

IPE in Canada: Quantitative Findings from a Survey of Placement Supervisors



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Findings

Introduction

This report presents the findings of the analysis of 27 responses to a survey distributed to individuals working in clinical and placement settings that supervise student placements. The survey was made up of the Interdisciplinary Education Perception Scale (IEPS) (Luecht et al., 1990) and the Interprofessional Learning Scale from the UWE Interprofessional Questionnaire (Pollard et al., 2004, 2005). These data were collected to explore various aspects of professional practice and interprofessional collaboration, with attention to how IPE competencies are reinforced in placement settings. The analysis is organized into six key sections to provide a clear and structured overview of participant perspectives:

- Part 1: Background Information of Respondents - This section summarizes the demographic and professional background of the participants, including variables such as age, gender, province of practice, years of professional and supervisory experience, and current roles.
- Part 2: Participants' Perceptions of Their Profession and Other Disciplines - This section examines participants' views regarding competencies, autonomy, collaboration, and mutual respect within their profession and in relation to other disciplines.
- Part 3: Participants' Perceptions of Students They Supervise from Their Own Profession and from Other Disciplines - This section explores how respondents perceive the preparedness, competencies, and interprofessional engagement of students under their supervision, both from their own and from other professional backgrounds.
- Part 4: Interprofessional Learning Scale - This section assesses participants' attitudes and experiences related to interprofessional education and collaborative learning environments.
- Part 5: Complementary (Novel) Questions - This final section includes responses to additional, exploratory questions designed to gather insights on emerging issues and unique aspects of interprofessional practice.
- Part 6: Presents the results of the Chi-square tests on experience, location, and IPE perceptions.

Part 1: Background Information

Age range of participants

According to Figure 1 and Table 1, most participants, nearly 41 percent, were between 40 and 49 years of age.

Figure 1: Age range of participants

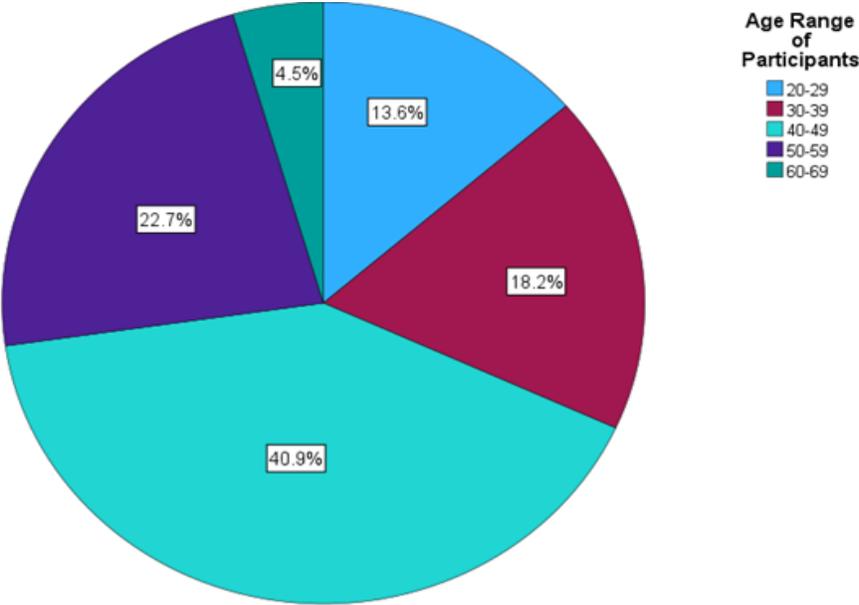


Table 1: Age Range of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	3	11.1	13.6	13.6
	30-39	4	14.8	18.2	31.8
	40-49	9	33.3	40.9	72.7
	50-59	5	18.5	22.7	95.5
	60-69	1	3.7	4.5	100.0
	Total	22	81.5	100.0	
Missing	999.00	5	18.5		
Total		27	100.0		

Gender description

Seventy-eight percent of participants identified as female and 22 percent as male (see Figure 2 and Table 2).

Figure 2: Gender Description

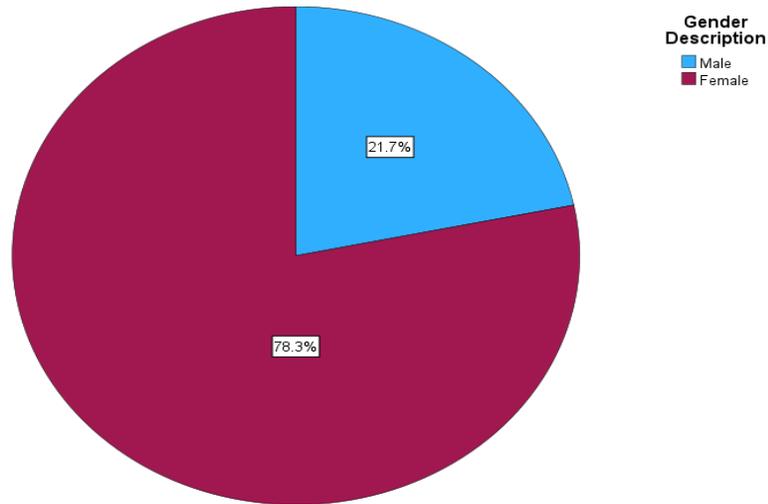


Table 2: Gender Description

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	18.5	21.7	21.7
	Female	18	66.7	78.3	100.0
	Total	23	85.2	100.0	
Missing	999.00	4	14.8		
Total		27	100.0		

Location of participants

Almost 46 percent of participants were from Ontario, while the remaining respondents were from Alberta (16.7%), Manitoba (29.2%), Saskatchewan (4.2%), and Newfoundland and Labrador (4.2%) (see Figure 3 and Table 3).

Figure 3: Location of Participants

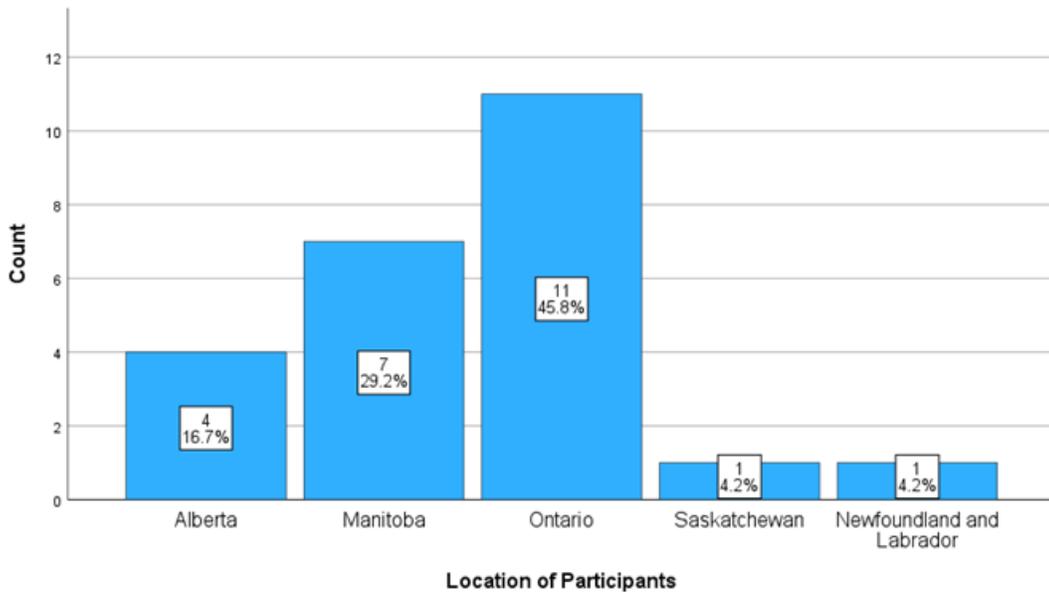


Table 3: Location of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alberta	4	14.8	16.7	16.7
	Manitoba	7	25.9	29.2	45.8
	Ontario	11	40.7	45.8	91.7
	Saskatchewan	1	3.7	4.2	95.8
	Newfoundland and Labrador	1	3.7	4.2	100.0
	Total	24	88.9	100.0	
Missing	999.00	3	11.1		
Total		27	100.0		

Years of experience in the field

A total of 43 percent of participants reported having between 11 and 20 years of experience in the field, while 78 percent indicated having more than 11 years of experience overall. Additionally, 13 percent reported having more than 30 years of experience in the field (Figure 4 and Table 4).

