

Longitudinal Assessment of Pharmacy Students' Perceptions Towards Interprofessional Collaborative Practice Abilities

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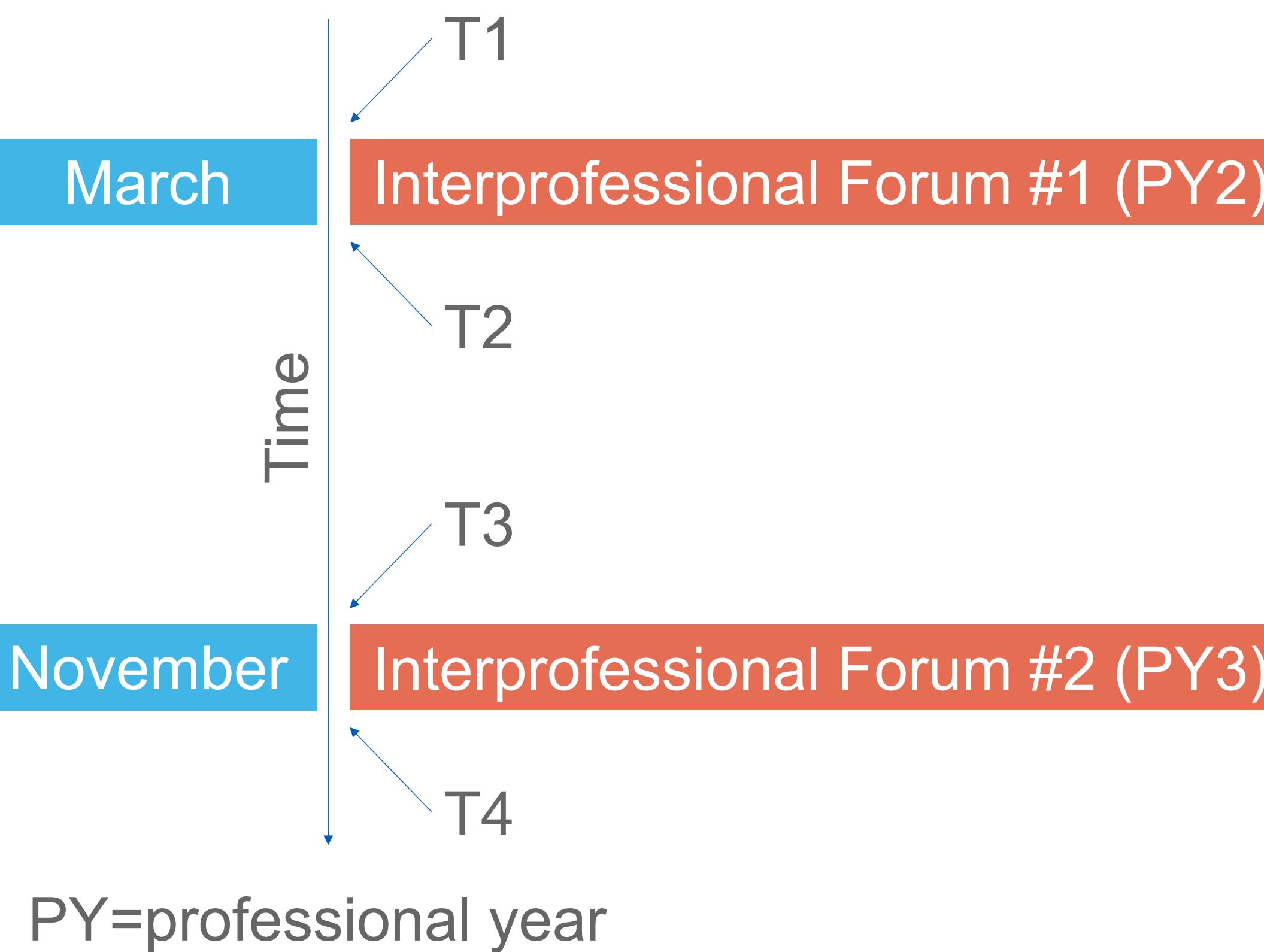
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Background

- Interprofessional education (IPE) is aimed at preparing students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team.
- Data supporting novel IPE are primarily focused on the impact of singular IPE interventions on students' knowledge, skills and attitudes.
- While it is common for investigators to identify a positive pre/post-intervention effect questions remain about whether these effects persist.
- This study aimed to assess changes in pharmacy students' collaborative abilities over the second and third professional years.

