

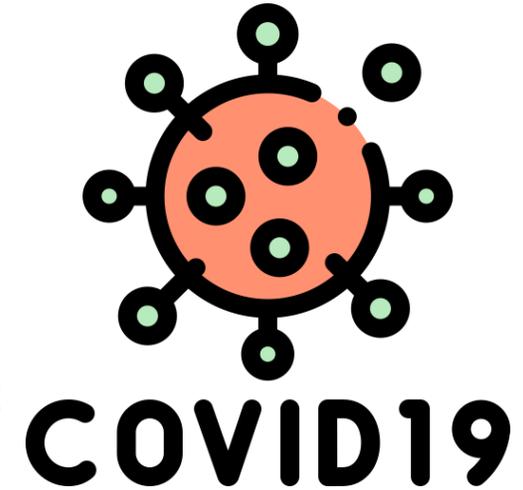
CHANGES IN PROFESSIONAL HEALTHCARE STUDENTS' PERCEPTIONS TOWARD INTERPROFESSIONAL LEARNING: FROM 2020 - 2022

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Introduction



- Interprofessional education (IPE) and collaboration are necessary to facilitate patient-centered care
- Positive IPE experiences can be fostered by students' attitudes
- Since 2020, online and hybrid teaching formats were introduced
- Non-traditional learning conditions presented many challenges
- Unclear whether students' readiness for IPE changed

Abbasi, M. S., et al. (2020)., 67(3), 549–556. <https://doi.org/10.3233/WOR-203308>

Abdull Mutalib, A., et al. (2022). BMC Med Educ 22, 524 (2022). <https://doi.org/10.1186/s12909-022-03579-1>

Huebner, S., et al. (2021). Journal of interprofessional care, 35(3), 400–408. <https://doi.org/10.1080/13561820.2020.1729706>

Objectives



Explore the changes in students' IPE readiness before and after their programs



Evaluate the differences in attitudes and perceptions for IPE readiness at entry and completion of their programs



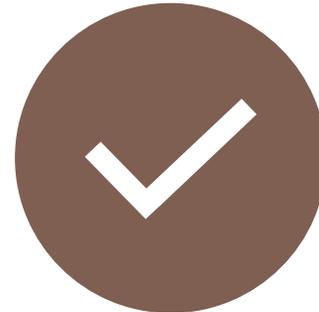
Sub-study of a larger study



Incoming and graduating
Faculty of Health Sciences
students were invited

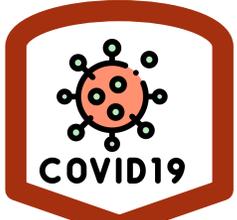


Invited to complete the
Readiness for
Interprofessional Learning
Scale (RIPLS) questionnaire



Beginning and end of
program

Methods



MARCH:
COVID-19
Pandemic
declared

2020



**SEPTEMBER –
OCTOBER:**
Complete RIPLS

2020



**APRIL –
AUGUST:**
Program
completion

2022

2022



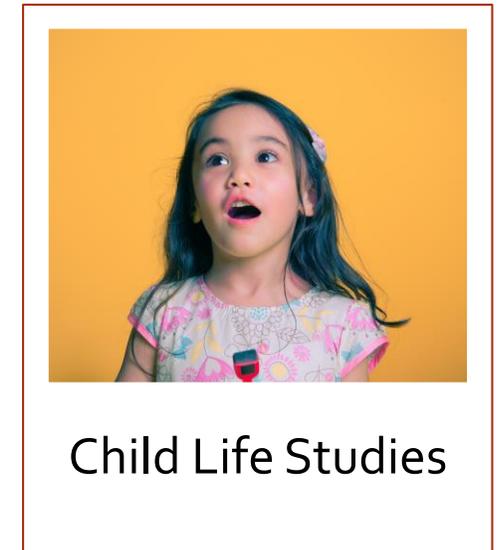
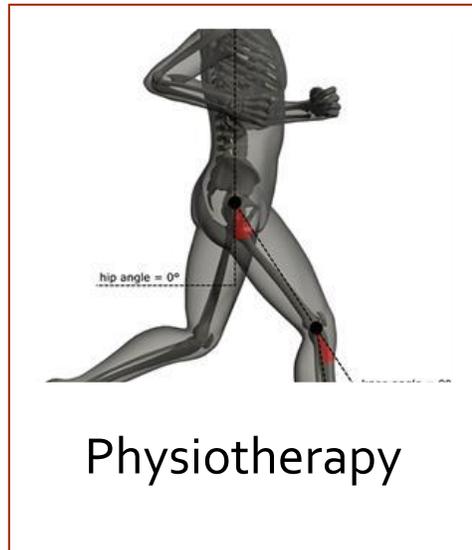
**APRIL –
AUGUST:**
Complete RIPLS

