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## INTRODUCTION

- Interprofessional education (IPE) aims to improve students' collaborative skills to facilitate high quality patient care in the workplace
- Due to the pandemic, online and hybrid teaching formats were introduced to several programs in Faculty of Health Sciences (FHS)
- It is unclear whether their delivery affected students' IPE experiences and readiness

## METHODS

- This was a secondary analysis of a larger program evaluation for FHS, focusing on PT students (invited to complete the RIPLS survey at program entry and completion [Fig. 1 and 2])
- Descriptive statistics were reported, and changes to RIPLS subscales and total scores were analyzed using Wilcoxon-signed rank test and Somer's D for effect size
- STATA 17.0 B/E was used and P-values  $\leq 0.05$  were considered statistically significant

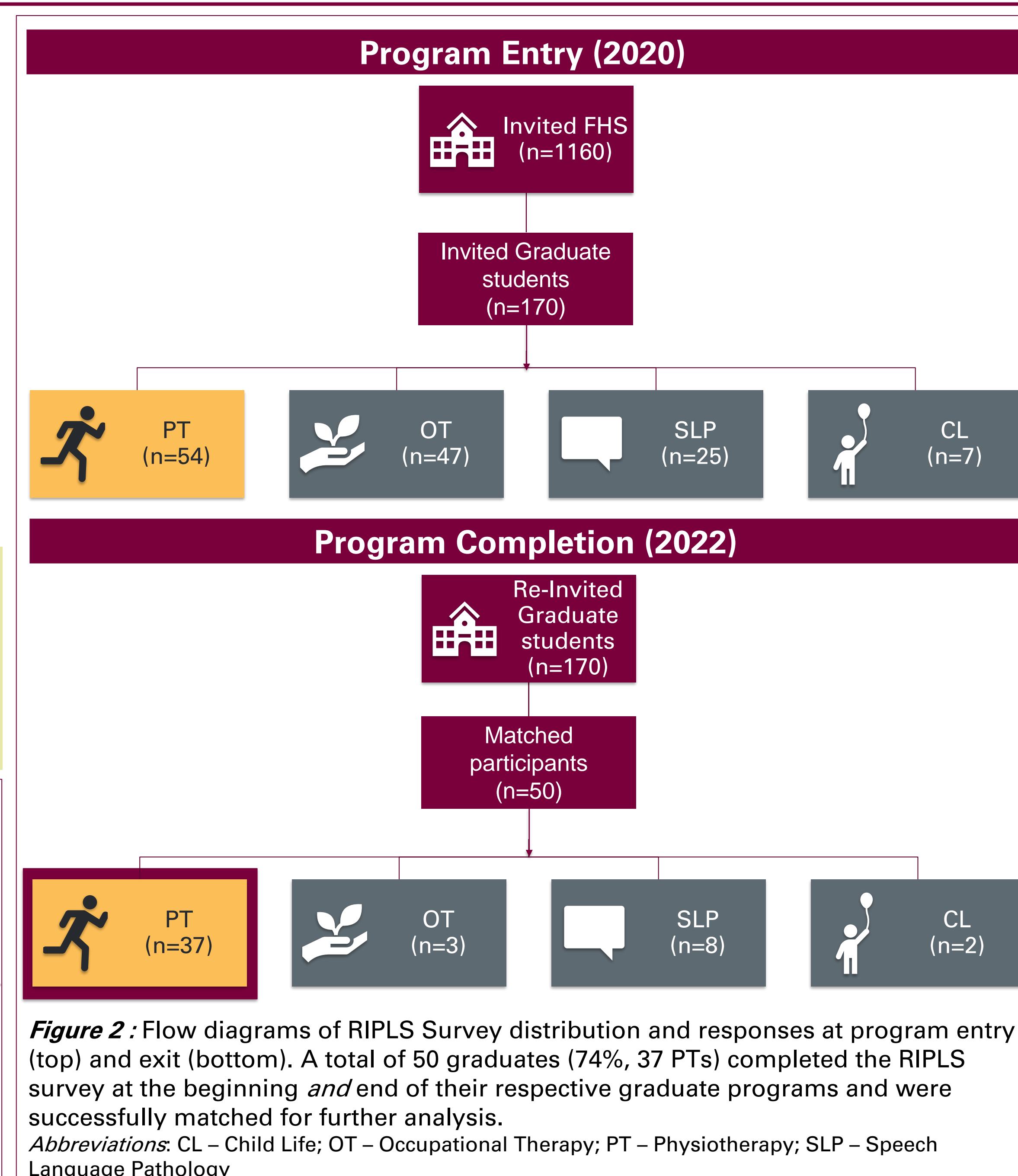
## RESULTS

## TIMELINE AND PARTICIPANTS

### Readiness for Interprofessional Learning Scale (RIPLS):

- 19 item scale with 4 subscales (Teamwork & Collaboration, Negative & Positive Professional Identity and Roles & Responsibilities)
- Total score ranges from 19 to 95 (low to high readiness)
- Assesses students' knowledge, attitudes and perceptions toward their readiness in learning with other healthcare disciplines
- Items are scored using a 5-point Likert scale (1 - strongly disagree to 5 - strongly agree)