Figure 4: Years of experience in the field

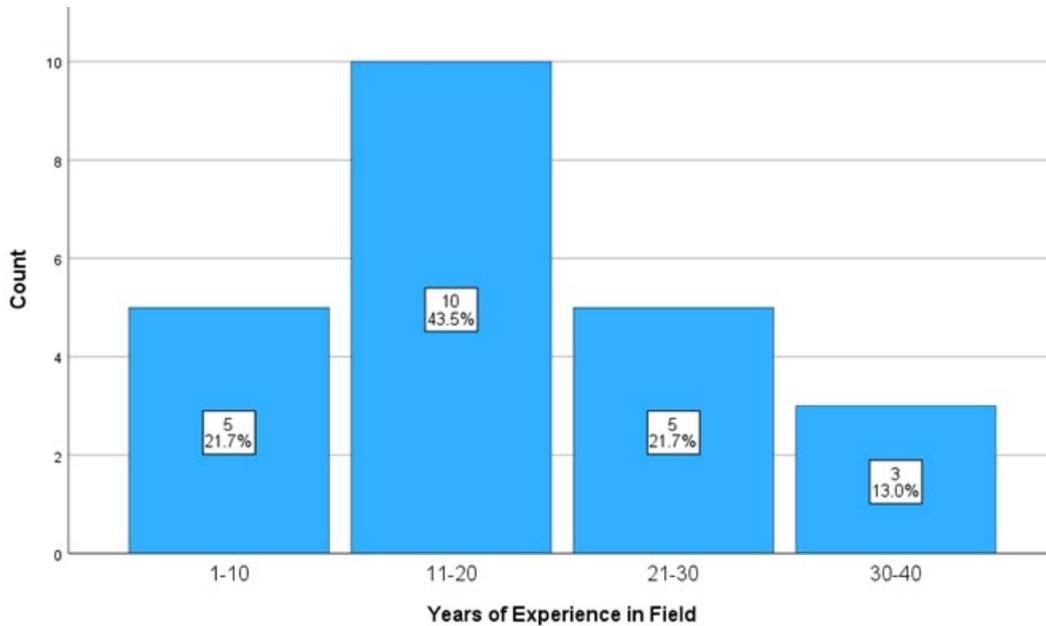


Table 4: Years of Experience in Field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	5	18.5	21.7	21.7
	11-20	10	37.0	43.5	65.2
	21-30	5	18.5	21.7	87.0
	30-40	3	11.1	13.0	100.0
	Total	23	85.2	100.0	
Missing	999.00	4	14.8		
Total		27	100.0		

Years of experience in the role

A total of 71 percent of participants reported having between 1 and 10 years of experience in their current role (see Figure 5 and Table 5).

Figure 5: Years of experience in the role

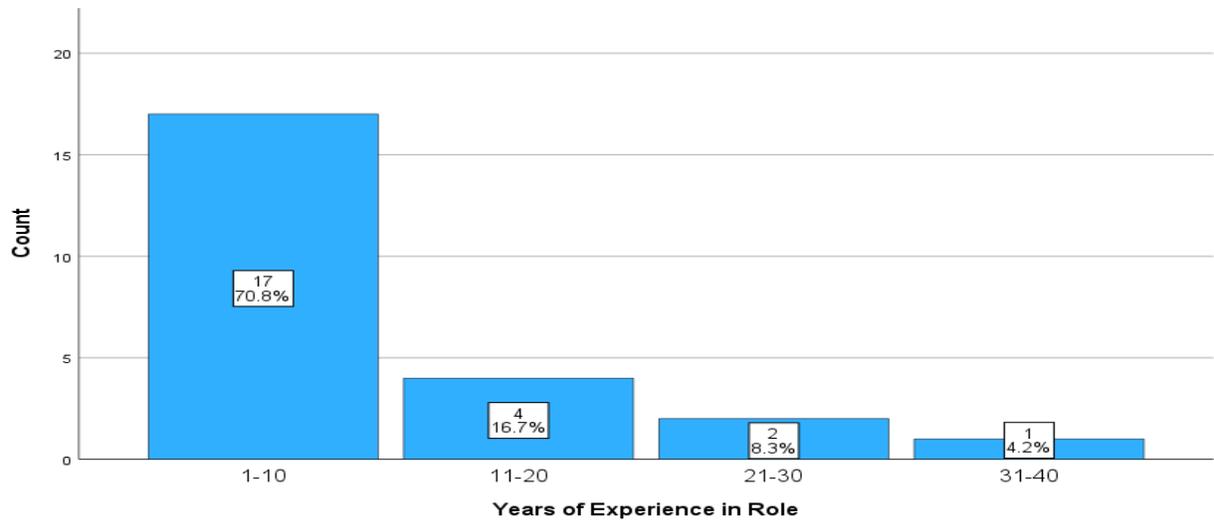


Table 5: Years of Experience in Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	17	63.0	70.8	70.8
	11-20	4	14.8	16.7	87.5
	21-30	2	7.4	8.3	95.8
	31-40	1	3.7	4.2	100.0
	Total	24	88.9	100.0	
Missing	999.00	3	11.1		
Total		27	100.0		

Years of supervision

Similarly, 63% of participants reported having between 1 and 10 years of supervisory experience (see Figure 6 and Table 6).

Figure 6: Years of supervision

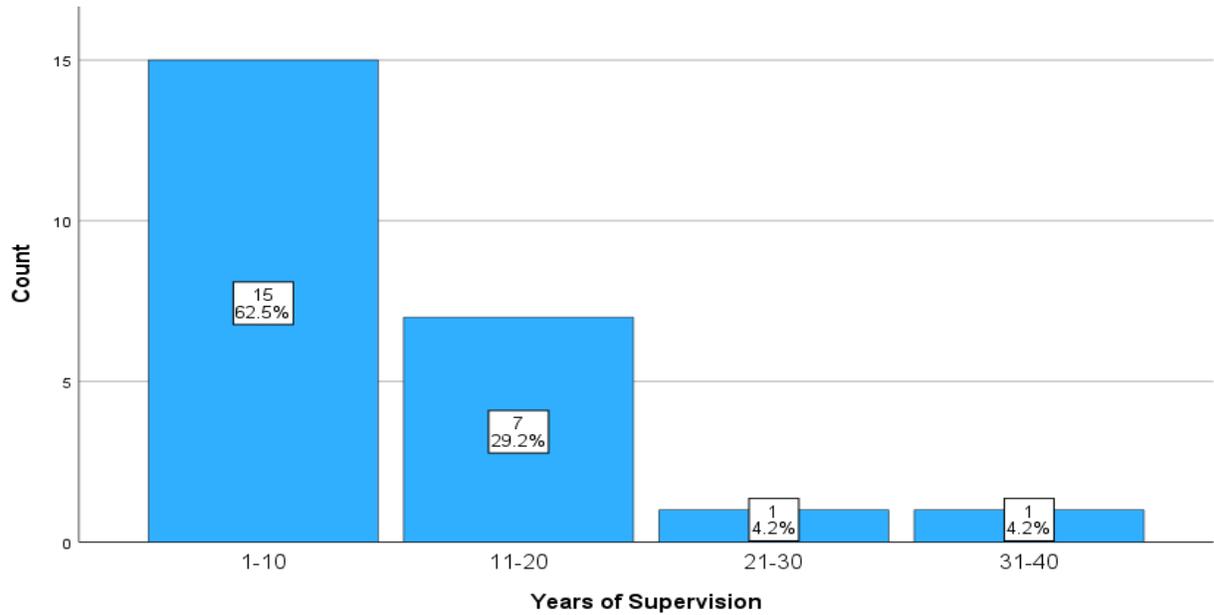


Table 6: Years of Supervision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	15	55.6	62.5	62.5
	11-20	7	25.9	29.2	91.7
	21-30	1	3.7	4.2	95.8
	31-40	1	3.7	4.2	100.0
	Total	24	88.9	100.0	
Missing	999.00	3	11.1		
Total		27	100.0		

Part 2: Participants' Perception of Their Profession and Other Disciplines

Participants first filled out the Student IEPS (Luecht et al., 1990). Participants were asked to rate their perceptions of their profession and other disciplines using a scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree).

The results, as presented in **Table 7**, indicate that most respondents believed individuals in their profession are well-trained, with 88 percent somewhat agreeing to strongly agreeing with this statement. Regarding the item, *"Individuals in my profession are able to work closely with individuals in other professions,"* 96 percent of respondents somewhat agreed to strongly agreed. Furthermore, all participants agreed that *"Individuals in my profession demonstrate a great deal of autonomy,"* with levels of agreement ranging from somewhat agree to strongly agree. Approximately 85 percent agreed with the statement *"Individuals in other professions respect the work done by my profession,"* with a calculated mean score of 4.81, indicating a response above the scale's midpoint.

