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

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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?

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)

Results

Interprofessional Interaction Domain

- Pre immersion day mean 4.1 (SD = .52).
- Post mean was 4.5 (SD=.43) (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=.54) (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.

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.

References

Data Collection Survey

IPE Competency Self-Assessment Tool Version 3 (July 2015)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>I am able to choose communication tools and techniques that facilitate effective team interactions.</td>
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<tr>
<td>Values</td>
<td>I am able to place the interests of patients at the center of interprofessional health care delivery.</td>
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<tr>
<td>Interprofessional Values</td>
<td>I am able to engage other health professionals in problem-solving appropriate to the delivery of team-based care.</td>
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</table>

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

T-test: t=4.274, df327, p=.000 (two-tailed).

Pre-immersion mean 4.5 (SD=.42), post-immersion mean 4.7 (SD=.54) (t=.4.274, df=327, p=.000).