SEPTEMBER:
Graduate
students enter
their programs



Invited Participants

- 2-year Professional Programs
- Enrolled in 2020 → Graduated in 2022



Readiness for Interprofessional Learning Scale (RIPLS)

A. K. McFadyen et al. (2005)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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1. Learning with other students will help me become a more effective member of a health care team

1 2 3 4 5

RIPLS - 19 Statements about IPE learning

4. Learning with health-care students before qualification would improve relationships after qualification

1 2 3 4 5

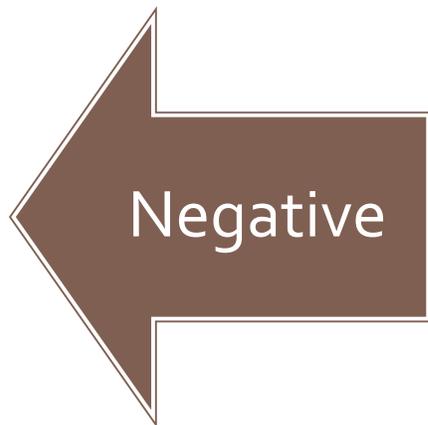
For the full list of RIPLS statements, please visit NEXUS IPE



RIPLS Subscales	Item #
Teamwork and Collaboration	1-9
Professional Identity	
Negative Professional identity	10-12
Positive Professional Identity	13-16
Roles and Responsibilities	17-19