Additionally, 89 percent of respondents believed that *"Individuals in my profession are very positive about their goals and objectives."* All participants expressed some degree of agreement that *"Individuals in my profession need to cooperate with other professions,"* as well as *"Individuals in my profession are very positive about their contributions and accomplishments."* A total of 89 percent agreed (somewhat agree and above) that *"Individuals in my profession must depend upon the work of people in other professions,"* while 81 percent believed that *"Individuals in other professions think highly of my profession."*

When asked about trust within their profession, 93 percent of respondents agreed (somewhat agree and above) that *"Individuals in my profession trust each other's professional judgment."* Conversely, only 27 percent agreed that *"Individuals in my profession have a higher status than individuals in other professions,"* with 73 percent disagreeing. This was reflected in a mean score of 2.61, indicating general disagreement with this perception.

Approximately 85 percent of participants indicated agreement (from somewhat agree to strongly agree) with the statement *"Individuals in my profession make every effort to understand the capabilities and contributions of other professions."* Additionally, 88 percent agreed that *"Individuals in my profession are extremely competent."* All respondents reported some level of agreement that *"Individuals in my profession are willing to share information and resources with other professionals"* and *"Individuals in my profession have good relations with people in other professions."*

A total of 96 percent of respondents agreed (somewhat agree to strongly agree) that *"Individuals in my profession think highly of other related professions,"* and 96 percent believed that *"Individuals in my profession work well with each other."* Finally, 74 percent of participants agreed with the statement *"Individuals in other professions often seek the advice of people in my profession,"* with a mean score of 4.26, indicating an overall positive perception.

A comprehensive summary of these findings is presented in Table 7 below, with additional details provided in Appendix 1.

Table 7: Participants' Perception of Their Profession and Other Disciplines

Items	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	Cumulative Percentage (Somewhat agree and above)	Mean (out of 6)
Individuals in my profession are well- trained.	0	1 (3.7%)	2 (7.4%)	5 (18.5%)	12 (44.4%)	7 (25.9%)	88%	4.81
Individuals in my profession are able to work closely with individuals in other professions.	0	0	1 (3.7%)	6 (22.2%)	5 (18.5%)	15 (55.6%)	96.3%	5.26
Individuals in my profession demonstrate a great deal of autonomy.	0	0	0	5 (18.5%)	16 (59.3%)	6 (22.2%)	100%	5.04
Individuals in other professions respect the work done by my profession.	0	1 (3.7%)	3 (11.1%)	4 (14.8%)	11 (40.7%)	8 (29.6%)	85.1%	4.81
Individuals in my profession are very positive about their goals and objectives.	0	0	3 (11.1%)	6 (22.2%)	9 (33.3%)	9 (33.3%)	88.8%	4.89
Individuals in my profession need to cooperate with other professions.	0	0	0	0	7 (25.9%)	20 (74.1%)	100%	5.74
Individuals in my profession are very positive about their contributions and accomplishments.	0	0	0	4 (14.8%)	14 (51.9%)	9 (33.3%)	100%	5.18
Individuals in my profession must depend upon the work of people in other professions.	0	1 (3.7%)	2 (7.4%)	6 (22.2%)	8 (29.6%)	10 (37%)	88.8%	4.89
Individuals in other professions think highly of my profession.	1 (3.7%)	1 (3.7%)	3 (11.1%)	6 (22.2%)	11 (40.7%)	5 (18.5%)	81.4%	4.48

Individuals in my profession trust each other's professional judgment.	0	0	2 (7.4%)	3 (11.1%)	17 (63%)	5 (18.5%)	92.6%	4.92
Individuals in my profession have a higher status than individuals in other professions	7 (26.9%)	4 (15.4%)	8 (30.8%)	6 (23.1%)	1 (3.8%)	0	26.9%	2.61
Individuals in my profession make every effort to understand the capabilities and contributions of other professions	0	1 (3.7%)	3 (11.1%)	10 (37%)	10 (37%)	3 (11.1%)	85.1%	4.41
Individuals in my profession are extremely competent.	0	0	3 (11.5%)	4 (15.4%)	17 (65.4%)	2 (7.7%)	88.5%	4.69
Individuals in my profession are willing to share information and resources with other professionals.	0	0	0	6 (22.2%)	10 (37%)	11 (40.7%)	100%	5.18
Individuals in my profession have good relations with people in other professions	0	0	0	6 (22.2%)	12 (44.4%)	9 (33.3%)	100%	5.11
Individuals in my profession think highly of other related professions.	0	0	1 (4%)	5 (20%)	8 (32%)	11 (44%)	96%	5.16
Individuals in my profession work well with each other.	0	0	1 (3.7%)	3 (11.1%)	14 (51.9%)	9 (33.3%)	96.3%	5.15
Individuals in other professions often seek the advice of people in my profession.	0	1 (3.7%)	6 (22.2%)	6 (22.2%)	13 (48.1%)	1 (3.7%)	74%	4.26

Part 3: Participants' perceptions of students they supervise from their own profession and from other disciplines.

Next, participants filled out an adapted form of the Student IEPS (Luecht et al., 1990). In this section of the survey, respondents were asked the same questions, rating their perceptions of **students** they supervise for placements, co-ops, internships, and similar opportunities — both from their own profession and from other disciplines — using a scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree).

The results, as presented in **Table 8**, indicate that the majority of respondents believed the students they supervise are well-trained, with 93 percent somewhat agreeing to strongly agreeing with this statement. In response to the item *"Students I supervise are able to work closely with individuals in other professions,"* 78 percent of respondents expressed agreement. Similarly, 78 percent agreed that *"Students I supervise demonstrate a great deal of autonomy,"* with responses ranging from somewhat agree to strongly agree. Approximately 84 percent of participants agreed with the statement *"Students in other professions respect the work done by my profession,"* with a mean score of 4.56, indicating an above-average perception.

Additionally, 93 percent of respondents believed that *"Students I supervise are very positive about their goals and objectives."* The same proportion of respondents expressed some degree of agreement that *"Students I supervise need to cooperate with other professions."* A total of 89 percent indicated agreement (somewhat agree to strongly agree) with the statements *"Students I supervise are very positive about their contributions and accomplishments"* and *"Students I supervise must depend upon the work of people in other professions."* Furthermore, 85 percent of respondents agreed that *"Students in other professions think highly of my profession,"* while 78 percent believed that *"Students I supervise trust each other's professional judgment."*

Conversely, only 32 percent of respondents agreed that *"Students I supervise have a higher status than individuals in other professions,"* with 68 percent disagreeing. This perception was reflected in a mean score of 2.68, indicating overall disagreement with this item.

A total of 96 percent of respondents agreed (from somewhat agree to strongly agree) that *"Students I supervise make every effort to understand the capabilities and contributions of other professions."* Additionally, 85 percent believed that *"Students I supervise in my profession are extremely competent."* All respondents expressed some level of agreement that *"Students I supervise are willing to share information and resources with other professionals,"* while 89 percent noted that *"Students I supervise have good relations with people in other professions."*

Moreover, 96 percent of respondents agreed (somewhat agree to strongly agree) that *"Students I supervise think highly of other related professions,"* and all respondents believed that *"Students I supervise work well with each other,"* with agreement levels ranging from somewhat agree to strongly agree. Lastly, 80 percent of participants agreed with the statement *"Students in other professions often seek the advice of people in my profession,"* supported by a mean score of 4.52, indicating an overall positive perception.

A comprehensive summary of these findings is presented in Table 8 below, with additional details available in Appendix 2.

