

University-wide assessment of healthcare programs for team-based IPE



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Background

- Modern healthcare shift to team-based practices
- Teamwork skills are as important as individual expertise
- Establish prime stage for implementation of intra-professional education (IPE)
 - Variable Factors
 - Readiness
 - Attitude

Goals

Assessment of USD healthcare professional programs to determine:

- Attitude towards IPE
- Readiness to teach other specialties
- Readiness to learn from other specialties
- Ideal number of specialties within an IPE activity
- Optimal time to initiate IPE within a curriculum
- Correlation between professional identity and readiness for IPE

Methods

USD Health Professional Programs

- Cohort 1: Nursing (n=84)
- Cohort 2: (n=66)
 - Physical Therapy (PT)
 - Occupational Therapy (OT)
 - Physician Assistant (PA)
- Cohort 3: Medical Doctor (n=144)
- Excluded due to low response rate
 - Respiratory Therapy
 - Social Work
 - Pharmacy

- Survey
 - Academic Interprofessional Education Attitude Scale (AIEPAS)
 - 29 items
 - Completion time < 15 minutes
 - Likert 4-point Scale
- Assessment
 - Readiness to Teach
 - Readiness to Learn
 - Overall IPE (Attitude)
 - Professional Identity

Program Stage

- Beginning of curriculum (0%)
- 25% Completed
- 50% Completed
- 75% Completed
- End of curriculum (100%)

Results



Interprofessional Education Trends

1. Attitudes toward IPE

- Nursing & PT/OT/PA Cohorts
 - Initially quite positive
 - Trends down within middle of curriculum,
 - Increases back to baseline towards the end
- Medical Cohort
 - Lower initial baseline, but positive outlook
 - Variable trend throughout curriculum
 - Positive outlook with completion of program

2. Readiness to teach their specialty

- Increases throughout curriculum for all cohorts

3. Readiness to learn other specialties

- Increases throughout curriculum for all cohorts

4. Professional identity

- Nursing & PT/OT/PA Cohorts
 - Start with moderate professional identity
 - Drastic decrease within first 25% of curriculum
 - Steady increase until completion
- Medical Cohort
 - Progressively increases until completion of half the curriculum where it seems to plateau

Conclusions

1. Towards completion of program, is when USD healthcare students are most receptive toward IPE, have the greatest professional identity, are most willing to teach others, and most willing to learn from others.
2. Interest towards IPE is high initially in the curricula but rapidly declines. The decline might be due to lack of exposure to quality IPE activities early in the curriculum.
3. Early exposure to high-quality IPE could alter students' attitudes, readiness to teach, readiness to learn and their professional identities to trend positively throughout the curricula.
4. Establishing IPE in the middle of current USD healthcare professional programs might be counter-productive and ineffective.

References

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