Assessment of Nursing and Medical Students' Attitudes Toward Interprofessional Education

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Learning Objectives

Upon completion of this presentation, the learner will be able to describe:

- Nursing and medical students' attitudes towards interprofessional education before and after completing an aging simulation game.

- Components of interprofessional education activities.

Introduction

Healthcare Providers

- Expected to work and collaborate in interprofessional teams
- Lack of experience with interprofessional teams and collaboration prior to professional practice

Aging Games [1,2]

- Goal: to improve empathy and understanding of older adults experience in the healthcare system
- American Association of Colleges of Nursing
  - Emphasis on empathy and caring in curriculum[3]

Purpose

- The purpose of this project was to examine the impact of participation in an aging simulation game on nursing and medical students attitudes toward interprofessional education.

Methodology

- Included nursing and first year medical students
- Geriatric Medication Game® (GMG)- Aging simulation game[1]

  - Given aging-related challenges

  - Navigated a simulated healthcare system
- Assessed:

  - Attitudes toward interprofessional education using the Readiness for Interprofessional Learning Scale (RIPLS) [4]

Geriatric Medication Game®

- Created by St. Louis College of Pharmacy
- Components of Simulation
  - Personal Characteristics
  - Financial Resources
  - Disabilities
  - Health Care System Station
  - "Fate"
- Activities Station

Disabilities

- Vision
- Hearing
- Dexterity
- Balance
- General Disability
- Mobility

Geriatric Medication Game®

Measures: RIPLS

- Attitudes toward interprofessional education using the Readiness for Interprofessional Learning Scale (RIPLS)
  - 19 items[2]
  - 7 point Likert-type scale (1=SD, 7=SA)
  - 4 subscales
    - Positive Professional Identity (4 items)
    - Teamwork/Collaboration (9 items)
    - Roles and Responsibilities (4 items)
    - Negative Professional Identity (3 items)

Data Analysis

- IBM® SPSS v. 20.0 for Windows
- Report of 36 second year nursing students
- Report of 15 first year medical students
- Comparisons of pre/post items: paired t-tests

Sample

- 36 second year nursing students

- 15 first year medical students

- 20% total sample male

Results:
Positive Professional Identity Subscale

Item	Pretest Scores Mean ± SD	Posttest Scores Mean ± SD	p values
Shared learning with other health care students will help me to communicate better with patients and other professionals.	6.08 ± 1.08	6.29 ± 0.74	0.031
I would welcome the opportunity to work on small group projects with other health care students.	5.81 ± 1.14	6.10 ± 1.15	0.025
Shared learning will help to clarify the nature of patient problems.	5.85 ± 1.22	6.19 ± 1.16	0.002
Shared learning before licensure will help me become a better team worker.	6.19 ± 0.98	6.40 ± 0.89	0.017

Results:
Teamwork and Collaboration Subscale

Item	Pretest Scores Mean ± SD	Posttest Scores Mean ± SD	p values
Learning with other students will help me become a more effective member of the health care team.	6.21 ± 1.07	6.38 ± 0.87	0.103
Patients would ultimately benefit if health care students worked together to solve patient problems.	6.44 ± 0.50	6.48 ± 0.65	0.598
Shared learning with other health care students will increase my ability to understand clinical problems.	6.23 ± 1.04	6.31 ± 1.01	0.290
Learning with other health care students before licensure would improve relationships after licensure.	6.17± 0.91	6.40 ± 0.79	0.055

Results:
Teamwork and Collaboration Subscale

Item	Pretest Scores Mean ± SD	Posttest Scores Mean ± SD	p values
Communication skills should be learned with other health care students.	6.27 ± 1.07	6.35 ± 1.10	0.252
Shared learning will help me think positively about other professionals.	6.23 ± 0.91	6.42 ± 0.85	0.095
For small group learning to work, students need to trust and respect each other.	6.48 ± 0.71	6.52 ± 0.65	0.485
Team-working skills are essential for all health care students to learn.	6.50 ± 0.77	6.52 ± 0.88	0.811
Shared learning will help me	6.13 ± 0.96	6.27 ± 0.98	0.109

Roles and Responsibilities Subscale

Item	Pretest Scores Mean ± SD	Posttest Scores Mean ± SD	p value
The function of nurses and therapists is mainly to provide support for doctors.	2.60 ± 1.46	2.60 ± 1.51	1.00
I'm not sure what my professional role will be after I become licensed.	2.70 ± 1.51	2.70 ± 1.85	1.00
I have to acquire much more knowledge and skills than other health professional students.	3.72 ± 1.65	3.87 ± 1.69	0.564

Negative Professional Identity Subscale

Item	Pretest Scores Mean ± SD	Posttest Scores Mean ± SD	p value
I don't want to waste my time learning with other health care students.	2.31 ± 1.48	2.00 ± 1.19	0.121
It is not necessary for health care students to learn together.	2.23 ± 1.29	1.94 ± 1.08	0.070
Clinical problem-solving skills can only be learned with students from my own health care profession.	2.11 ± 1.20	2.06 ± 1.22	0.792

Limitations

- Small sample size (N=51)

- Readiness for Interprofessional Learning (RIPLS) scores based upon only one activity

- Single site

Conclusions

- Aging simulation games provide an opportunity to:
  - Serve as an interprofessional education activity
  - Improve attitudes toward interprofessional education

- The RIPLS allow faculty to assess student changes in student attitudes toward interprofessional education.

Interprofessional Education Activities

- Shared learning/common purpose

- Focus on improving patient outcomes

- Collaboration

- Clear directions prior to the activity

- Debrief

Future Directions

- Reinforce empathy and professional attitudes across the curriculum

- Measure longitudinal changes in attitudes toward interprofessional education

- Incorporate interprofessional experiences during each year of the curriculum

References

1. Fontane, P. E., & Seaton, S. http://www.stlcop.edu/ora/pdf/Geriatric%20Game_Web_Jan10.pdf
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