Table 8: Participants' perceptions of students they supervise from their own profession and from other disciplines

Items	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree	Cumulative (Somewhat agree and above)	Mean (out of 6)
Students I supervise are well- trained.	1 (3.7%)	0	1 (3.7%)	13 (48.1%)	7 (25.9%)	5 (18.5%)	92.5%	4.48
Students I supervise are able to work closely with individuals in other professions.	0	2 (7.4%)	4 (14.8%)	9 (33.3%)	6 (22.2%)	6 (22.2%)	77.7%	4.37
Students I supervise demonstrate a great deal of autonomy.	0	0	6 (22.2%)	9 (33.3%)	11 (40.7%)	1 (3.7%)	77.7%	4.26
Students in other professions respect the work done by my profession.	0	1 (4%)	3 (12%)	5 (20%)	13 (52%)	3 (12%)	84%	4.56
Students I supervise are very positive about their goals and objectives.	0	0	2 (7.4%)	7 (25.9%)	14 (51.9%)	4 (14.8%)	92.6%	4.74
Students I supervise need to cooperate with other professions.	0	1 (3.7%)	1 (3.7%)	2 (7.4%)	9 (33.3%)	14 (51.9%)	92.6%	5.26
Students I supervise are very positive about their contributions and accomplishments.	0	1 (3.7%)	2 (7.4%)	7 (25.9%)	13 (48.1%)	4 (14.8%)	88.8%	4.63
Students I supervise must depend upon the work of people in other professions	1 (3.7%)	1 (3.7%)	1 (3.7%)	12 (44.4%)	7 (25.9%)	5 (18.5%)	88.8%	4.41
Students in other professions think highly of my profession.	0	2 (7.7%)	2 (7.7%)	7 (26.9%)	10 (38.5%)	5 (19.2%)	84.6%	4.54

Students I supervise trust each other's professional judgment.	0	0	6 (22.2%)	9 (33.3%)	8 (29.6%)	4 (14.8%)	77.7%	4.37
Students I supervise have a higher status than individuals in other professions.	6 (24%)	4 (16%)	7 (28%)	8 (32%)	0	0	32%	2.68
Students I supervise make every effort to understand the capabilities and contributions of other professions.	0	0	1 (3.8%)	12 (46.2%)	11 (42.3%)	2 (7.7%)	96.2%	4.54
Students I supervise in my profession are extremely competent.	1 (3.7%)	0	3 (11.1%)	10 (37%)	11 (40.7%)	2 (7.4%)	85.1%	4.33
Students I supervise are willing to share information and resources with other professionals.	0	0	0	9 (39.1%)	11 (47.8%)	3 (13%)	100%	4.74
Students I supervise have good relations with people in other professions.	0	0	3 (11.5%)	8 (30.8%)	12 (46.2%)	3 (11.5%)	88.5%	4.58
Students I supervise think highly of other related professions	0	0	1 (3.8%)	4 (15.4%)	16 (61.5%)	5 (19.2%)	96.1%	4.96
Students I supervise work well with each other.	0	0	0	6 (24%)	13 (52%)	6 (24%)	100	5
Students in other professions often seek the advice of people in my profession.	0	2 (8%)	3 (12%)	5 (20%)	10 (40%)	5 (20%)	80%	4.52

Part 4: Interprofessional Learning Scale

Respondents were asked to indicate their level of agreement with a series of statements related to the Interprofessional Learning Scale from the UWE Interprofessional Questionnaire (Pollard et al., 2004, 2005).

The results, as presented in **Table 9**, indicate varying levels of agreement among respondents regarding statements from the Interprofessional Learning Scale. Specifically, 77 percent of respondents selected Agree or Strongly Agree in response to the statement *"My skills in communicating with patients/clients would be improved through learning with professionals from other health and social care professions."* Additionally, 89 percent agreed that *"My skills in communicating with other health and social care professionals would be improved through learning with professionals from other health and social care professions."*

Furthermore, only 4 percent of respondents expressed their agreement with the statement *"I would prefer to learn only with peers from my own profession,* 96 percent agreed that *"Learning with professionals from other health and social care professions is likely to facilitate subsequent working professional relationships."* Similarly, 92 percent agreed that *"Learning with professionals from other health and social care professions would be more beneficial to improving my teamwork skills than learning only with my peers."*

In addition, 96 percent of respondents agreed with the statement *"Collaborative learning would be a positive learning experience for all health and social care professionals."* A total of 92 percent expressed agreement or strong agreement with several other items, including:

- *"Learning with professionals from other health and social care professions is likely to help overcome stereotypes held about different professions."*
- *"I would enjoy the opportunity to learn with professionals from other health and social care professions."*
- *"Learning with professionals from other health and social care professions is likely to improve the service for patient/client."*

A comprehensive summary of these findings is presented in Table 9 below, with additional details available in Appendix 3.

Table 9: Interprofessional Learning Scale

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Cumulative Percentage (Agree and above)
My skills in communicating with patients/clients would be improved through learning with professionals from other health and social care professions	5 (19.2%)	15 (57.7%)	5 (19.2%)	1(3.8%)	76.9%
My skills in communicating with other health and social care professionals would be improved through learning with professionals from other health and social care professions	6 (23.1%)	17 (65.4%)	2(7.7%)	1 (3.8%)	88.5%
I would prefer to learn only with peers from my own profession.	1 (4%)	0	16 (64%)	8 (32%)	4%
Learning with professionals from other health and social care professions is likely to facilitate subsequent working professional relationships.	10 (41.7%)	13 (54.2%)	0	1 (4.2%)	95.9%
Learning with professionals from other health and social care professions would be more beneficial to improving my teamwork skills than learning only with my peers	10 (40%)	13 (52%)	0	2 (8%)	92%
Collaborative learning would be a positive learning experience for all health and social care professionals	10 (41.7%)	13 (54.2)	0	1 (4.2%)	95.9%
Learning with professionals from other health and social care professions is likely to help to overcome stereotypes that are held about the different professions	13 (52%)	10 (40%)	1 (4%)	1 (4%)	92%
I would enjoy the opportunity to learn with professionals from other health and social care professions	15 (60%)	8 (32%)	1 (4%)	1 (4%)	92%
Learning with professionals from other health and social care professions is likely to improve the service for patient/client	16 (64%)	7 (28%)	1 (4%)	1 (4%)	92%

Part 5: Novel Questions

The results of this section, as presented in Figure 7, indicate that 71 percent of respondents agreed or strongly agreed with the statement '*I participated in interprofessional education (IPE) during my own education.*' Also, all respondents agree that IPE is valued in their professional practice (Figure 8).

Figure 7: I participated in IPE in my own education

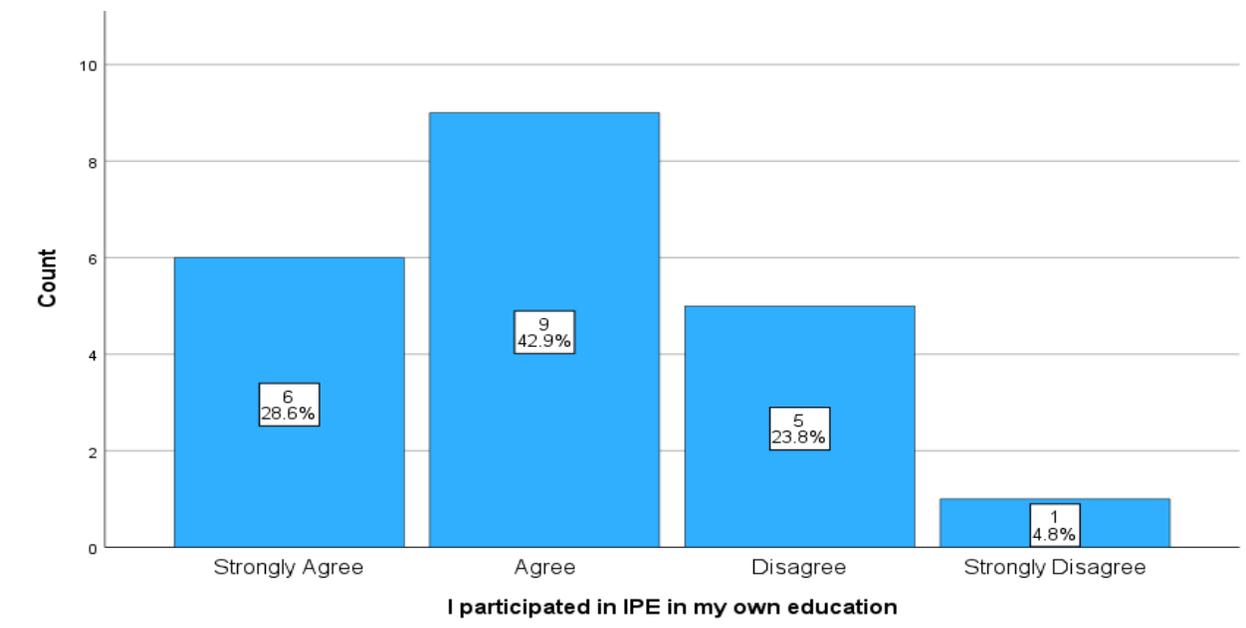
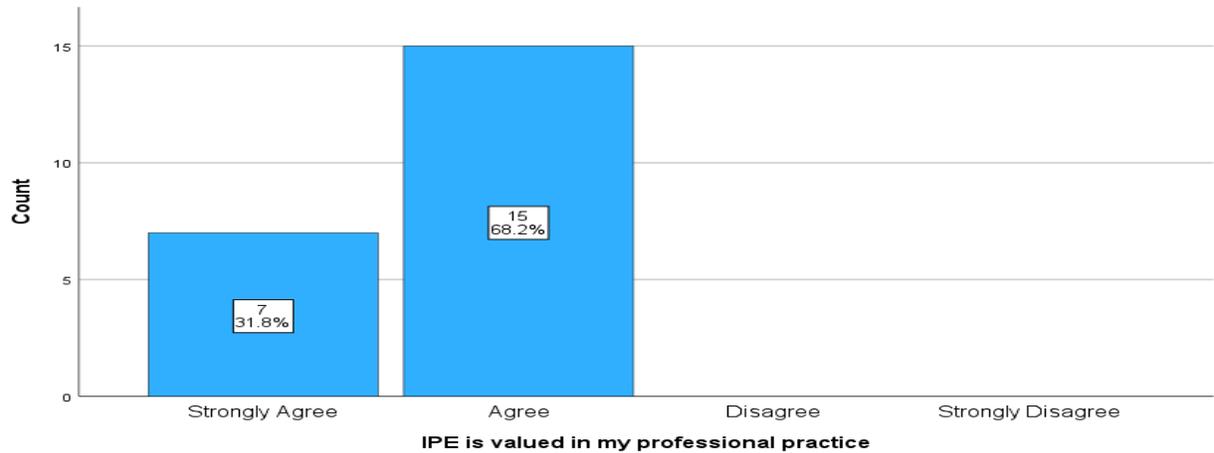


