

Student Growth in Interprofessional Education Collaborative (IPEC) Competencies: Results from a Multi-Phased Approach across Professions.

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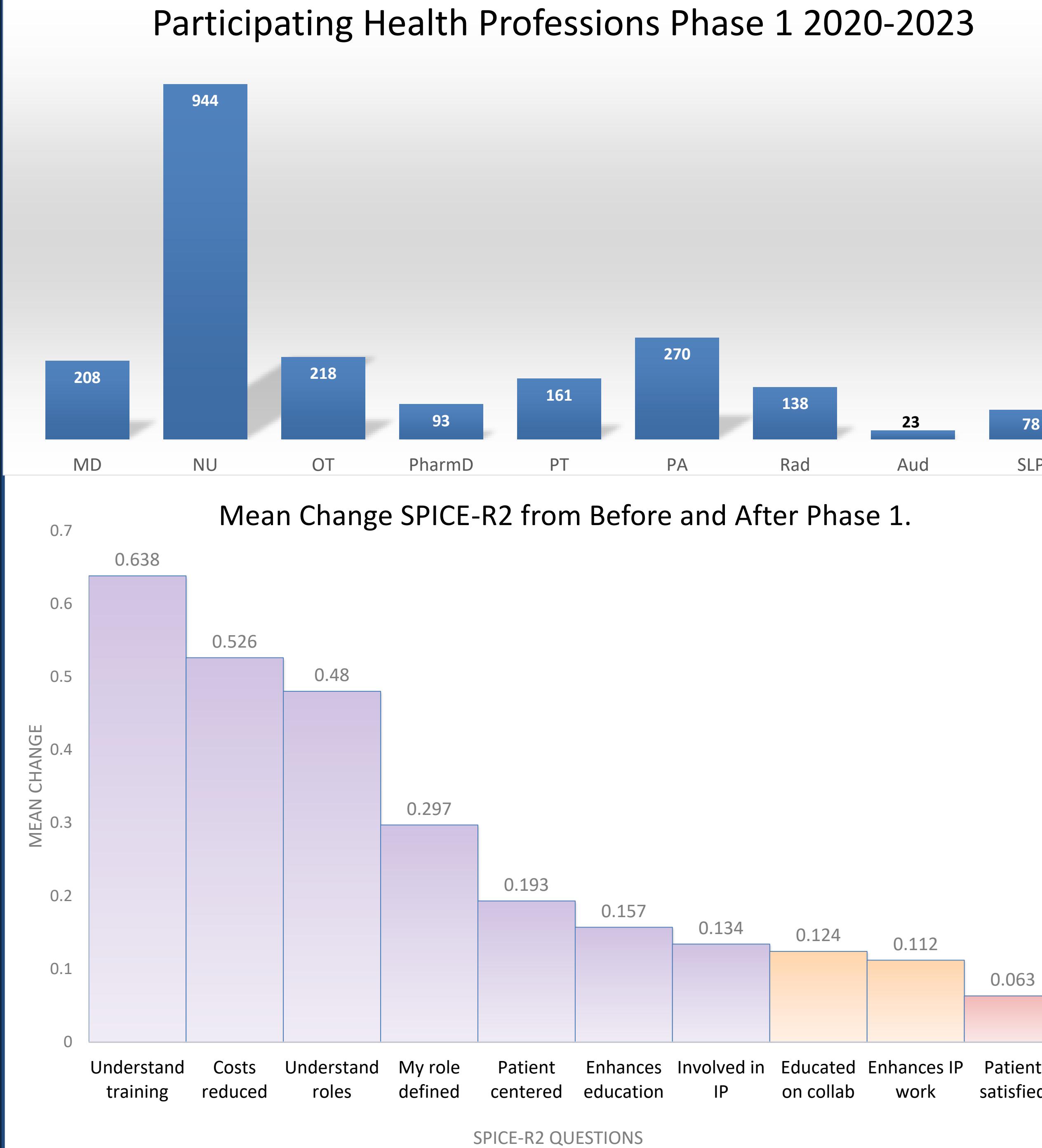
Introduction

- IPE assessment best practices are not established
- Each program should have an overall IPE assessment plan.¹
- There are several validated tools designed for IPE assessment at different levels of learning.²
- There is a need for more objective measurements of behavior change in IPE education.³

