Introduction

- IPE is a necessary step toward Inter-Professional Practice (IPP) (World Health Organization, 2010)
- IPE requires a part of health curricula
- There is a lack of research on comparative IPE experiences can vary widely in length of professional training

Methods

Participants: PT and SLP students from 2 Midwestern US universities

Methodology: Quasi-random post-test (3 conditions) Design

- General: (17 SLP) Viewed an educational video on the scope of practice of PT
- Non-interactive: (36 PT) Viewed a video on a specific PD treatment for SLP (LSVT Loud)
- Interactive: (13 SLP/13 PT) Viewed the same video on a specific PD treatment for the opposite profession (LSVT Loud or Big) and paired interaction between one SLP & one PT student to complete a set of guided discussion questions to identify specific areas of overlap.

Results

Figure 1 One-way analysis of variance (ANOVA) on the participants’ RIPLS responses for each condition. The analysis was significant, F(3,71) = 11.826, p=.000.

Figure 3 The professionals participants feel comfortable working with after this experience. “It is other experiences that has led me to work with the aforementioned professionals.” -participant

After this experience I feel prepared to work with...

Discussion

- Overall, students gained knowledge of another profession
- Working with a peer from another profession resulted in qualitatively more detailed answers pertaining to PD treatment
- Students reported feeling adequate to work with a PT/SLP regardless of the condition they experienced
- Majority of respondents stated they see themselves working with the opposite profession in the future in a hospital, acute care, rehabilitation, or outpatient setting.

Future Directions:

- Thematic qualitative analysis of PD question
- Include a pre & post test using client interactions to determine the participant’s growth in IPP via IPE
- Control for previous IPE experiences
- Incorporate more professions to enhance the IPE experience

Acknowledgments/References


All three conditions answered questions relative to PD

Professional Practice (IPP)

Overall, students gained knowledge of another profession

Working with a peer from another profession

Interactive:

Students reported feeling adequate to work with a patient population.

Gain a better knowledge basis on "Realizing there are areas that could nicely interrelated my knowledge regarding the need over techniques for interprofessional services.”

Figure 2 Post hoc comparisons (Tukey HSD) revealed Non-Interactive PT significantly higher than all other conditions.

Figure 4 The previous IPE experiences of the participants in each condition. Experiences listed as "other" included case studies, clinical rotations, & in-services.

Interprofessional Care


"I really had not had an interprofessional experience before, so this was a great experience to be able to see what other professions do for the same patient that you see..."