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# Effectiveness of Clinical Scenarios in Improving Student Interprofessional Skills and Attitudes

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# Effectiveness of clinical scenarios in improving student interprofessional skills and attitudes

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## STATEMENT OF THE PROBLEM

### Background

- Interprofessional Education (IPE) involves two or more professionals learning with, from, and about each other across the spectrum of their education in order to improve collaboration, practice, and quality of health care.<sup>[1]</sup>
- Students have indicated desire for IPE<sup>[2]</sup>
  - Focus groups of pharmacy students, nursing students, medical students, and social work students have all indicated a desire for increased IPE
- Many Studies have shown various models of IPE to be effective
  - These include e-based IPE<sup>[3]</sup>, breakout sessions<sup>[4]</sup>, rotations<sup>[5]</sup>
- Mock clinical scenarios:
  - Have proven helpful between pharmacy, nursing and med students<sup>[6,7]</sup>
  - Are able to improve collaboration scores between pharmacy, nursing and med students.
  - Data is not as strong for the proof of increased interprofessional attitudes and behaviors

### Significance of the Problem

- Insufficient data on implementing IPE at emerging health sciences center<sup>[7]</sup>
  - The Smithburger study proved that mock clinical scenarios could be implemented to health science curriculum. However, they are looking at an established program. There may be differences in feasibility for small startups
- Insufficient data on behaviors and attitudes of students involved in mock clinical scenario situations of IPE<sup>[7]</sup>
  - This study also pointed out that changes in behavior and attitudes was not thoroughly analyzed by their study and warranted further evaluation
- ACPE, ACCP, AACN, ACGME, APhA, ASHP confirm the importance of IPE<sup>[8,9,10,11]</sup>
  - The backing of many large pharmacy organizations highlights the importance for properly integrating IPE into pharmacy curriculum

## OBJECTIVES

To determine the effectiveness of mock clinical situations involving student pharmacists, nursing students, and if feasible medical students, social work students, and allied health students in improving interprofessional knowledge, collaboration, student attitudes, and student behaviors. While also simultaneously assessing the ease of implementation in an emerging health sciences center

## HYPOTHESES

- The null hypothesis is that mock clinical situations will not increase the knowledge, collaboration, attitudes, and behaviors between nursing, pharmacy, and possibly medical, social work and allied health students.
- The alternative hypothesis is that mock clinical situations will increase student knowledge, collaboration, attitudes, and behavior between nursing, pharmacy, and possibly medical, social work and allied health students.

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## PROPOSED METHODS

### Study Design

- One Group Pretest-Posttest Design using established attitudes survey
- Power= 0.80
- Alpha= 0.05
- B= 0.20

