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



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## Introduction

- The Institute of Medicine (IOM)<sup>1</sup> and the World Health Organization (WHO)<sup>2</sup> 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

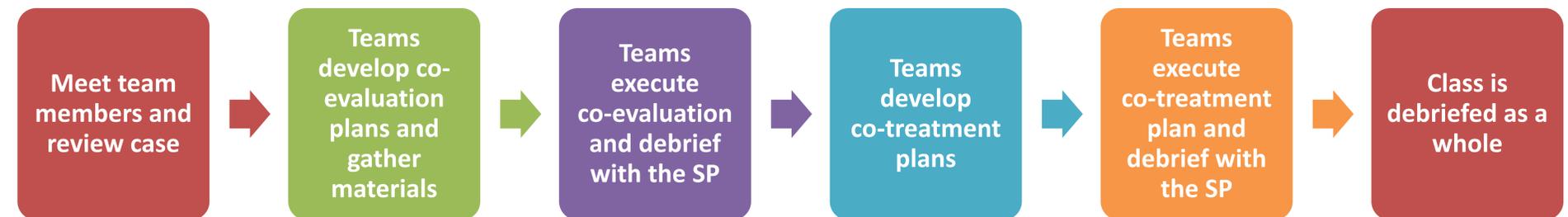
## Participants

- 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)<sup>3</sup> 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

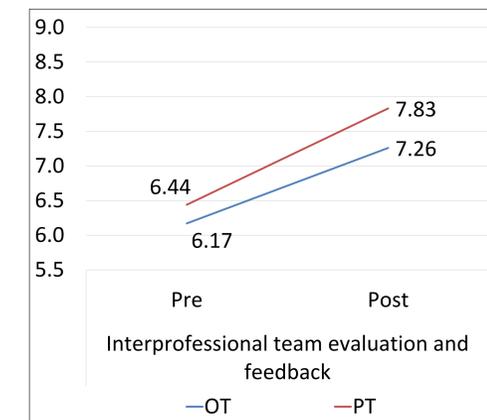
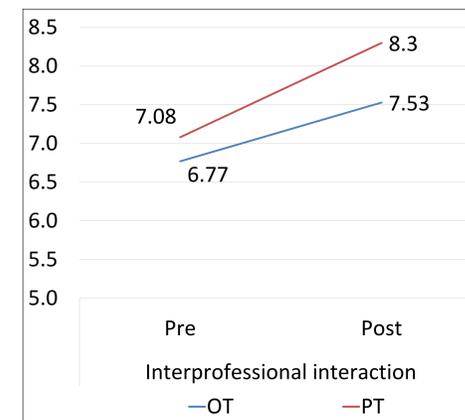
### Quantitative

- 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

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