Figure 8: IPE is valued in my professional practice



As shown in Figure 9, 91 percent of respondents agreed or strongly agreed with the statement *'Interprofessional education (IPE) is valued by the students I supervise.'* Additionally, all respondents (100%) agreed that *'IPE is important to preparing professionals to work with the population(s) I serve,'* as illustrated in Figure 10.

Figure 9: IPE is valued by the students I supervise

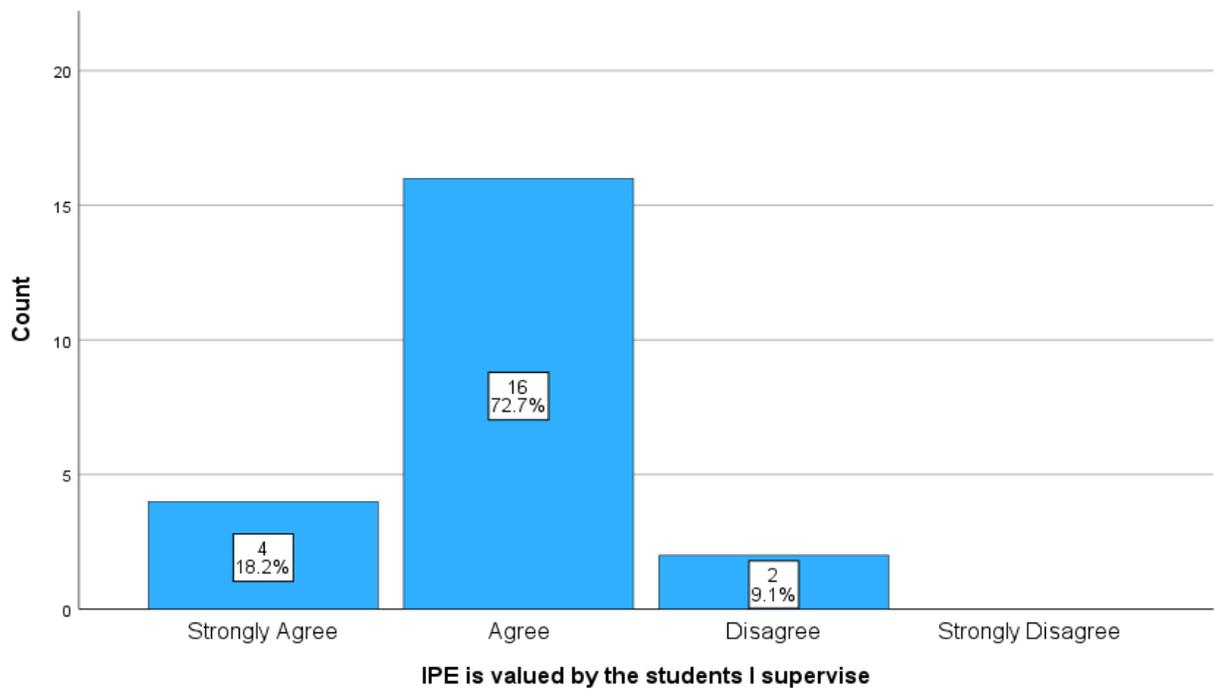
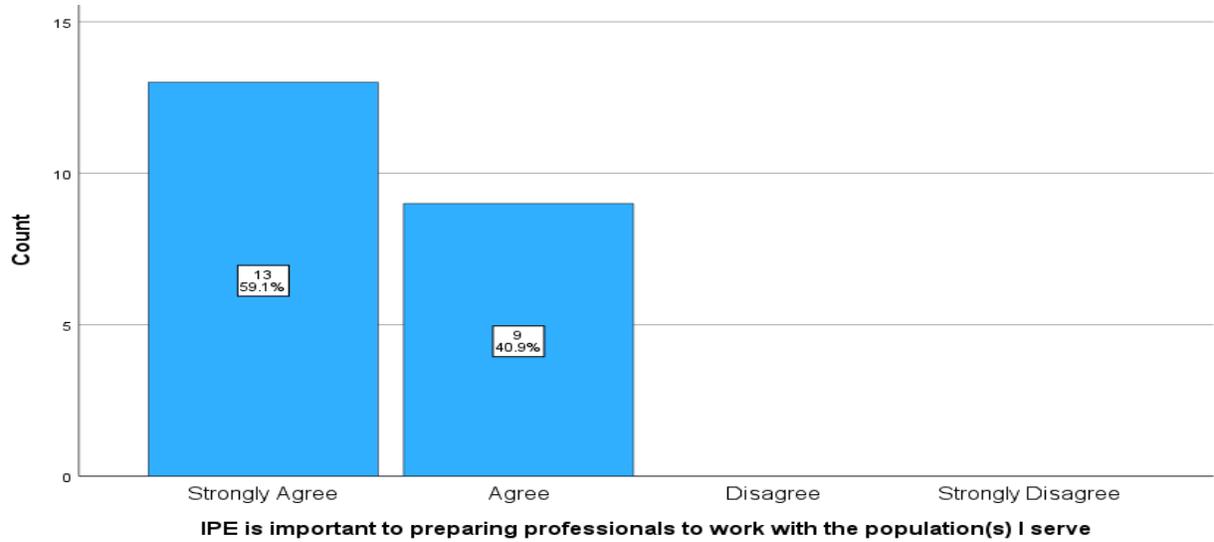


Figure 10: IPE is important to prepare professionals to work with the population(s) I serve.



According to the results presented in Figure 11, 91 percent of respondents agreed or strongly agreed with the statement *'I have the knowledge and skills needed to reinforce interprofessional education (IPE) competencies when supervising student placements.'* Furthermore, as shown in Figure 12, 95 percent of respondents reported that they actively *'try to reinforce IPE competencies (skills and knowledge) when supervising student placements,'* indicating a strong commitment to promoting interprofessional learning in practical settings.