### Sample

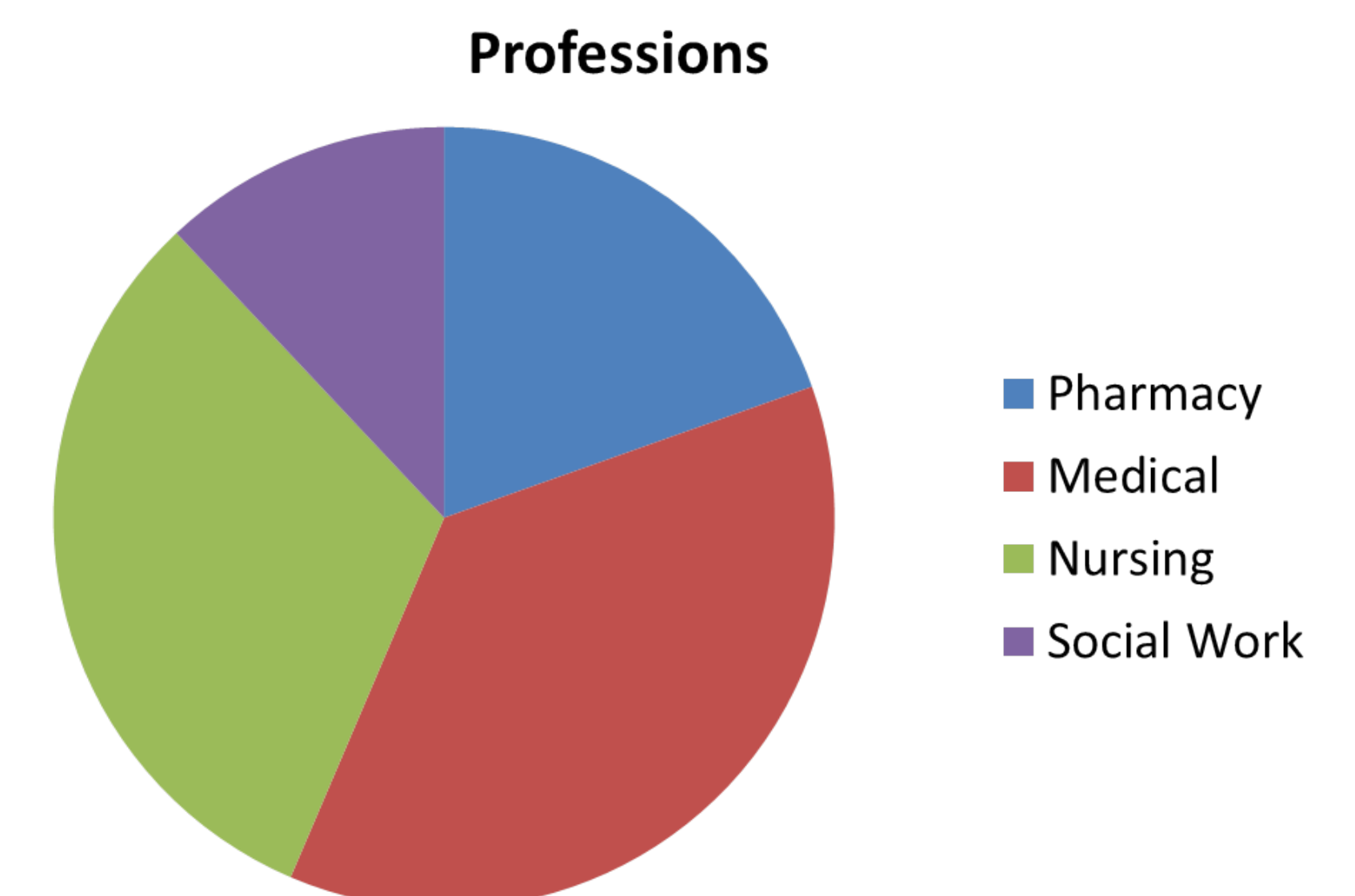
- 215- Convenience Sample
  - 70/85 pharmacy students
  - 132/200 med students
  - 43/48 social workers
  - 113/150 nursing students

### Data Collection

- Administer survey via Qualtrics
- SPSS spreadsheets
- Data and identifiers stored on separate local drives

### Measurement

- Utilize a survey to measure changes in attitudes and behaviors
- SPSS for calculations



## PROPOSED ANALYSES

- Changes in attitudes among students between different majors will be assessed with Kruskal-Wallis test
- Wilcoxon signed-rank test will determine change within groups
- Baseline demographic information will be assessed with a chi-squared test

## PROJECT TIMELINE

### Spring 2014

- Plan IPE model details with faculty from different majors
- Choose survey to assess IPE model
- Obtain sample population

### 2014-2015

- Implement and analyze effectiveness of IPE model with coordination from other majors and Wright State University

### 2015-2016

- Finish any additional IPE sessions
- Final analysis and conclusion of data
- Present Nationally

## LIMITATIONS

- Sampling method: nonprobability/may not reach sample size
- Positive bias in voluntary participants
- Hypothesis guessing (participants biased towards desired outcome)

## FUTURE DIRECTIONS

- Evaluate additional methods of IPE at emerging health sciences centers
- Evaluate additional factors related to an IPE experience
- Integrate into Cedarville University curriculum if proven effective