Purpose/Significance
Healthcare’s complexity necessitates communication among professions to improve patient safety and decrease medication errors and healthcare costs. Interprofessional collaboration (IC) is an initiative adopted by healthcare to enhance communication among professionals. IC needs to be implemented into the curriculum of all health profession programs to better prepare these individuals for practice and eliminate silos that still exist. Simulation is one approach to implement communication into the curriculum. Simulation-based learning experiences (SBLE) are teaching strategies utilized in health education, shown to be effective in facilitating teamwork and communication.

Study Objectives
1) What is the impact of an interprofessional simulation experience on nursing and physical therapy students’ attitudes of teamwork and collaboration with other health professions in the acute care practice setting?
2) Is there a difference in attitudes of teamwork and collaboration between the two student professions?

Results
Two tools were utilized: TEAMSTEPPS teamwork Attitudes Questionnaire (T-TAQ) and Interprofessional Attitudes Scale (IPAS). Overall, the results showed statistical significance in all subscales of both tools when looking at all three times with a p-value between <.001 and .016. The significance was most notable between times of pre-simulation to immediate post-simulation and pre-simulation to 6 months post-simulation, with the exception of IPAS subscale of Interprofessional Biases.

Discussion & Conclusion
Results showed that simulation improved students’ attitudes toward interprofessional collaboration, which infers that an interprofessional simulation can be an effective teaching strategy for interprofessional collaboration. Although there was no significant difference between the times of immediate post-simulation to 6 months post-simulation, there was not a decline in scores, which means that students retained the information learned from the simulation making the experience successful on positively effecting students’ attitudes towards interprofessional collaboration. Further research is needed on how changes in attitudes toward interprofessional collaboration affected behaviors in the clinical setting.

References available upon request