Figure 11: I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placements

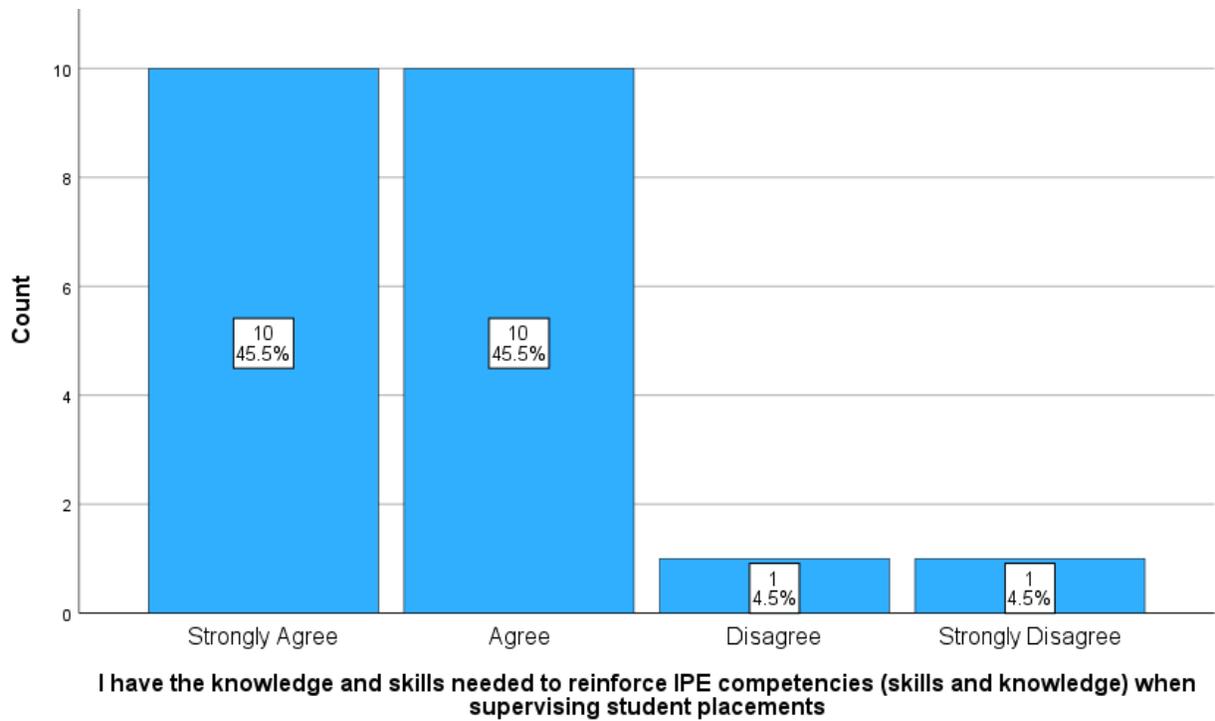
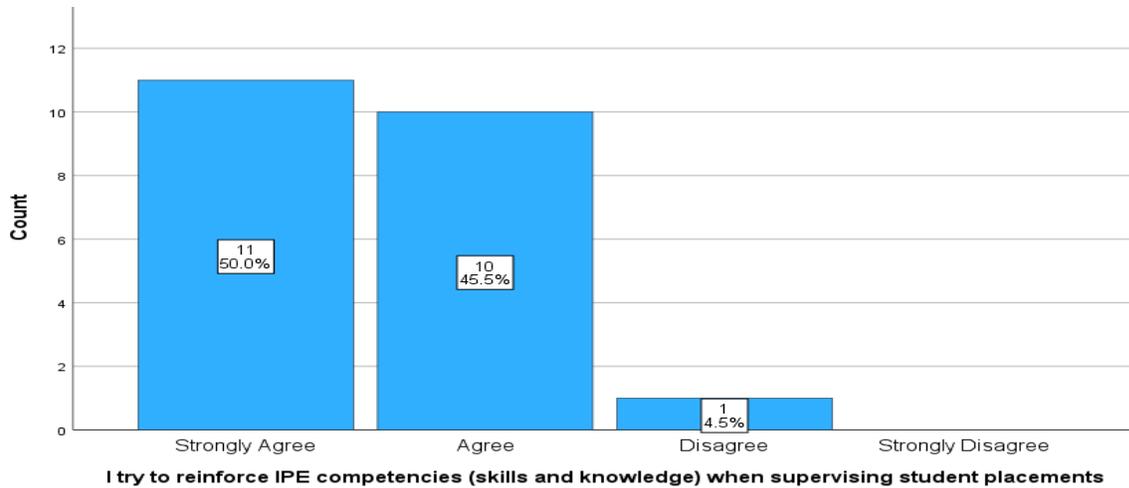
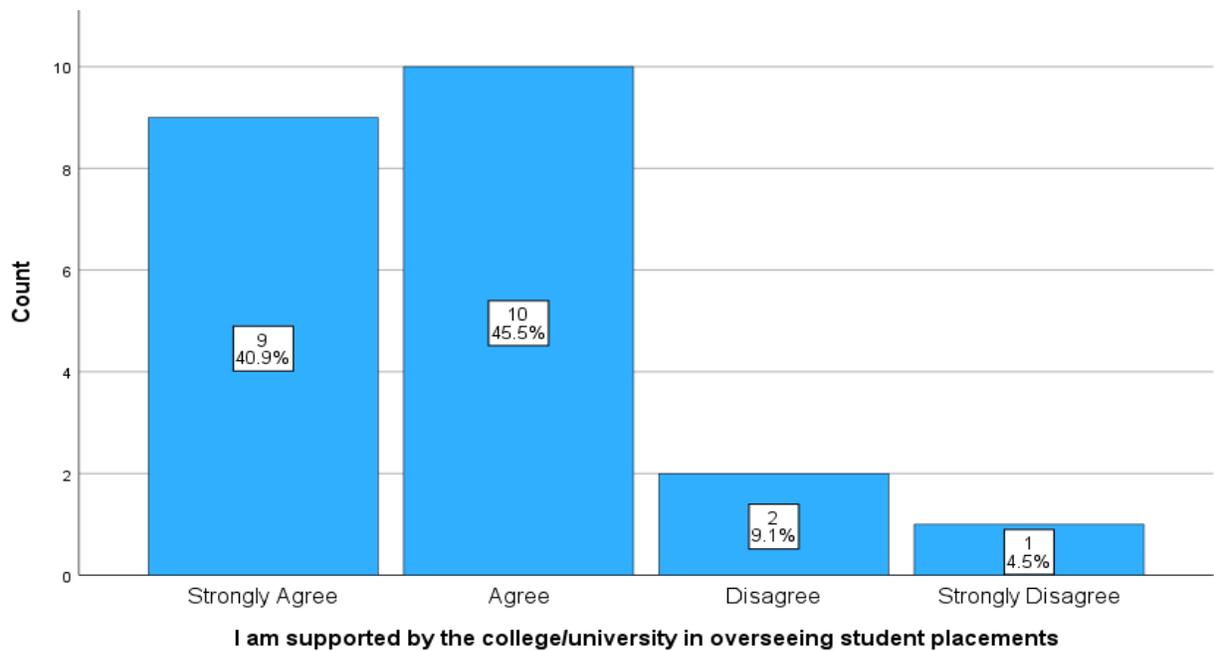


Figure 12: I try to reinforce IPE competencies (skills and knowledge) when supervising student placements.



Additionally, 86 percent of respondents agreed or strongly agreed with the statement *'I am supported by the college/university in overseeing student placements,'* highlighting a generally positive perception of institutional support for their supervisory roles. (Figure 13)

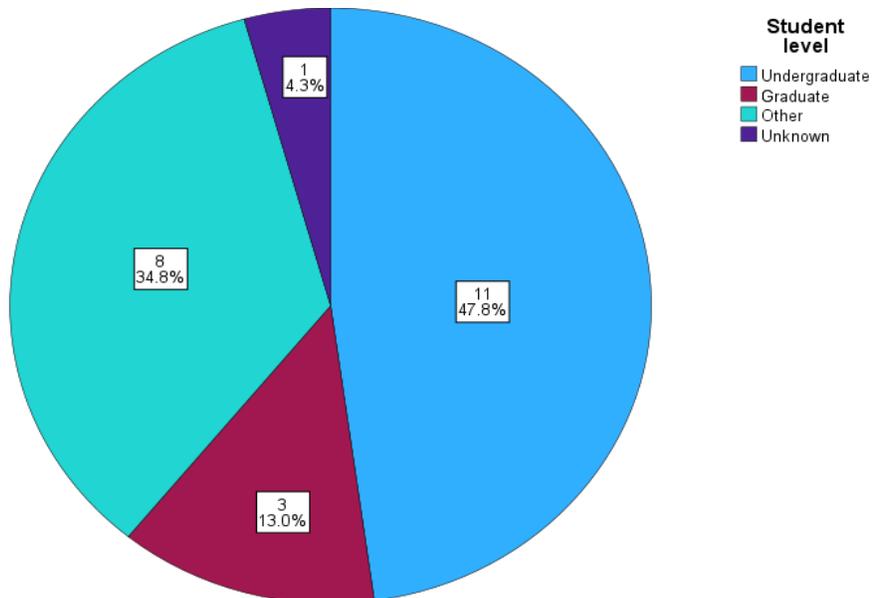
Figure 13: I am supported by the college/university in overseeing student placements



When asked about the level of students they supervise (Figure 14), 48 percent of respondents indicated they supervise undergraduate students, 13 percent reported

supervising graduate students, 35 percent selected 'other,' and 4 percent of responses were categorized as unknown. Within the 'Other' category for student levels supervised, respondents identified a range of program types. This included two diploma programs, one college degree program, one technology program, two combinations of graduate and undergraduate students, one practicum program, and one combination of graduate, undergraduate, and college-level programs.

Figure 14: What level are the students?



