



# An Investigation of Interprofessional Education on Interprofessional Collaborative Competencies

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## Introduction

- More opportunities are needed across disciplines within the education setting to provide a safer patient-centered U.S. health care system (Interprofessional Education Collaborative, 2016).

## Purpose

- To determine a) the difference in the self-reported competencies of interprofessional care among pharmacy, nursing and nutrition students who participate in a course integrating IPE (Interprofessional Education) and b) the meaning of the experience of participating in an IPE course.



## Design

- A convergent parallel mixed-methods study was conducted. The quantitative data was collected using a quasi-experimental pre-test/posttest design. The qualitative data was gathered from written student reflections.

## Sample

- A convenience sample of 50 senior baccalaureate nursing students, 42 second-year pharmacy students, 30 second-year PA students, 4 senior Public health students, and 8 senior Nutrition students were recruited.

## Method

- Two separate IPE sessions each containing a different case study were held.
- All disciplines remained the same for both IPE courses, except for Pharmacy which had 2 different cohorts.
- Pre- and post- IPE data were collected using the *Interprofessional Collaborative Competencies Attainment Survey (ICCAS)*.
- Students were randomly assigned to small work groups.
- Students conducted an in-depth case study analysis as part of required course work.
- Each session concluded with a debriefing.



## Data Analysis

- Quantitative: independent t-tests and ANOVA.
- Qualitative: Krippendorff's (2004) method of content analysis was utilized.

## Quantitative Results

- Significant difference in mean pre and post survey scores of 3 discipline group students ( $p < .001$ ).
- Significant difference in mean pre and post survey scores of 5 discipline groups of students ( $p < .001$ ).
- No significant difference between post survey 3 discipline groups and post survey 5 discipline groups.
- No significant difference between any discipline post survey scores.

## Qualitative Results

- 4 themes:**
  - Eye Opening:** "to see how other caregivers prioritize care and their areas of expertise."
  - Role Recognition:** "we all have a lot of knowledge, but each excel in different areas."
  - Voices Heard:** "Everyone brought something unique to the table and made sure no student was left unheard. We had disagreements, but these were not negative. They helped us help our patient."
  - Enhanced Collaboration:** "helpful to work with other professions and see how we can come together to help the patient."

## Discussion

- A single IPE event, with as little as two disciplines, can increase the competency of interdisciplinary healthcare team members.
- Increase in competency was sustained 1 month post IPE for the nursing students.
- The increase in competency levels was the same for both nursing, pharmacy students and PA.



## Implications

### Nursing Education

- Provide more frequent IPE opportunities throughout the curriculum.

### Future Research

- Conduct additional studies with multiple disciplines such as physician assistants and nutrition in a single IPE.