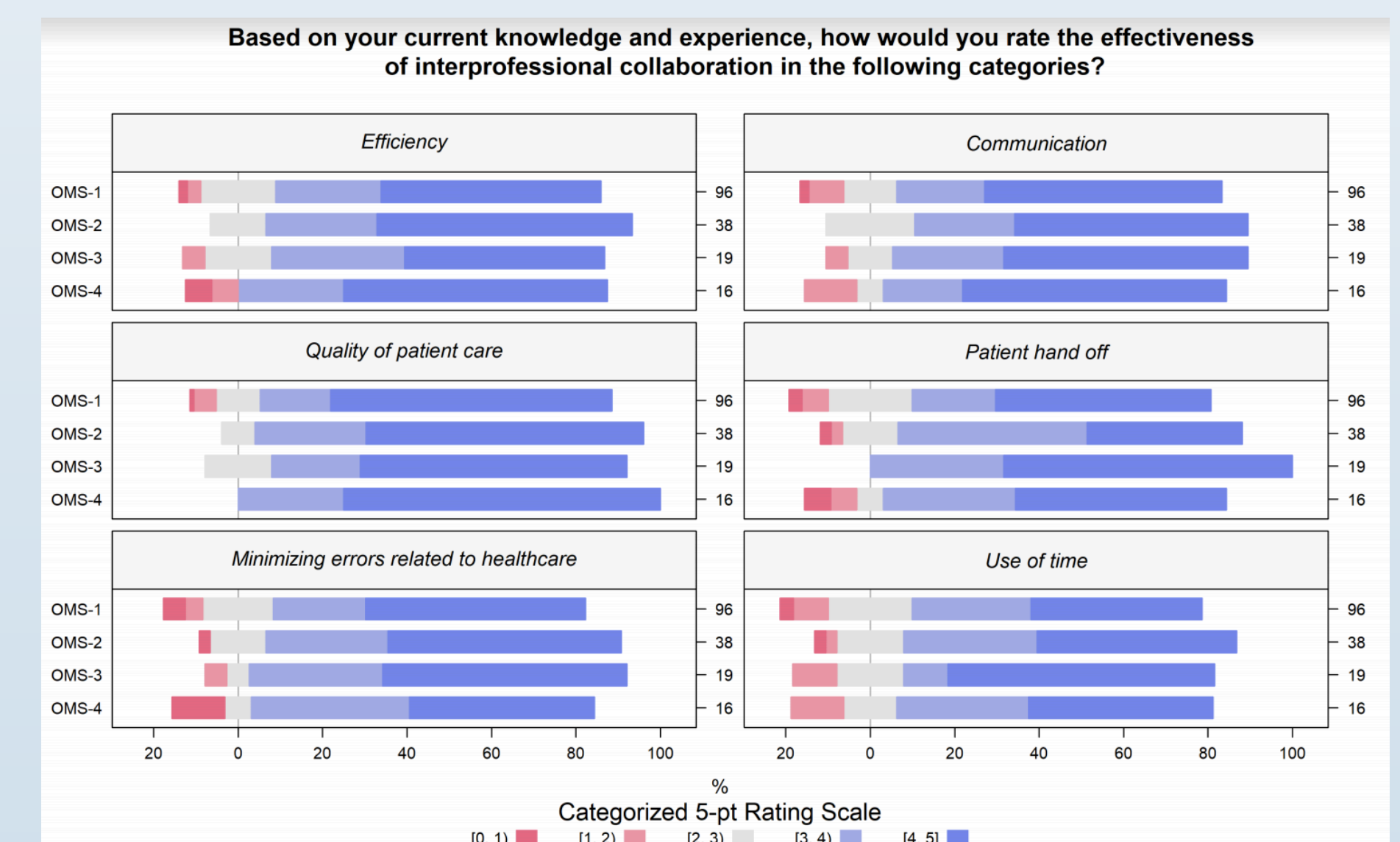


Figure 3.  
OMS 1-4: End of academic year survey in 2017



## Conclusions

- Exposure to IPE prior to medical school may positively influence attitudes toward interprofessional collaboration.
- IPE in ATSU-SOMA's curriculum may positively influence the students' understanding of the effectiveness of multidisciplinary healthcare teams in the clinical setting.
- Study is pending completion in April of 2019
- Full analysis of all data will be conducted to identify additional benefits of IPE