Part 6: Chi-Square Tests on Experience, Location, and IPE Perceptions

A series of Chi-Square tests were conducted to explore potential associations between several categorical variables related to interprofessional education (IPE). Specifically, the analyses examined whether experience in the field, years of experience in one’s role, and supervisory experience were each associated with perceived knowledge and skills to reinforce IPE competencies, efforts to reinforce these competencies, and perceptions of institutional support. In addition, the tests assessed whether the participant’s location (inside or outside Ontario) was associated with these same perceptions and behaviors. These analyses were used to determine if there were statistically significant relationships between these experience- and location-based factors and key IPE-related outcomes. However, no significant relationships were found (see Table 10. For more detailed information, see Appendix 4).

Table 10: Chi-Square Results

Questions	Result of Chi Square Test
1. Is there a relationship between field experience and perceived knowledge and skills to reinforce IPE competencies?	The Pearson Chi Square value is 0.520 with a p value of 0.471 ($p > 0.05$), which means the difference in responses between those with less than 10 years, and more than 10 years of experience is not statistically significant. So, the analysis shows no significant association between field experience and perceived knowledge and skills to reinforce IPE competencies.
2. Does field experience impact efforts to reinforce IPE competencies while supervising students?	The Pearson Chi Square value is 0.247 with a p value of 0.619 ($p > 0.05$). So, there is no significant association between field experience and efforts to reinforce IPE competencies when supervising students.
3. Does the amount of field experience relate to feeling supported by the academic institution?	The Pearson Chi Square value is 0.824 with a p value of 0.364 ($p > 0.05$). Therefore, there is no significant association between the amount of field experience and feeling supported by the academic institution.
4. Is there a relationship between years of experience in one’s role and perceived knowledge and skills to reinforce IPE competencies?	The Pearson Chi Square value is 0.335 with a p value of 0.563 ($p > 0.05$). So, there is no significant relationship between years of experience in one’s role and perceived knowledge and skills to reinforce IPE competencies.
5. Does experience in one’s role influence the likelihood of trying to reinforce IPE competencies during student placements?	The Pearson Chi Square value is 2.245 with a p value of 0.134 ($p > 0.05$). Therefore, there is no significant relationship between years of experience in one’s role and the likelihood of trying to reinforce IPE competencies during student placements.
6. Is there an association between role experience and perceived support from the institution during student placements?	The Pearson Chi Square value is 1.621 with a p value of 0.203 ($p > 0.05$). So, there is no significant association between role experience and perceived institutional support during student placements.
7. Is supervisory experience associated with perceived knowledge and skills to reinforce IPE competencies?	The Pearson Chi Square value is 0.075 with a p value of 0.784 ($p > 0.05$). SO, there is no significant association between supervisory experience and perceived knowledge and skills to reinforce IPE competencies.

8. Does prior supervisory experience affect the tendency to reinforce IPE competencies in student placements?	The Pearson Chi Square value is 1.513 with a p value of 0.219 ($p > 0.05$). Thus, there is no significant association between prior supervisory experience and the tendency to reinforce IPE competencies in student placements.
9. Is supervisory experience linked to perceptions of institutional support during placements?	The Pearson Chi Square value is 0.082 with a p value of 0.774 ($p > 0.05$). So, there is no significant association between supervisory experience and perceptions of institutional support during placements.
10. Is the location of the participant (inside or outside Ontario) associated with their perceived knowledge and skills to reinforce IPE competencies?	The Pearson Chi Square value is 0.075 with a p value of 0.784 ($p > 0.05$). Therefore, there is no significant association between the participant's location and their perceived knowledge and skills to reinforce IPE competencies.
11. Does the location of the participant (inside or outside Ontario) influence their tendency to reinforce IPE competencies during student placements?	The Pearson Chi Square value is 1.513 with a p value of 0.219 ($p > 0.05$). Thus, there is no significant association between the participant's location and their tendency to reinforce IPE competencies during student placements.
12. Is the location of the participant (inside or outside Ontario) associated with their perceptions of institutional support during placements?	The Pearson Chi Square value is 2.895 with a p value of 0.089 ($p > 0.05$). So there is no statistically significant association between the participant's location and their perceptions of institutional support during placements
13. Is there a relationship between years of experience in one's field and their location (inside or outside Ontario)?	The Pearson Chi Square value is 0.379 with a p-value of 0.538 ($p > 0.05$). Therefore, there is no significant association between years of experience in one's field and their location.
14. Is there a relationship between years of experience in one's role and their location (inside or outside Ontario)?	The Pearson Chi Square value is 1.186 with a p-value of 0.276 ($p > 0.05$). Thus, there is no significant relationship between years of experience in one's role and their location.
15. Does location (inside or outside Ontario) have an impact on the participant's supervisory experience?	The Pearson Chi Square value is 0.011 with a p-value of 0.916 ($p > 0.05$). Therefore, the participant's location has no significant impact on the participant's supervisory experience.

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Appendices

Appendix 1: Participants' Perceptions of Their Profession and Other Disciplines

Detailed Explanations

Individuals in my profession are well-trained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	2	7.4	7.4	11.1
	Somewhat Agree	5	18.5	18.5	29.6
	Moderately Agree	12	44.4	44.4	74.1
	Strongly Agree	7	25.9	25.9	100.0
	Total	27	100.0	100.0	

Individuals in my profession are able to work closely with individuals in other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	3.7	3.7	3.7
	Somewhat Agree	6	22.2	22.2	25.9
	Moderately Agree	5	18.5	18.5	44.4
	Strongly Agree	15	55.6	55.6	100.0
	Total	27	100.0	100.0	

Individuals in my profession demonstrate a great deal of autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	5	18.5	18.5	18.5
	Moderately Agree	16	59.3	59.3	77.8
	Strongly Agree	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Individuals in other professions respect the work done by my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	3	11.1	11.1	14.8
	Somewhat Agree	4	14.8	14.8	29.6
	Moderately Agree	11	40.7	40.7	70.4
	Strongly Agree	8	29.6	29.6	100.0
	Total	27	100.0	100.0	

Individuals in my profession are very positive about their goals and objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	11.1	11.1	11.1
	Somewhat Agree	6	22.2	22.2	33.3
	Moderately Agree	9	33.3	33.3	66.7
	Strongly Agree	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Individuals in my profession need to cooperate with other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Agree	7	25.9	25.9	25.9
	Strongly Agree	20	74.1	74.1	100.0
	Total	27	100.0	100.0	

Individuals in my profession are very positive about their contributions and accomplishments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	4	14.8	14.8	14.8
	Moderately Agree	14	51.9	51.9	66.7
	Strongly Agree	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Individuals in my profession must depend upon the work of people in other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	2	7.4	7.4	11.1
	Somewhat Agree	6	22.2	22.2	33.3
	Moderately Agree	8	29.6	29.6	63.0
	Strongly Agree	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

Individuals in other professions think highly of my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Moderately Disagree	1	3.7	3.7	7.4
	Somewhat Disagree	3	11.1	11.1	18.5
	Somewhat Agree	6	22.2	22.2	40.7
	Moderately Agree	11	40.7	40.7	81.5
	Strongly Agree	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Individuals in my profession trust each other's professional judgment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	7.4	7.4	7.4
	Somewhat Agree	3	11.1	11.1	18.5
	Moderately Agree	17	63.0	63.0	81.5
	Strongly Agree	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Individuals in my profession have a higher status than individuals in other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	25.9	26.9	26.9
	Moderately Disagree	4	14.8	15.4	42.3
	Somewhat Disagree	8	29.6	30.8	73.1
	Somewhat Agree	6	22.2	23.1	96.2
	Moderately Agree	1	3.7	3.8	100.0
	Total	26	96.3	100.0	
	Missing	999.00	1	3.7	
Total		27	100.0		

Individuals in my profession make every effort to understand the capabilities and contributions of other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	3	11.1	11.1	14.8
	Somewhat Agree	10	37.0	37.0	51.9
	Moderately Agree	10	37.0	37.0	88.9
	Strongly Agree	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Individuals in my profession are extremely competent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	11.1	11.5	11.5
	Somewhat Agree	4	14.8	15.4	26.9
	Moderately Agree	17	63.0	65.4	92.3
	Strongly Agree	2	7.4	7.7	100.0
	Total	26	96.3	100.0	
Missing	999.00	1	3.7		
Total		27	100.0		

Individuals in my profession are willing to share information and resources with other professionals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	6	22.2	22.2	22.2
	Moderately Agree	10	37.0	37.0	59.3
	Strongly Agree	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

Individuals in my profession have good relations with people in other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	6	22.2	22.2	22.2
	Moderately Agree	12	44.4	44.4	66.7
	Strongly Agree	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Individuals in my profession think highly of other related professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	3.7	4.0	4.0
	Somewhat Agree	5	18.5	20.0	24.0
	Moderately Agree	8	29.6	32.0	56.0
	Strongly Agree	11	40.7	44.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Individuals in my profession work well with each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	3.7	3.7	3.7
	Somewhat Agree	3	11.1	11.1	14.8
	Moderately Agree	14	51.9	51.9	66.7
	Strongly Agree	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Individuals in other professions often seek the advice of people in my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	6	22.2	22.2	25.9
	Somewhat Agree	6	22.2	22.2	48.1
	Moderately Agree	13	48.1	48.1	96.3
	Strongly Agree	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Appendix 2: Participants' perceptions of students they supervise from their own profession and from other disciplines.