To explore the changes in PT students' readiness for IPE during the pandemic (2020-2022)



### Gender

Mean age  
24.4 ± 0.9 y

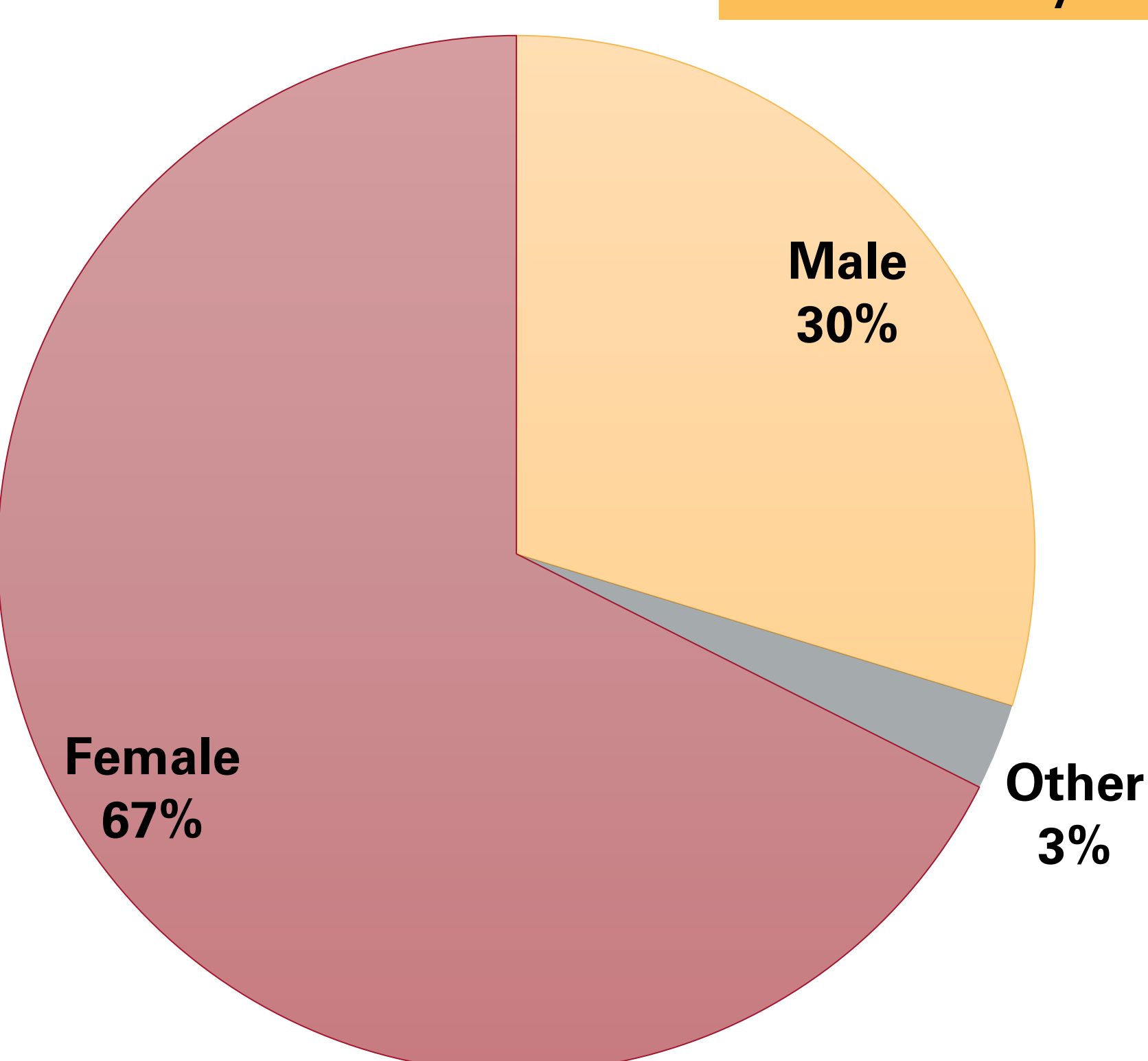


Figure 3: Gender distribution of PT students with matched data for program entry and exit.