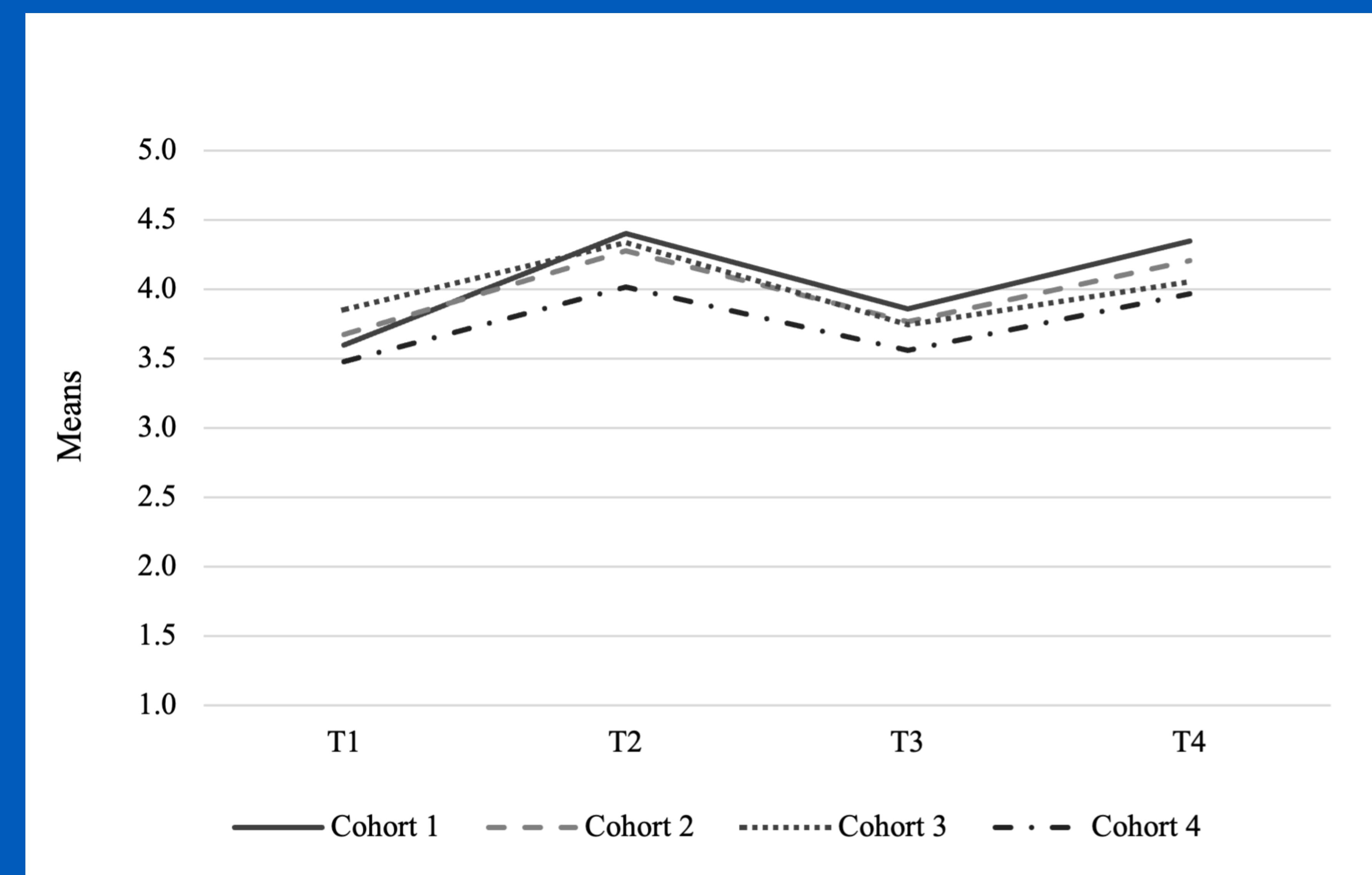
Methods



Instrument = Interprofessional Collaborative Competency Attainment Survey Revised (ICCAS-R)^{1,2}

Students' self-assessed interprofessional competencies increase immediately after participating in interprofessional experiences.

However, they **decrease** in the time between experiences.



Results

- Four cohorts (N=414) completed the forums and 336 (81%) had paired data included.

Table 1. Mean ICCAS-R Scores at Each Timepoint

	T1	T2	T3	T4	F	Effect Size
Cohort 1 (n=96)	3.6 (0.8)	4.4 (0.6)	3.9 (0.8)	4.4 (0.6)	55.31*	0.37
Cohort 2 (n=75)	3.7 (0.8)	4.3 (0.8)	3.8 (0.7)	4.2 (0.7)	25.60*	0.26
Cohort 3 (n=94)	3.9 (0.8)	4.3 (0.7)	3.8 (0.7)	4.1 (0.7)	27.84*	0.23
Cohort 4 (n=71)	3.5 (0.7)	4.0 (0.7)	3.6 (0.7)	4.0 (0.7)	22.75*	0.25

*p<.05

Table 2. Difference in Mean ICCAS-R Scores Between Timepoints

	T1-T2	T1-T3	T1-T4	T2-T3	T2-T4	T3-T4
Cohort 1 (n=96)	-0.81 (0.07)*	-0.26 (0.09)*	-0.75 (0.09)*	0.54 (0.07)*	0.06 (0.06)	-0.49 (0.06)*
Cohort 2 (n=75)	-0.60 (0.07)*	-0.09 (0.10)	-0.53 (0.11)*	0.51 (0.09)*	0.07 (0.08)	-0.44 (0.06)*
Cohort 3 (n=94)	-0.48 (0.06)*	0.11 (0.08)	-0.20 (0.08)	0.59 (0.08)*	0.28 (0.07)*	-0.31 (0.05)*
Cohort 4 (n=71)	-0.54 (0.06)*	-0.09 (0.10)	-0.50 (0.09)*	0.45 (0.10)*	0.04 (0.08)	-0.41 (0.06)*

*p<.05

Conclusions and Implications

- While data regarding one-time IPE activities are helpful, programs should be interested in how they can foster enduring changes in students' interprofessional competencies.
- Future studies should expand the timeframe that interprofessional competencies are assessed.
- Additional measures may need to be developed to accurately assess change over time.

References

1. Archibald D, Trumpower D, MacDonald CJ. Validation of the interprofessional collaborative competency attainment survey (ICCAS). *J Interprof Care.* 2014;28(6):553-8.
2. Schmitz CC, Radosevich DM, Jardine P, MacDonald CJ, Trumpower D, Archibald D. The Interprofessional Collaborative Competency Attainment Survey (ICCAS): A replication validation study. *J Interprof Care.* 2017;31(1):28-34.