

A Pre-Post Evaluation of an Interprofessional Education (IPE) Skill Sharing Workshop

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Background

- Interprofessional Education (IPE) and Interprofessional Collaborative Practice (ICP) are included in accreditation standards for many health care professional programs.
- There is no consensus about what types of IPE activities work best to achieve IPE outcomes.

Purpose

Using select questions from the Interprofessional Collaborative Competencies Attainment Scale Revised (ICCAS-R), this study aimed to determine whether a Skill Share Workshop can meet Interprofessional Education Collaborative (IPEC 2016) core competencies.

Methods

- The workshop included pharmacy, dental hygiene, radiology technology, and medical laboratory science students. The skills taught were sig code interpretations, extra-oral examinations, radiographic anatomy identification, and blood typing, respectively.
- Needed preparation materials were posted to the course through ULM's learning management system. In order to facilitate open communication between students, no specific steps/instructions were provided to them on how they needed to teach their skills.
- A retrospective pre/post survey was administered at the end of the workshop, which included 7 ICCAS-R questions.
- Wilcoxon Signed Rank tests were employed to compare the difference in median scores for the 7 ICCAS-R pre/post questions.

Results

- Of the 66 students who participated in the workshop, 64 completed the survey for a response rate of 97%.
- Median scores for all 7 ICCAS-R questions increased from pre to post by 1 to 2 points on a 5-point Likert scale.
- When comparing pre/post questions, there was a significant difference noted in all 7 ICCAS-R questions ($p < .01$).

An **IPE Skill Sharing Workshop** between pharmacy, dental hygiene, radiology technology, and medical laboratory science students led to an **increase in self-reported competence** regarding IPE collaboration.

Results

ICASS Item	Pre-Event Median (IQR)	Post-Event Median (IQR)	P-Value
RR1 ICCAS 9: I was able to identify and describe my abilities and contributions to the IP team.	4.00 (3-5)	5.00 (4-5)	0.00
RR4 ICCAS 11: I was able to understand the abilities and contributions of IP team members.	3.00 (2-4)	5.00 (4-5)	0.00
CC1 ICCAS 1: I was able to promote effective communication among members of an interprofessional team.	3.00 (3-4)	5.00 (4-5)	0.00
CC3 ICCAS 5: I was able to express my ideas and concerns in a clear, concise manner.	3.00 (3-4)	5.00 (4-5)	0.00
CC4 ICCAS 2: I was able to actively listen to IP team members' ideas and concerns.	4.00 (3-4.75)	5.00 (4-5)	0.00
CC4 ICCAS 16: I was able to actively listen to the perspectives of IP team members.	4.00 (3-5)	5.00 (4-5)	0.00
TT11 ICCAS 7: I was able to work effectively with IP team members to enhance care.	4.00 (3-4)	5.00 (4-5)	0.00

Discussion

- Based on students' perceptions, IPEC core competencies can be met through a skill sharing workshop between pharmacy, dental hygiene, radiology technology, and medical laboratory sciences.
- A retrospective pre/post survey design was used to avoid response-shift bias, in which respondents are not able to accurately self-assess baseline comfort because of lack of experience.