

Assessing Student and Healthcare Professional Interprofessional Education Learning Using the Interprofessional Education (IPEC) Survey

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Purpose of the Study: This study provides the results of the interprofessional competency learning of participants that attended the Spring 2016 IPE Symposium titled, *Autism Spectrum Disorder: A Family Centered Approach to Serving Children with ASD* and the Fall 2016 IPE Symposium titled, *Pediatric Head Injury*, using the Interprofessional Education Collaborative (IPEC) survey instrument. The IPEC is a 42-item self-assessment instrument designed with core competency items defined by the 2011 Interprofessional Education Collaborative expert panel and divided into four competency domains: (a) values and ethics, (b) roles and responsibilities, (c) interprofessional communication and (d) teams and teamwork.

Methods: In Study 1, 78 participants attended the Spring 2016 IPE Symposium. Of these, 51 were licensed medical, clinical and nursing professionals from Valley Children's Hospital, 16 were students from the College of Health and Human Services (CHHS) at Fresno State, and 11 were faculty members from the CHHS. Following presentation of a formal case study, participants were asked to collaborate and discuss several questions with members of their specific professional discipline. Fourteen students and 30 licensed/certified healthcare professionals consented to participate in the study and completed the IPEC survey in a pre/post workshop design.

In Study 2, 67 participants attended the Fall 2016 IPE Symposium. Of these, 30 were licensed medical, clinical and nursing professionals from Valley Children's Hospital, 31 were students from the CHHS at Fresno State, and 6 were faculty members from the CHHS. Following presentation of a formal case study, participants were first asked to discuss several questions surrounding the formal case study with members of their specific professional discipline and second asked to discuss these same questions with members of interprofessional disciplines in small group discussions. Nineteen students and 22 licensed/certified healthcare professionals consented to participate in the study and complete the IPEC survey in a pre/post workshop design.

Results

In Study 1, paired t-tests revealed no significant difference ($p > .05$) in the total mean competency ratings between pre-and post-workshops for students ($N = 14$) in any of the four domains on the IPEC

survey. Conversely, paired t-tests revealed health providers (N = 30) rated the overall mean competencies for the post-workshop IPEC survey significantly higher than for the pre-workshop IPEC survey for the values and ethics domain ($p = .006$), roles and responsibilities domain ($p = .002$), interprofessional communication ($p = .000$) and the team and teamwork domain ($p = .000$). Themes that emerged in the learner evaluation comments included: (a) learning about autism spectrum disorder, (b) parents' personal stories and experiences regarding the professional/parent relationship and (c) importance of available resources for parents and professionals.

In Study 2, paired t-tests revealed no significant difference ($p > .05$) in the total mean competency ratings between pre-and post workshops for students (N = 19) in any of the four domains on the IPEC survey. However, paired t-tests revealed health providers (N = 22) rated the overall mean competencies for the post-workshop IPEC survey significantly higher than the pre-workshop IPEC survey for the values and ethics domain ($p = .020$) and roles and responsibilities domain ($p = .002$). There was no significant difference ($p > .05$) in the total mean competency ratings between pre-and post-workshops for health professionals in the interprofessional communication domain and team and teamwork domain. Themes that emerged in the evaluation comments included: (a) learning about traumatic brain injury, (b) multi-disciplinary collaboration and (c) clinical versus functional goals.