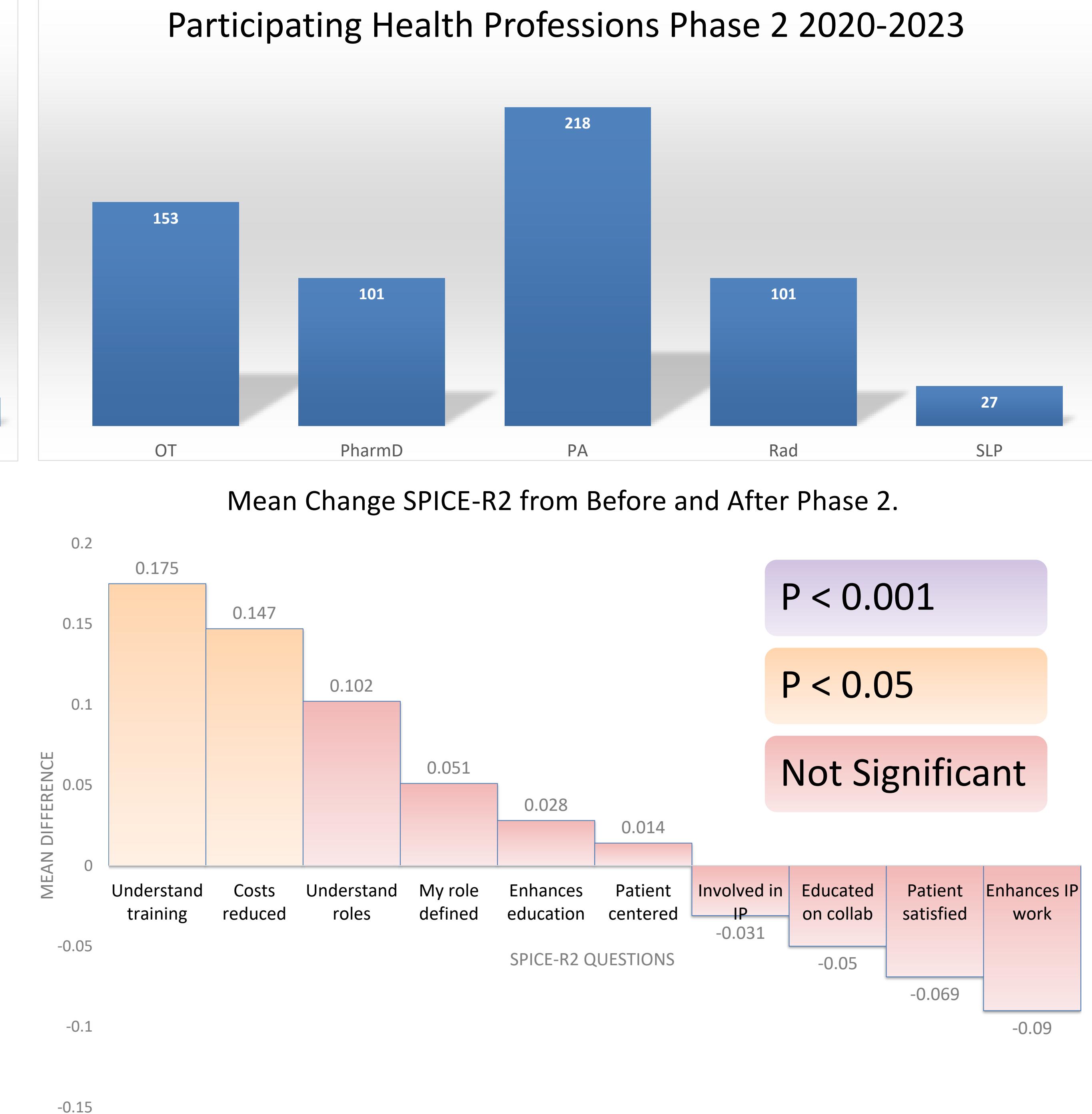
Methods

- IPE students from 2 universities participated in a 3-phased IPE curriculum with mix of asynchronous and synchronous activities
- Phase 3 simulation was a progressive stroke case consisting of 6 back-to-back stations of a patient's healthcare journey.
- Curriculum is progressive and was evaluated using pre and post Student Perceptions of Interprofessional Clinical Education Revised-2 (SPICE-R2) for Phase 1 & 2 & Interprofessional Collaborative Competencies Attainment Survey (ICCAS) for Phase 3.^{4,5}
- Descriptive statistics and t-tests were used to compare SPICE-R2 and ICCAS results

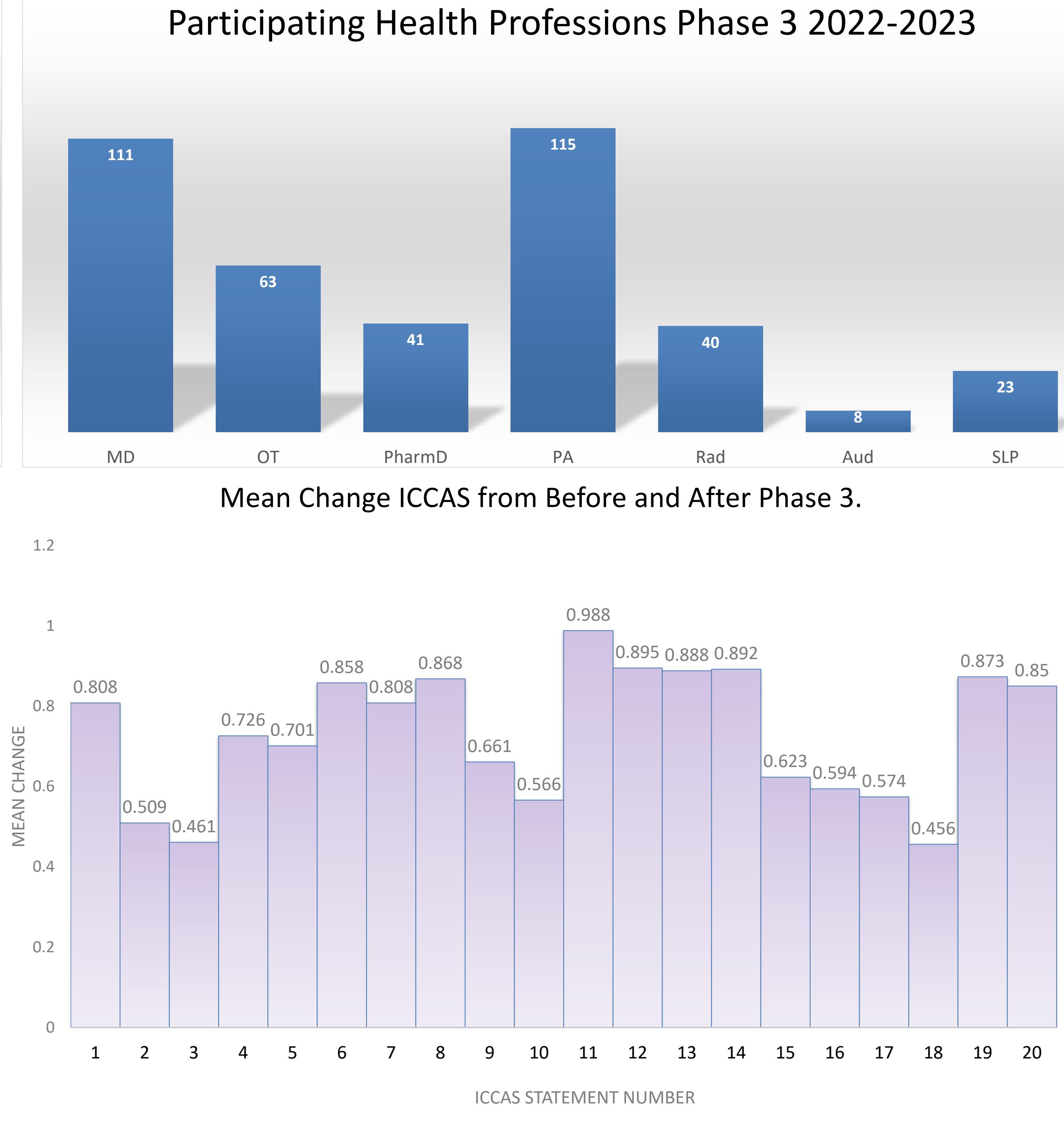
Results



Phase 1 – SPICER2 (N=2133)

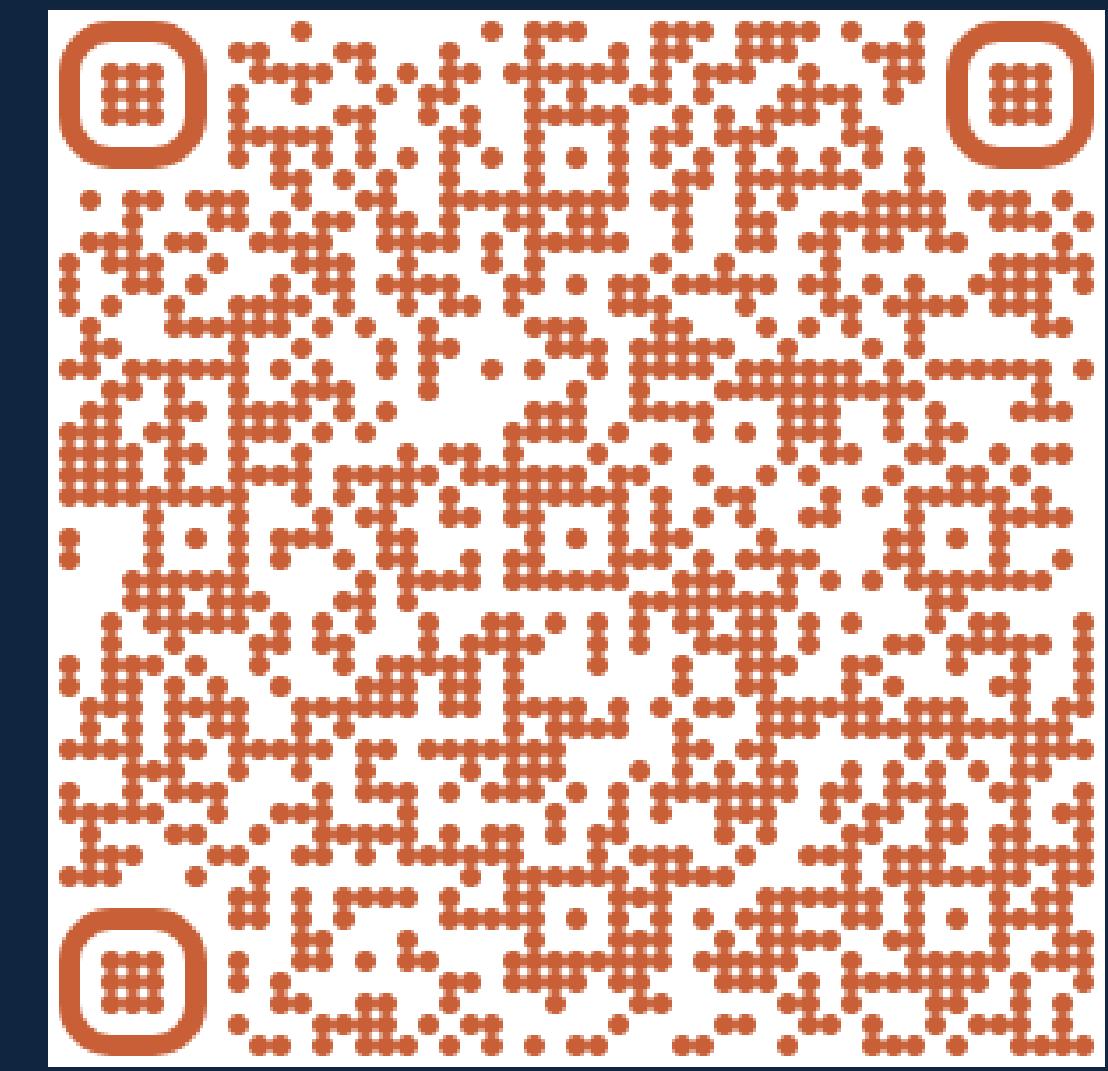


Phase 2 – SPICER2 (N=600)



Phase 3 – ICCAS (N=401)

Interprofessional Students in a Multi-Phase IPE Program BENEFITED Most from Introductory Workshops and Advanced Progressive Simulations



Want more information?
Take a picture to view our design, survey tools and other details

Phase 3 Progressive Stroke Simulation

6 Stations – 25 min each

Patient Home – EMS

Admission – Stroke Code

Hospital Course Catch-up

Hospital Discharge

Outpatient Follow-up

Debrief & Group Assessment

Conclusions

- Phase 1 showed significant change in most of the SPICER2 behaviors.
- Phase 2 is not showing significant improvement, may benefit from focus group feedback or different assessment test.
- Phase 3 had the most anecdotal praise and showed statistically significant improvement in all ICCAS statements.
- Students favored simulations over workshop formats

Disclosures

Authors of this presentation have nothing to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation. Permission was obtained to use the SPICE-R2 & ICCAS survey tool from creators.

References

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