### A) Median Scores for RIPLS Subscales

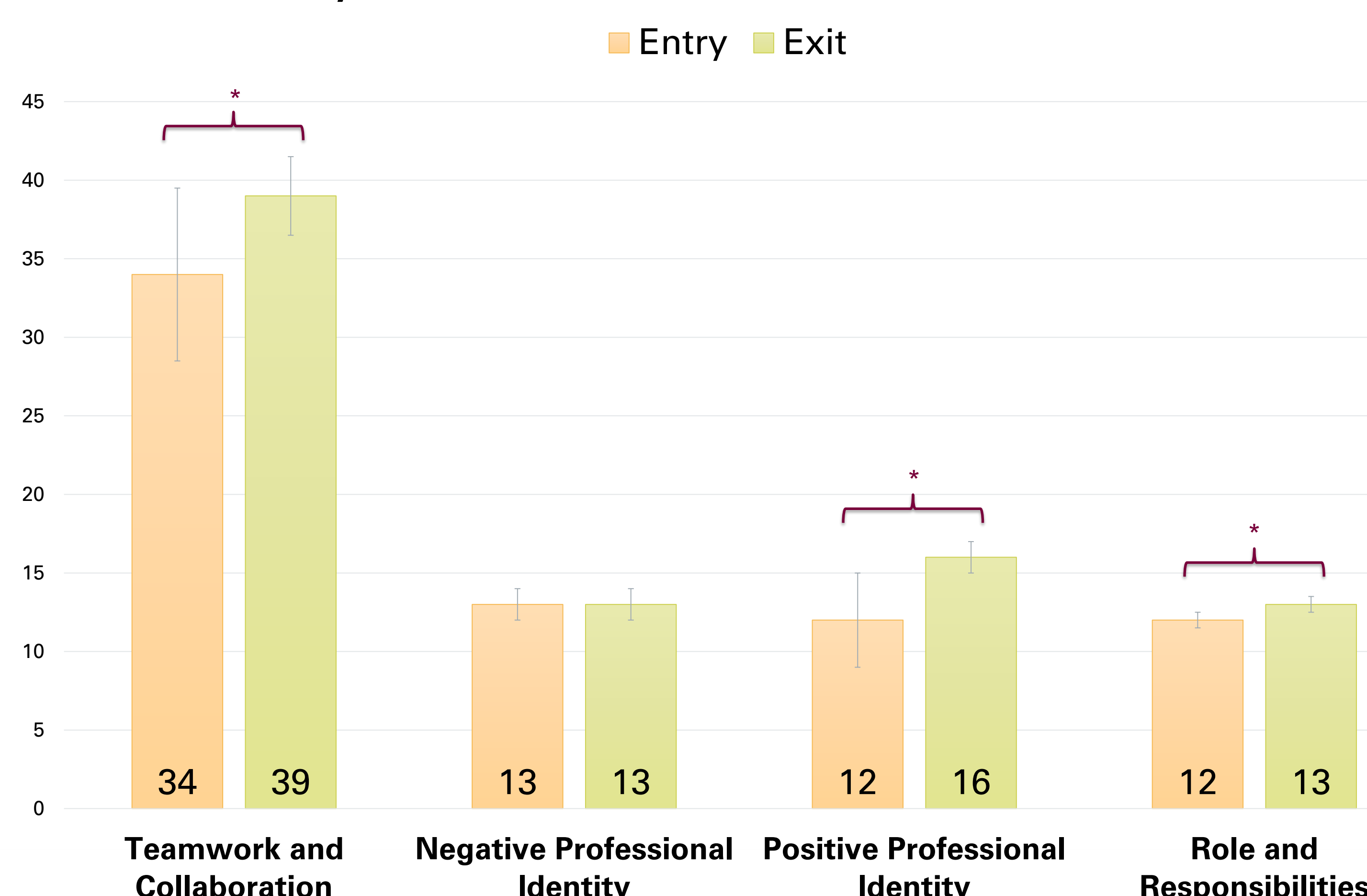
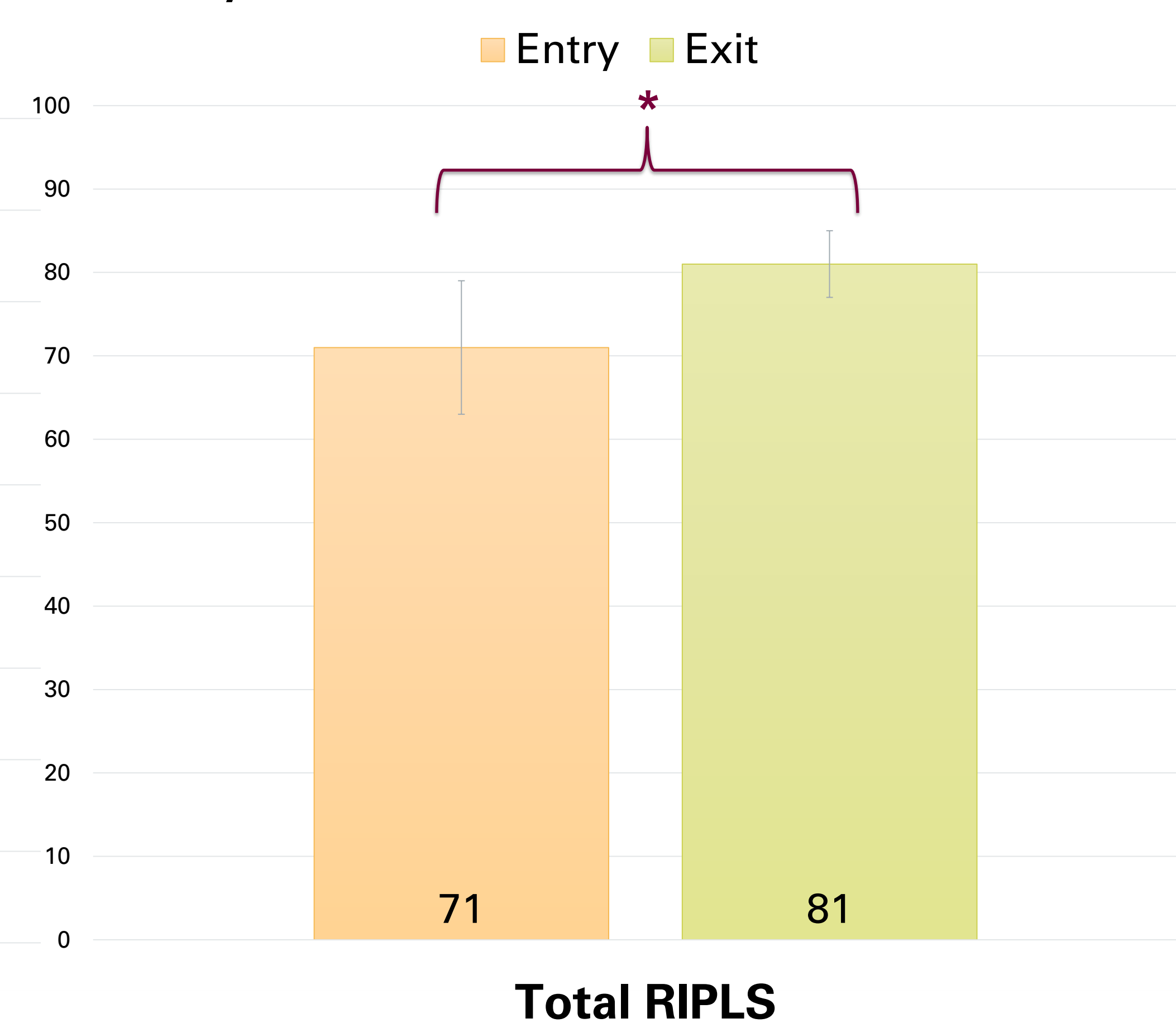


Figure 4: Comparison of RIPLS subscale (Figure 4A) and total (Figure 4B) scores. Median scores as shown in bars, and statistical significance between the two time points are indicated with \* above the bars ( $p < 0.05$ ). Interquartile ranges shown as error bars. Effect sizes for the subscales with significant changes (Teamwork and Collaboration, Positive Professional Identity, Role and Responsibilities) were 0.74, 0.66, and 0.11, respectively. The effect size for the change in total RIPLS score was 0.55.

### B) Median Total Scores for RIPLS



## CONCLUSIONS

Significant improvements seen in certain subscales:

- Teamwork and Collaboration
- Positive Professional Identity
- Roles and Responsibilities

- Overall RIPLS scores improved, *likely* demonstrating meaningful IPE growth with these non-traditional IPE delivery methods
- Future studies need to evaluate and compare the changes to students' IPE readiness across:
  - Years before and after the pandemic
  - Other health professional programs

## KEY POINT

Despite untraditional IPE delivery, PT students' overall perceptions and growth for interprofessional readiness improved

## REFERENCES

- Access the reference list here: