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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)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

Meet team members and review case → Teams develop co-evaluation plans and gather materials → Teams execute co-evaluation and debrief with the SP → Teams develop co-treatment plans → Teams execute co-treatment plan and debrief with the SP → Class is debriefed as a whole

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.

Discussions 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


Pretest and Posttest Scores for Each SEIEL Subscale by Discipline

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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