Using a Mixed Methods Approach to Explore Perceptions of Early Learners in Classroom-Based Interprofessional Education Experiences

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Interprofessional education (IPE) is a global imperative. Health profession education programs, motivated by accreditation requirements, have added IPE activities into their required curricula. Curriculum development varies considerably across institutions and debate exists regarding appropriate timing for introducing learners to IPE in order to optimally improve health outcomes.

Some evidence shows benefit of early learner IPE in professional identity development, interprofessional socialization and positive attitude development toward interprofessional practice. At Virginia Commonwealth University (VCU), IPE is integrated longitudinally through the curriculum for several of the health professions programs via IPEC courses. Interprofessional education (IPE) is a global imperative.

BACKGROUND

- Interprofessional education (IPE) is a global imperative.
- Health profession education programs, motivated by accreditation requirements, have added IPE activities into their required curricula.
- Curriculum development varies considerably across institutions and debate exists regarding appropriate timing for introducing learners to IPE in order to optimally improve health outcomes.
- Some evidence shows benefit of early learner IPE in professional identity development, interprofessional socialization and positive attitude development toward interprofessional practice.
- At Virginia Commonwealth University (VCU), IPE is integrated longitudinally through the curriculum for several of the health professions programs via IPEC courses.

OBJECTIVES

- To explore attitudes and learning outcomes among early-level health professions students who completed foundational IPE courses at VCU

METHODS

- Mixed methods approach to examine assessment and evaluation data from two one-credit, semester long IPE courses taught in 2017

RESULTS

- 506 students completed IPEC 501; 490 students completed IPEC 502

- Students reported having significantly more positive perceptions about IPE after completing IPEC 501 than prior to the course, with moderate effect size
- Greatest change in attitude about roles and responsibilities

- Overall SPICE-R2 Score Change by Program (on a scale of 0-50)

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- CONCLUSIONS

  - Student attitudes toward interprofessional learning are more positive following a foundational IPE course
  - Qualitative analysis of reflections indicated presence of learning related to several key concepts of interprofessionalism and collaborative care which may help shape future interprofessional curricula for early learners
  - Further research is needed to explore variations in learning and attitudes related to individual professional degree programs

REFERENCES

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