Healthcare Students’ Abilities to Translate Interprofessional Education to Collaborative Practice

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**Method**

### Participants
- Physical Therapy (PT), Occupational Therapy (OT), & Nursing students from same private college in US
- Completed 2 session, case-based IPE training - summer semester
- Participated in clinical experience coursework - fall semester

### Data Collection

Voluntarily completed electronic survey after completion of fall semester
- Basic demographic questions (i.e. healthcare program, clinical setting, weeks on clinical rotation)
- Interprofessional Collaborative Competency Attainment Survey (ICCAS) – based on 6 Canadian IPCP Core Competencies

### Data Analysis

Repeated measures ANOVA testing with Bonferroni post hoc test
- Previous data: ICCAS rating by same participants from previous research study (Ex-post facto)
- Current data: ICCAS rating by participants from current study (retrospective-pre & post)
  1. Ex-post facto to Retro-pre
  2. Ex-post facto to Post
  3. Retro-pre to Post

### Results

- Means were greater at the ex post facto point in time then they were at the retrospective pre-clinical and post-clinical point in time.
  - ICCAS – 7-point Likert scale with 20 questions

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre-Clinical</th>
<th>Post-Clinical</th>
<th>Ex post facto to Retro-pre</th>
<th>Ex post facto to Post</th>
<th>Ex post facto to Retro-pre to Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>25.95</td>
<td>29.85</td>
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<tr>
<td>Collaboration</td>
<td>14.62</td>
<td>18.19</td>
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<tr>
<td>Roles &amp; Responsibilities</td>
<td>20.00</td>
<td>23.86</td>
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<td>Collaborative-centered Care</td>
<td>14.39</td>
<td>17.86</td>
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<tr>
<td>Conflict Management</td>
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<td>18.70</td>
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<td>Teamwork</td>
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<td>11.00</td>
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<tr>
<td>Total IPCP</td>
<td>99.58</td>
<td>119.00</td>
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</tbody>
</table>

\*Means were greater at the ex post facto point in time then they were at the retrospective pre-clinical and post-clinical point in time.

- There were statistically significant results found when comparing ex post facto data to retrospective pre- and also retrospective pre- to post-clinical data.

### Conclusion

- Significant findings suggest that students feel competent in IPCP skills after participating in IPE training in the classroom setting (controlled environment)
- Students did not feel as strong in their IPCP skills after participating in IPCP in the clinical setting (uncontrolled environment)

- It would be beneficial for IPE training to be scaffolded throughout the curriculum and include classroom training (start of Bloom’s taxonomy), progress to simulation training (middle of Bloom’s taxonomy), and end with training in the clinical setting (high on Bloom’s taxonomy) to make healthcare students most prepared for their professional career.