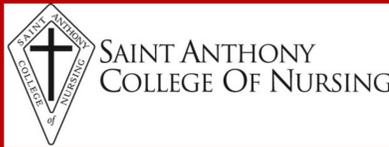


Student Perception of Interprofessional Education Competency Change Following an IPE Immersion Day

Dawn Mosher MS, RN; Brandie Messer, DNP, RN; Linda Feng-Chang* PharmD, MPH;
Susan Baylor, MS, RN; Andrea Doughty, PhD
Saint Anthony College of Nursing & University of Illinois Rockford*



Background

- 2009 Interprofessional Collaborative formed
- 2010 World Health Organization (WHO) published Framework for Action on Interprofessional Education and Collaborative Practice
- 2011 Interprofessional Education Collaborative (IPEC) published Core Competencies for Interprofessional Collaborative Practice
- 2012 IPEC Competency Survey Instrument was developed
- 2013 First UIC Rockford Immersion Day
- 2015 IPEC Competency Self-Assessment Tool, Version 3 published

Purpose

The purpose of this study is to evaluate any change in the student's perception of interprofessional competency using the IPEC Competency Self-Assessment Tool Version 3 (July, 2015)

Research Question

- For the health care student, what is the effect of the interprofessional education program on attainment of interprofessional education competencies as measured pre and post participation in an IPE Immersion Day?



References

Lockeman, K., Dow, A., DiazGranados, D., McNeilly, D., Nickol, D., Koehn, M., & Kna, M. (2016). Refinement of the IPEC competency self-assessment survey: Results from a multi-institutional study. *Journal of Interprofessional Care*, 30(6), 726-731.

Immersion Day Schedule

- Pre-Reading
 - ❖ Core Competencies for Interprofessional Collaborative Practice
 - ❖ Transitions of Care
- Small Group Ice Breaker - Dreamcatcher – Learn about each other's roles
- Video – Standardized ED patient
- Small Group discussion about ED encounter & Review of EMR notes
- Pre-Huddle – interprofessional planning for patient interview
- Standardized Patient Interview – A representative from each profession interviews the patient while others in the small group observe.
- Post-Huddle – interprofessional discussion about patient interview
- Conclusion – interprofessional debriefing of Immersion Day experience



Methods

The study is a non-experimental, pre and post-test design.

Participants

- 170 Students Total
 - ❖ UIC Rockford 2nd year medical students
 - ❖ UIC Rockford 3rd year pharmacy students
 - ❖ Saint Anthony College of Nursing Senior nursing students
 - ❖ Rockford University Senior nursing students



Data Collection

- At the beginning and end of the Immersion Day
- Used the IPEC Competency Self-Assessment Tool, Version 3 (July 2015)
- Measures two domains:
 - ❖ Domain One measures Interprofessional Interaction (Team communication)
 - ❖ Domain Two measures Interprofessional Values. (Mutual respect and shared values)
- Level of agreement of items in the domains is measured by a five point Likert scale of Strongly Disagree to Strongly Agree.
- An increase in mean score will demonstrate an increase in competency

IPEC Competency Self-Assessment Tool VERSION 3 (July 2015) DATA KEY	
Questionnaire Instructions: Based on your education or experience in the health care environment, select/circle the number that corresponds with your level of agreement or disagreement on each item.	
Scale: 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree	
Interaction	1. I am able to choose communication tools and techniques that facilitate effective team interactions.
Values	2. I am able to place the interests of patients at the center of interprofessional health care delivery.
Interaction	3. I am able to engage other health professionals in shared problem-solving appropriate to the specific care situation.
Values	4. I am able to respect the privacy of patients while maintaining confidentiality in the delivery of team-based care.
Interaction	5. I am able to inform care decisions by integrating the knowledge and experience of other professions appropriate to the clinical situation.
Values	6. I am able to embrace the diversity that characterizes the health care team.
Interaction	7. I am able to apply leadership practices that support effective collaborative practice.
Values	8. I am able to respect the cultures and values of other health professions.
Interaction	9. I am able to engage other health professionals to constructively manage disagreements about patient care.
Values	10. I am able to develop a trusting relationship with other team members.
Interaction	11. I am able to use strategies that improve the effectiveness of interprofessional teamwork and team-based care.
Values	12. I am able to demonstrate high standards of ethical conduct in my contributions to team-based care.
Interaction	13. I am able to use available evidence to inform effective teamwork and team-based practices.
Values	14. I am able to act with honesty and integrity in relationships with other team members.
Interaction	15. I am able to understand the responsibilities and expertise of other health professions.
Values	16. I am able to maintain competence in my own profession appropriate to my level of training.
Scoring:	
• Odd-numbered items comprise the Interprofessional Interaction Domain	
• Even-numbered items comprise the Interprofessional Values Domain	
• Responses for items in each domain should be averaged to arrive at a domain score.	

Lockeman et al, 2016

Results

Interprofessional Interaction Domain

- Pre immersion day mean 4.1 (SD = .52)
- Post mean was 4.5 (SD=.45) (t=-8.037, df=319, p=.000).

Interprofessional Values Domain

- Pre immersion day mean was 4.5 (SD=.42)
- Post mean was 4.7 (SD=.38) (t=-4.274, df=327, p=.000).

There is a significant improvement in student perception of effective communication within a team and respect for each other's roles and values after participation in an IPE Immersion Day.



http://whsc.emory.edu/home/publications/medicine/emory-medicine/fall2012/img/pg8_team.jpg

Implications for Nursing

Research

- Further research is needed to measure IPE competency application in the practice setting.

Education

- IPE should be incorporated into curricula in all health professional education

Practice

- Integration of IPE will strengthen and provide a framework for collaboration, effective communication and respect of roles within a team

Policy

- Opportunities for student involvement in IPE should be required as part of health profession educational accreditation



<http://blog.asha.org/2014/03/13/on-becoming-an-interprofessional>



printed by MegaPrint Inc. www.postersession.com