

2017

Changes in PT and OT Students' Self-Efficacy Using an Interprofessional Case Based Experience

Dixie H. Bowman
VCU

Follow this and additional works at: http://scholarscompass.vcu.edu/med_edu

 Part of the [Medicine and Health Sciences Commons](#)

© The Author(s)

Downloaded from

http://scholarscompass.vcu.edu/med_edu/9

This Poster is brought to you for free and open access by the School of Medicine at VCU Scholars Compass. It has been accepted for inclusion in Medical Education Symposium by an authorized administrator of VCU Scholars Compass. For more information, please contact libcompass@vcu.edu.

Changes in PT and OT Students' Self-Efficacy Using an Interprofessional Case Based Experience

Dixie H. Bowman, PT, DPT, EdD¹ • Carole K. Ivey, PhD, OTR/L² • Kelly S. Lockeman, PhD³

¹ VCU Department of Physical Therapy, ² VCU Department of Occupational Therapy, ³ VCU School of Medicine and Center for Interprofessional Education and Collaborative Care

Introduction

- The Institute of Medicine (IOM)¹ and the World Health Organization (WHO)² stress the importance of interprofessional education (IPE) to prepare professionals for collaborative practice.
- The accrediting bodies for physical therapy (PT) and occupational therapy (OT) require the integration of IPE into their respective educational programs.
- The departments of PT and OT at VCU collaborated to develop an interprofessional case-based simulation activity focused on content that is similar across required courses in each department.
- Two OT and one PT faculty served as the standardized patient (SP), a 78-year-old woman with Parkinson's disease ("Frances") who has been admitted to the hospital due to recent falls.

Purpose

- To examine the impact of the learning activity on self-efficacy for interprofessional learning among PT and OT students
- To explore student perceptions of the IPE experience to better understand their engagement in learning

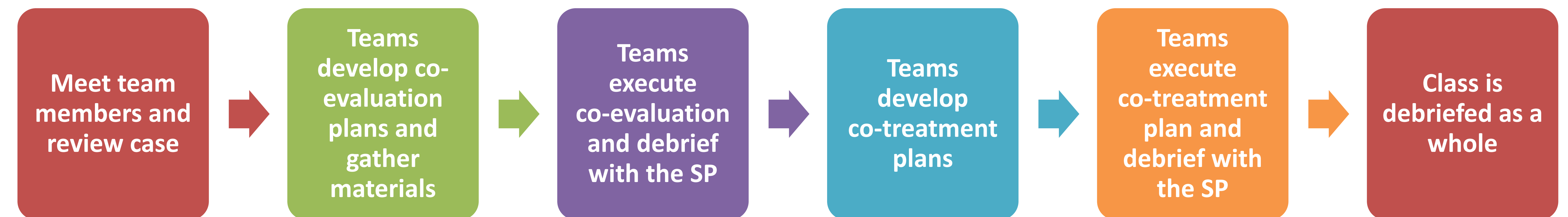
Participants

- Convenience sample: 51 Doctor of Physical students and 36 Master of Science in Occupational Therapy students who completed the activity in 2015-16

Mixed Methods

- Quantitative: Quasi-experimental pretest-posttest design: Self-Efficacy for Interprofessional Experiential Learning (SEIEL)³ survey one week before the activity (pretest) and one week after (posttest).
- Qualitative: Open-ended questions used on the posttest survey to collect data about the activity.

