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Students’ Attitudes and Perceptions toward Interprofessional Education

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Students’ Attitudes and Perceptions toward Interprofessional Education

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Introduction

- According to the World Health Organization (2010), interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health care outcomes.
- IPE strives to create holistic health care, improve trust and communication amongst professionals, and change attitudes and perceptions that individuals may have towards other disciplines (Luthra et al., 2000).
- Student attitudes and perceptions before IPE may differ from their attitudes and perceptions following participation in an IPE program.
- Student attitudes and perceptions toward IPE may also differ among various health care disciplines.

Purpose:

- To determine the role of academic training in supporting these divisions.

Methods:

- Students from each program participated in the IPE pilot program.
- Surveys were distributed and collected during the IPE course meeting.
- Surveys included informed consent, purpose of the study, and procedures of the study.

Data Analysis:

- Data collected from the surveys was entered into an SPSS spreadsheet.
- Demographic information was separated and categorized according to questions.
- Two-tailed tests for equal or unequal sample sizes were used to group for differences.

Results: RIPLS

<table>
<thead>
<tr>
<th>Construct/Factor</th>
<th>Mean Rating</th>
<th>Standard Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork and Collaboration</td>
<td>4.41</td>
<td>0.51</td>
<td>3.50 to 5.00</td>
</tr>
<tr>
<td>Negative Professional Identity</td>
<td>4.38</td>
<td>0.72</td>
<td>3.50 to 5.00</td>
</tr>
<tr>
<td>Positive Professional Identity</td>
<td>4.26</td>
<td>0.62</td>
<td>3.50 to 5.00</td>
</tr>
<tr>
<td>Roles and Responsibilities</td>
<td>2.19**</td>
<td>0.93</td>
<td>1.00 to 3.67</td>
</tr>
</tbody>
</table>

Results: ATHCTS

<table>
<thead>
<tr>
<th>Construct/Factor</th>
<th>Mean Rating</th>
<th>Standard Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Efficiency/ Costs of team care</td>
<td>3.84*</td>
<td>0.53</td>
<td>2.20 to 5.00</td>
</tr>
<tr>
<td>Shared Leadership/ Physician Centrality</td>
<td>3.06*</td>
<td>0.68</td>
<td>0.00 to 4.60</td>
</tr>
</tbody>
</table>

Discussion

- Overall, students:
  - Agreed that interprofessional collaboration improves quality of patient care and that costs of collaboration are reasonable.
  - Recognized the need for cooperation among their own and other disciplines.
  - Value teamwork and collaboration and professional identity higher than individual roles and responsibilities.

- On each scale, students from the College of Medicine rated at least one construct differently (4.3 vs. 4.6). Students from other disciplines rated at least one construct differently (4.0 vs. 4.4).

- Students from the College of Medicine rated at least one construct significantly higher (2.7 vs. 1.5). Students from other disciplines rated at least one construct significantly lower (3.5 vs. 3.0).

- Providing collaboration and learning opportunities in IPE may benefit students in the future.

- Implementation of the IPE program should result in increased positive attitudes toward and confidence in collaboration to provide a more holistic quality of care for patients.

- Further research will be completed to provide pretest and posttest data measuring the change in student attitudes following implementation of the IPE program.

Materials:

- Three surveys were administered to measure students’ attitudes and beliefs about IPE.
- All three instruments have research supporting validity and reliability.