Likert scale

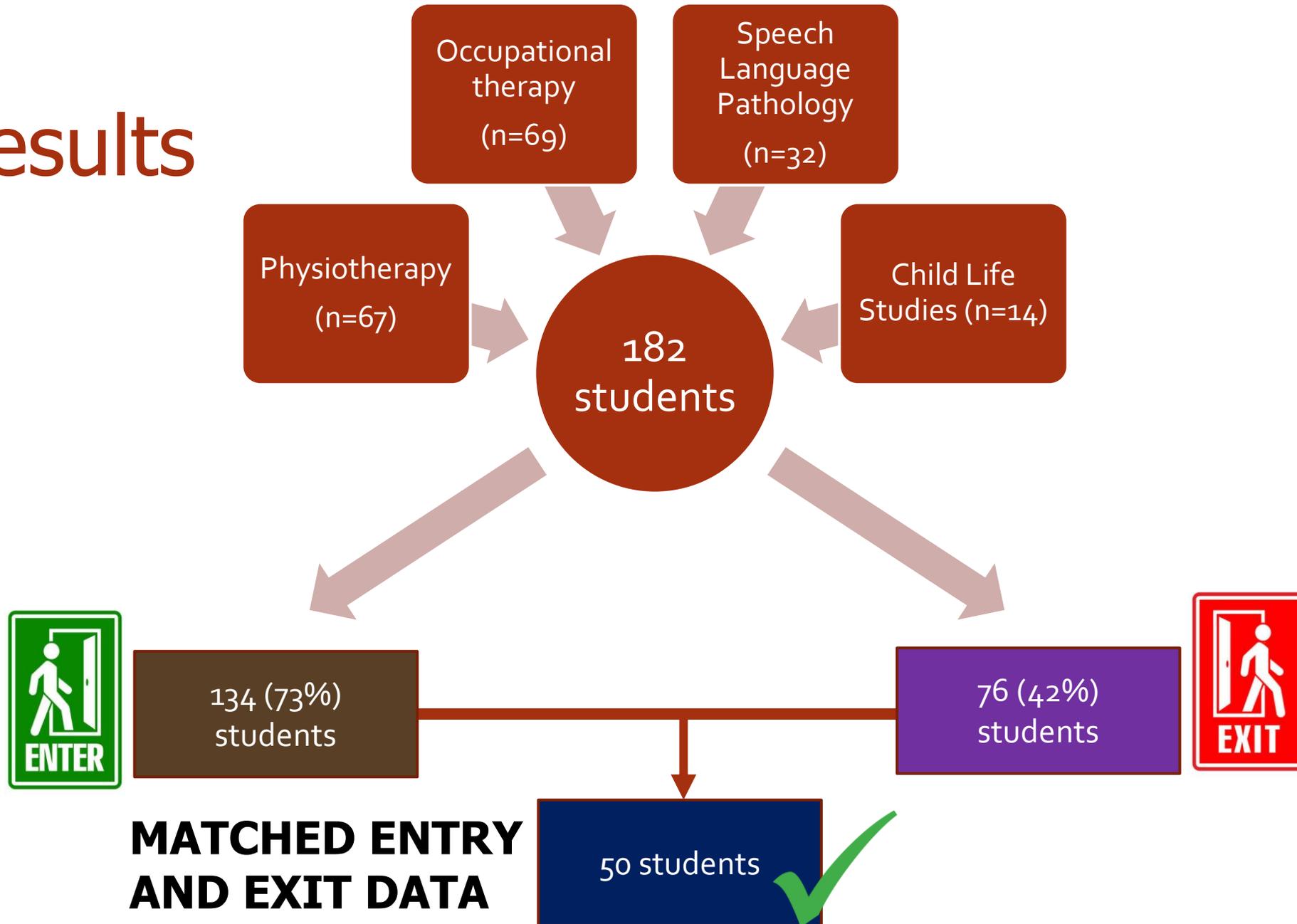
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