Learning Sequence for the IPE Activity



Analyses and Results

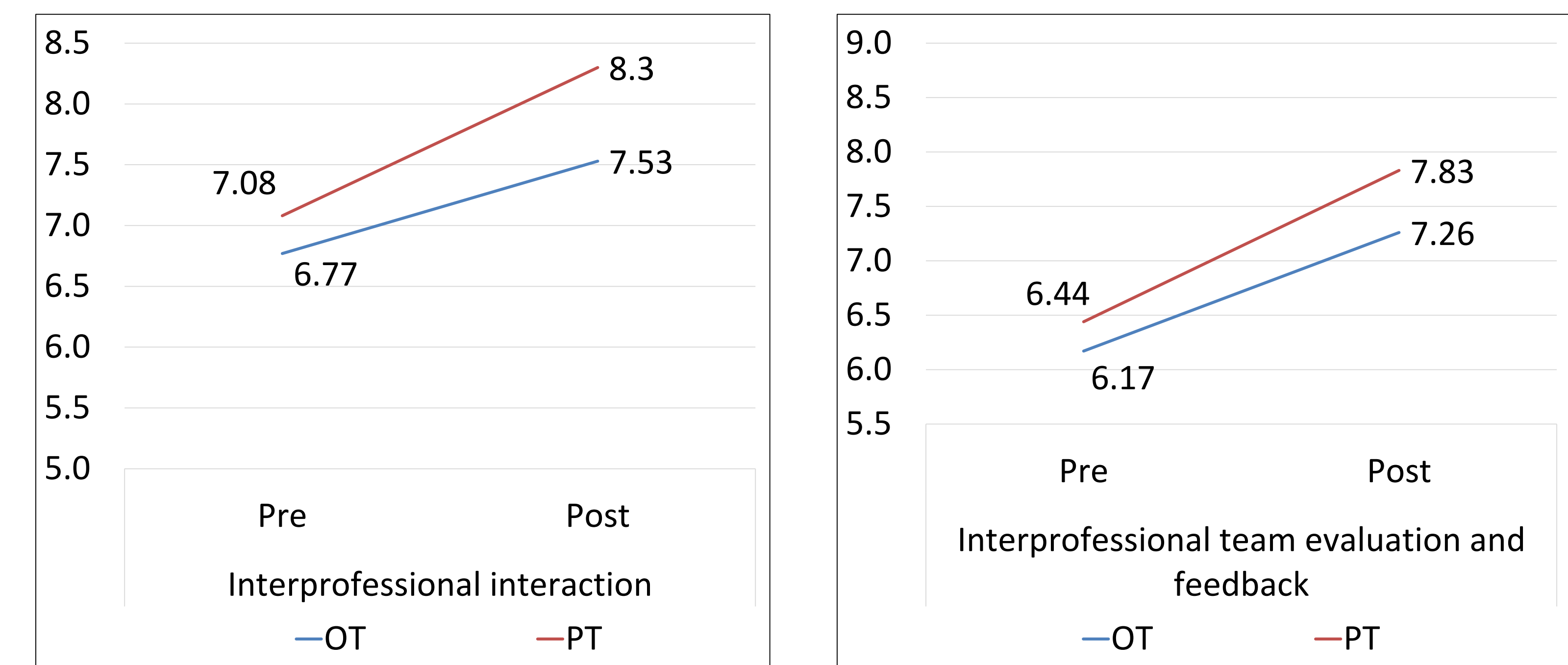
Quantitative

- Self-efficacy scores were calculated for pretest and posttest responses on each SEIEL subscale: (1) interprofessional interaction, and (2) interprofessional team evaluation and feedback.
- Pretest-to-posttest changes were examined and changes were compared by student discipline (OT or PT).
- For both subscales: significant increase in self-efficacy from pretest to posttest and no difference based on discipline.

Qualitative

- Student comments were reviewed using an inductive approach to identify common themes.
- Both OT and PT students reported gaining knowledge about the other profession's role, scope of practice, goals, and evaluation and treatment activities.
- Students reported gaining knowledge and skills with collaboration, communication, and team based skills needed to work with each other as well as the patient.
- Students described the opportunity to plan and problem solve as the most helpful aspect of the learning activity.
- They perceived the greatest learning through direct interaction with the SP. Time spent watching other students interact with the SP was not perceived as valuable.

Pretest and Posttest Scores for Each SEIEL Subscale by Discipline



Discussion and Conclusions

- OT and PT students benefitted equally with improved self-efficacy and positive learning outcomes.
- In a time with many uncertainties in IPE, this study provides evidence that a single, brief learning activity can be beneficial.
- Future studies will integrate knowledge and skill gains along with measures of self-efficacy and student perceptions.

References

1. Institute of Medicine. (2013). *Interprofessional education for collaboration: Learning how to improve health from interprofessional models across the continuum of education to practice*. Washington, DC: The National Academies Press.
2. World Health Organization. (2010). *Framework for action on interprofessional education and collaborative practice*. Retrieved from: http://www.who.int/hrh/resources/framework_action/en/
3. Mann, K., McFetridge-Durdle, J., Breau, L., Clovis, J., Martin-Misener, R., Matheson, T., ... & Sarria, M. (2012). Development of a scale to measure health professions students' self-efficacy beliefs in interprofessional learning. *Journal of interprofessional care*, 26(2), 92-99. doi:10.3109/13561820.2011.640759