

Effectiveness of Interprofessional Education

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ABSTRACT

- A literature review was conducted to determine if participation in interprofessional education (IPE) has perceived value to students enrolled in health profession programs. Literature concerning patient simulation, peer-led groups, online courses, and surveys was synthesized to formulate a research study to be conducted.

INTRODUCTION

- Interprofessional education can be defined as a meeting of educators and students from more than two health professions who create and further a collaborative learning environment.
- A major trend in healthcare education is students starting their educational experience with positive attitudes towards IPE which diminish over time¹.
- Education programs have begun to implement different teaching methods and approaches into their curriculum.
- Recent research has focused on the impacts of IPE on students' learning experience and their overall attitudes towards IPE.
- There is a gap in findings that indicate which teaching method are most effective for IPE curriculum that improves students' attitudes and perceived value².

CASE DESCRIPTION

- After evaluating 40 different articles, 16 were selected to complete a final synthesis on health professions students' value of IPE.
- Four popular methods of incorporating IPE into a curriculum were identified.
- Incorporating either patient simulation, peer-led courses, asynchronous online courses, and/or survey teaching methods into an IPE curriculum students will improve perceived value towards collaborating with other health professions.

Does participation in interprofessional education have perceived value to students enrolled in health profession programs?

Summary of Literature

- There is a lot that is unknown about IPE and what methods work best when trying to work it into a pre-existing IPE program.
- The literature suggests starting with an introductory asynchronous online IPE course which would be effective for foundational knowledge.
- Following with a peer-led or patient simulation group to provide a hands on experience.
- Finally, the incorporation of surveys before and after the implementation of an IPE course to gain information on the changes in students perceived values and attitudes towards IPE.
- Using each of these methods separately has shown to improve student's attitudes and values towards IPE.
- Combining these methods into one curriculum can solidify positive value towards IPE.

METHODOLOGY

- Pretest posttest design with randomization
- Convenience sampling of University of Findlay OT, PT, and PA students
- Surveys
 - Attitudes Toward Healthcare Teams (ATHCT)³
 - Readiness for Interprofessional Learning Scale (RIPLS)²
- Procedure:
 - Pre-IPE module
 - IPE event (once a week for 3 weeks)
- Data Analysis
 - SPSS
 - Wilcox signed rank test

REFERENCES

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