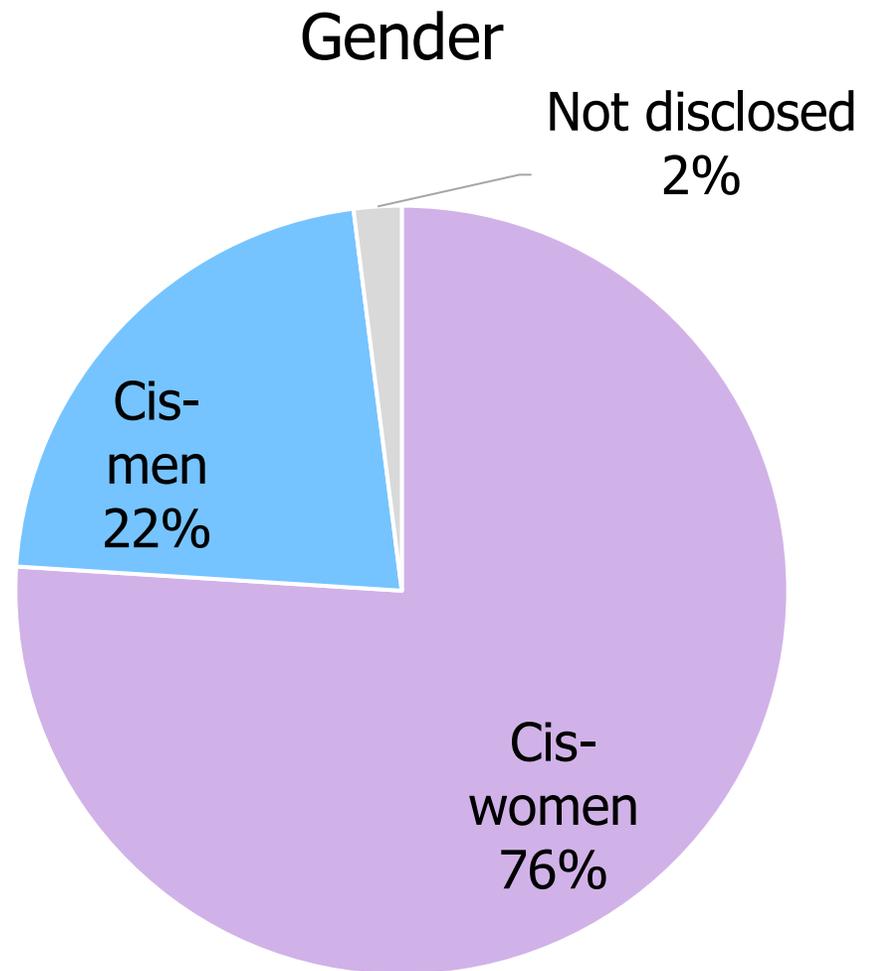
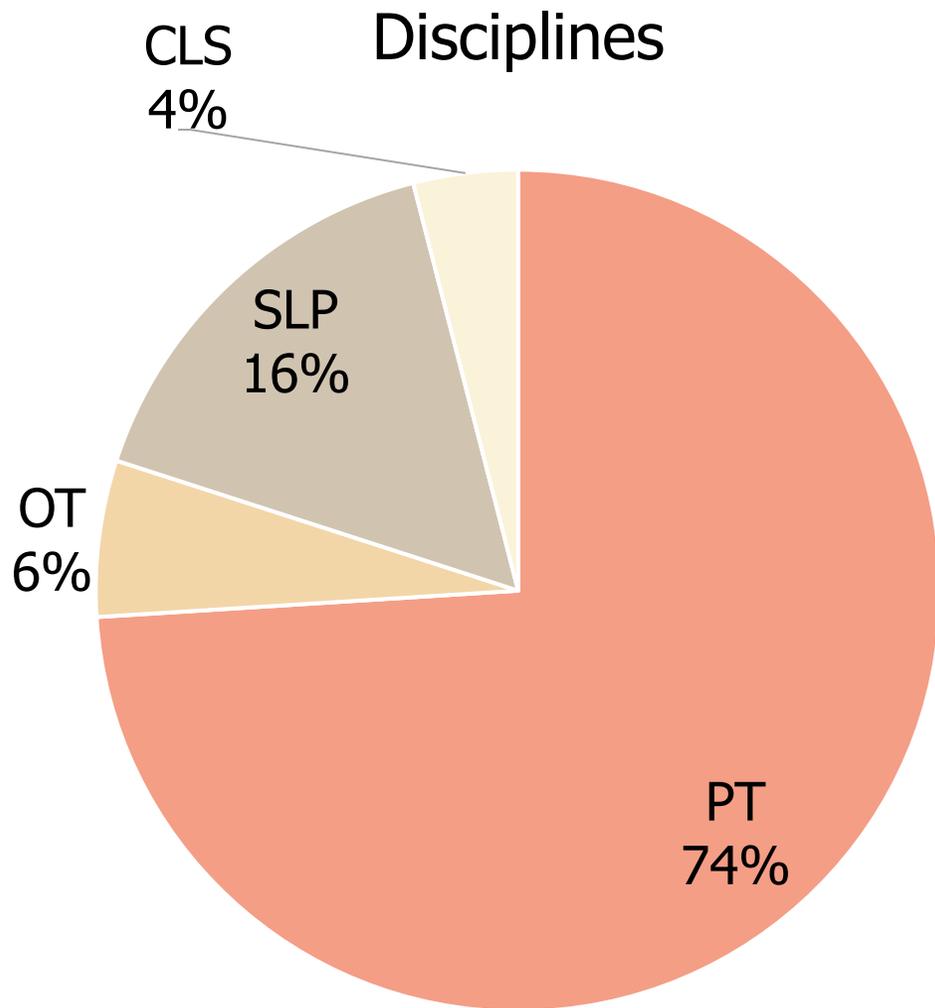


Statistical analyses

- Descriptive summaries
 - Frequencies
 - Proportions/ Percentages
 - Medians (interquartile ranges)
 - Means (standard deviation)
- Wilcoxon signed rank test to compare responses
- $P < 0.05$ considered statistically significant
- STATA BE 17.0

