

A Pilot Study: An Interprofessional Educational Activity Between Nursing and Physical Therapy Students

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Introduction

- Interprofessional (IPE) collaborative experiences were minimal to nonexistent
- QSEN recommendations
- Scheduling challenges
- Would our students value IPE?

Interprofessional Education (IPE)

- When two or more disciplines gather to learn about and from each other which promotes an environment of collaboration to improve healthcare results (WHO, 2010).
- To prepare future healthcare disciplines, IPE and collaboration needs to be threaded across the curriculum (NLN, 2015)

Our Research Study

- Examined changes in nursing students attitudes in teamwork, collaboration and role identity following participation in patient care scenarios taught by physical therapy students.
- Purpose Statement: The purpose of this pilot study was to initiate an interdisciplinary collaboration exercise between undergraduate nursing students and graduate physical therapy students, and measure the attitudes and perceptions of students pre and post this collaborative educational intervention

Literature Review

- IPE learning experiences need to be directed at closing the knowledge, skills and attitudes gaps between healthcare providers (Murdock, Epp & Vinek, 2017, QSEN, n.d.)
- Student interprofessional education is essential to deliver quality patient care (IOM, 2015, Kiersma, Chen, Yehle & Cailor, 2018, NLN, 2015)
- A change in student attitudes and beliefs toward IPE before licensure will foster professional collaboration skills (Lebevre, Wellmon & Ferry, 2015)

Literature Review

- Experiences aimed at students for IPE have found significant changes in beliefs and attitudes toward team communication, motivation, training and self-efficacy (Brock, Abu-Rish, Chiu, et al, 2013)
- Educational experiences can change student attitudes toward learning from and collaborating with peers in other healthcare disciplines prior to licensure (Wellmon, Gilin, Knauss & Inman, 2012).

Our Study's Methods and Project Design

- Directed at all nursing students enrolled in a specific fundamental undergraduate nursing course and students in the physical therapy program.
- Site: either the PT lab or the nursing building/classroom
- Methods: a pre- and post-assessment of students' perceptions of collaboration between nursing and PT disciplines
- Students completed a 19-item Revised Readiness for Interprofessional Learning Scale (RIPLS)

Revised Readiness for Interprofessional Learning Scale (RIPLS)

- The original version of the Readiness for Interprofessional Learning Scale (RIPLS) was published by Parsell and Bligh (1999)
- The RIPLS was designed for students early in training, and questions ask for students' opinions about shared learning, team work, and common learning environments for different health professions using a 5-point Likert Scale (from 1 being 'strongly disagree' to 5 being 'strongly agree').

RIPLS Instrument

- Revised by McFadyen et. al in 2005.
 - The RIPLS is a 19-item, 5-point Likert scale self-reporting tool that assesses perceptions of healthcare students' knowledge, skills, and attitudes regarding readiness to learn with other healthcare professionals.
 - It is divided into 4 subscales: Teamwork and collaboration, Positive role identification, Negative professional identity & Roles and responsibilities
- The revised version of RIPLS appears to have good reliability in three of its sub-scales but further research, with larger samples, is required for roles & responsibilities (McFadyen et. al)

Interprofessional Activities

- Objectives, content and patient care scenarios were designed by nursing & physical therapy faculty
- PT students assumed the role of peer-assisted learning
- Educational activities were 1.5 hours long

Descriptive Statistics

- Total of 80 nursing and PT students completed the demographic questionnaire
- Majority of the students were nursing students (n = 73) and PT (n = 5)
- Gender: female (n = 73), male (n = 7)
- Student age: 18- 24 years old (n = 68)
 - 25-34 years old (n = 10)
 - 45- 54 years old (n= 1)

Analysis of Data

- Mann-Whitney U test with alpha set to 0.05 to compare the pre and post question attitude survey
- Overall: $U = 1963$, $p = 0.040$

Four Subscales:

- Teamwork and collaboration ($p = \mathbf{0.035}$)
- Positive role identification ($p = \mathbf{0.011}$)
- Negative professional identity ($p = 0.74$)
- Roles and responsibilities ($p = 0.247$)

Discussion

- This was our first venture into implementing IPE at this university
- Results demonstrated a significant student change in the subscales of teamwork and collaboration and positive role identity
- Our results reflect previous RIPLS results (roles and responsibilities)
- May be attributed to their young age, limited clinical experience and professional growth

Limitations

- Sample size was dominated by the traditional 2nd-year nursing students
- Small sample size of PT students
- Difficult to generalize the results to the entire pre-licensure nursing population
- Data were not evenly distributed – lead to the use of nonparametric tests
- Matched pre- and post-results may have provided stronger, significant data results
- University challenges with schedules, physical space, time to develop and implement educational activities and faculty dedication

Conclusions

- We successfully implemented an IPE activity between nursing students and graduate PT students
- Students were actively engaged in multiple opportunities to practice collaboration, communication, professional identity, roles and teamwork
- Data demonstrated a positive significant change in teamwork, collaboration, and positive role identity
- Results support the need to implement and use IPE activities

Recommendations

- Integrate this IPE activity into the fundamentals nursing course for sustainability
- Continue to assess for further IPE opportunities across the curriculum
- Establish a department wide IPE committee

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