Results





Teamwork and Collaboration

#	Statement	Entry Median (IQR)	Exit Median (IQR)	P-value
2	Patients would ultimately benefit if health care students worked together to solve patient problems	5 (3)	5 (1)	0.03
3	Shared learning with other health care students will increase my ability to understand clinical problems	5 (3)	4 (1)	0.04
4	Learning with other health care students before qualification would improve relationships after qualification	3 (3)	4 (1)	0.002
5	Communication skills should be learned with other health care students	3 (3)	4 (1)	<0.001
6	Shared learning will help me to think positively about other professionals	2 (3)	4 (1)	<0.001
9	Shared learning will help me to understand my own limitations	2 (3)	4 (1)	<0.001

Professional Identity

#	Statement	Entry Median (IQR)	Exit Median (IQR)	P-value
10	I want to spend time learning with other health care students*	5 (1)	4 (1)	0.048
13	Shared learning with other health care students will help me to communicate better with patients and other professionals	5 (3)	4 (1)	0.01
14	I would welcome the opportunity to work on small group projects with other health care students	2 (3)	4 (0)	<0.001
15	Shared learning will help to clarify the nature of patient or client problems	2 (3)	4 (1)	<0.001
16	Shared learning before qualification will help me become a better team player	5 (3)	4 (1)	<0.001

*originally a negative statement

Roles and Responsibilities

#	Statement	Entry Median (IQR)	Exit Median (IQR)	P-value
17	I am not sure what my professional role will be	4 (0)	4 (1)	<0.001

Discussion

Most participants were women
and from PT

Generally increased positive
attitudes toward IPE

Believed IPE would improve
teamwork and collaboration

Believed IPE with other
students would improve their
understanding in clinical
problems

Decreased range of
agreements by program exit

Online could provide more
opportunities for students to
learn and collaborate

Strengths and Limitations

- Compared incoming and exiting RIPLS responses
- Evaluated students' perspectives completing a professional program during the COVID-19 pandemic
- Only graduate programs
- Small sample size
- Mostly PT students responded
- Mostly women responded

Future Direction



INCREASE
PARTICIPATION



EXPLORE METHODS FOR
IPE EFFECTIVENESS



COMPARE TO OTHER
COHORTS

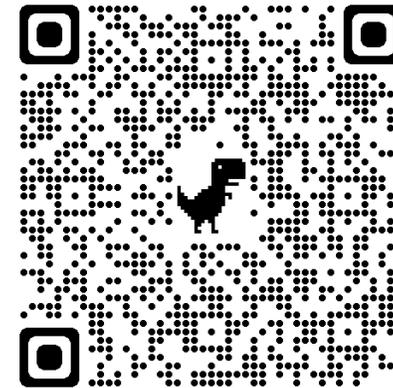
Conclusion

- Graduate students have greater agreement to IPE statements
- Value IPE for:
 - Facilitating care and understanding clinical problems
 - Improving their communication skills
 - Understanding their professional role better

Acknowledgement



Thank you to our collaborating
IPE Leads for facilitating data
collection over the years

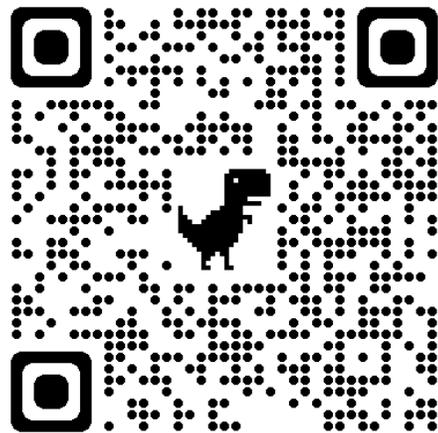


Thank you to McMaster
Interprofessional Student
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Program for Interprofessional
Practice, Education and Research



THANK YOU FOR LISTENING!

- Shirley Quach, PhD Student, RRT
PIPER Research Coordinator



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