Detailed Explanations:

Students I supervise are well- trained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	1	3.7	3.7	7.4
	Somewhat Agree	13	48.1	48.1	55.6
	Moderately Agree	7	25.9	25.9	81.5
	Strongly Agree	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Students I supervise are able to work closely with individuals in other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	2	7.4	7.4	7.4
	Somewhat Disagree	4	14.8	14.8	22.2
	Somewhat Agree	9	33.3	33.3	55.6
	Moderately Agree	6	22.2	22.2	77.8
	Strongly Agree	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Students I supervise demonstrate a great deal of autonomy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	6	22.2	22.2	22.2
	Somewhat Agree	9	33.3	33.3	55.6
	Moderately Agree	11	40.7	40.7	96.3
	Strongly Agree	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Students in other professions respect the work done by my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	1	3.7	4.0	4.0
	Somewhat Disagree	3	11.1	12.0	16.0
	Somewhat Agree	5	18.5	20.0	36.0
	Moderately Agree	13	48.1	52.0	88.0
	Strongly Agree	3	11.1	12.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Students I supervise are very positive about their goals and objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	2	7.4	7.4	7.4
	Somewhat Agree	7	25.9	25.9	33.3
	Moderately Agree	14	51.9	51.9	85.2
	Strongly Agree	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Students I supervise need to cooperate with other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	1	3.7	3.7	7.4
	Somewhat Agree	2	7.4	7.4	14.8
	Moderately Agree	9	33.3	33.3	48.1
	Strongly Agree	14	51.9	51.9	100.0
	Total	27	100.0	100.0	

Students I supervise are very positive about their contributions and accomplishments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	2	7.4	7.4	11.1
	Somewhat Agree	7	25.9	25.9	37.0
	Moderately Agree	13	48.1	48.1	85.2
	Strongly Agree	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Students I supervise must depend upon the work of people in other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Moderately Disagree	1	3.7	3.7	7.4
	Somewhat Disagree	1	3.7	3.7	11.1
	Somewhat Agree	12	44.4	44.4	55.6
	Moderately Agree	7	25.9	25.9	81.5
	Strongly Agree	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Students in other professions think highly of my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	2	7.4	7.7	7.7
	Somewhat Disagree	2	7.4	7.7	15.4
	Somewhat Agree	7	25.9	26.9	42.3
	Moderately Agree	10	37.0	38.5	80.8
	Strongly Agree	5	18.5	19.2	100.0
	Total	26	96.3	100.0	
Missing	999.00	1	3.7		
Total		27	100.0		

Students I supervise trust each other's professional judgment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	6	22.2	22.2	22.2
	Somewhat Agree	9	33.3	33.3	55.6
	Moderately Agree	8	29.6	29.6	85.2
	Strongly Agree	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Students I supervise have a higher status than individuals in other professions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	22.2	24.0	24.0
	Moderately Disagree	4	14.8	16.0	40.0
	Somewhat Disagree	7	25.9	28.0	68.0
	Somewhat Agree	8	29.6	32.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Students I supervise make every effort to understand the capabilities and contributions of other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	3.7	3.8	3.8
	Somewhat Agree	12	44.4	46.2	50.0
	Moderately Agree	11	40.7	42.3	92.3
	Strongly Agree	2	7.4	7.7	100.0
	Total	26	96.3	100.0	
Missing	999.00	1	3.7		
Total		27	100.0		

Students I supervise in my profession are extremely competent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.7	3.7	3.7
	Somewhat Disagree	3	11.1	11.1	14.8
	Somewhat Agree	10	37.0	37.0	51.9
	Moderately Agree	11	40.7	40.7	92.6
	Strongly Agree	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Students I supervise are willing to share information and resources with other professionals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	9	33.3	39.1	39.1
	Moderately Agree	11	40.7	47.8	87.0
	Strongly Agree	3	11.1	13.0	100.0
	Total	23	85.2	100.0	
Missing	999.00	4	14.8		
Total		27	100.0		

Students I supervise have good relations with people in other professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	3	11.1	11.5	11.5
	Somewhat Agree	8	29.6	30.8	42.3
	Moderately Agree	12	44.4	46.2	88.5
	Strongly Agree	3	11.1	11.5	100.0
	Total	26	96.3	100.0	
Missing	999.00	1	3.7		
Total		27	100.0		

Students I supervise think highly of other related professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	3.7	3.8	3.8
	Somewhat Agree	4	14.8	15.4	19.2
	Moderately Agree	16	59.3	61.5	80.8
	Strongly Agree	5	18.5	19.2	100.0
	Total	26	96.3	100.0	
Missing	999.00	1	3.7		
Total		27	100.0		

Students I supervise work well with each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Agree	6	22.2	24.0	24.0
	Moderately Agree	13	48.1	52.0	76.0
	Strongly Agree	6	22.2	24.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Students in other professions often seek the advice of people in my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderately Disagree	2	7.4	8.0	8.0
	Somewhat Disagree	3	11.1	12.0	20.0
	Somewhat Agree	5	18.5	20.0	40.0
	Moderately Agree	10	37.0	40.0	80.0
	Strongly Agree	5	18.5	20.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Appendix 3: Interprofessional Learning Scale

Detailed Explanations

My skills in communicating with patients/clients would be improved through learning with professionals from other health and social care professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	18.5	19.2	19.2
	Agree	15	55.6	57.7	76.9
	Disagree	5	18.5	19.2	96.2
	Strongly Disagree	1	3.7	3.8	100.0
	Total	26	96.3	100.0	
Missing	999.00	1	3.7		
Total		27	100.0		

My skills in communicating with other health and social care professionals would be improved through learning with professionals from other health and social care professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	22.2	23.1	23.1
	Agree	17	63.0	65.4	88.5
	Disagree	2	7.4	7.7	96.2
	Strongly Disagree	1	3.7	3.8	100.0
	Total	26	96.3	100.0	
Missing	999.00	1	3.7		
Total		27	100.0		

I would prefer to learn only with peers from my own profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	3.7	4.0	4.0
	Disagree	16	59.3	64.0	68.0
	Strongly Disagree	8	29.6	32.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Learning with professionals from other health and social care professions is likely to facilitate subsequent working professional relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	37.0	41.7	41.7
	Agree	13	48.1	54.2	95.8
	Strongly Disagree	1	3.7	4.2	100.0
	Total	24	88.9	100.0	
Missing	999.00	3	11.1		
Total		27	100.0		

Learning with professionals from other health and social care professions would be more beneficial to improving my teamwork skills than learning only with my peers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	37.0	40.0	40.0
	Agree	13	48.1	52.0	92.0
	Strongly Disagree	2	7.4	8.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Collaborative learning would be a positive learning experience for all health and social care professionals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	37.0	41.7	41.7
	Agree	13	48.1	54.2	95.8
	Strongly Disagree	1	3.7	4.2	100.0
	Total	24	88.9	100.0	
Missing	999.00	3	11.1		
Total		27	100.0		

Learning with professionals from other health and social care professions is likely to help to overcome stereotypes that are held about the different professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	48.1	52.0	52.0
	Agree	10	37.0	40.0	92.0
	Disagree	1	3.7	4.0	96.0
	Strongly Disagree	1	3.7	4.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

I would enjoy the opportunity to learn with professionals from other health and social care professions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	55.6	60.0	60.0
	Agree	8	29.6	32.0	92.0
	Disagree	1	3.7	4.0	96.0
	Strongly Disagree	1	3.7	4.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Learning with professionals from other health and social care professions is likely to improve the service for patient/client

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	59.3	64.0	64.0
	Agree	7	25.9	28.0	92.0
	Disagree	1	3.7	4.0	96.0
	Strongly Disagree	1	3.7	4.0	100.0
	Total	25	92.6	100.0	
Missing	999.00	2	7.4		
Total		27	100.0		

Appendix 4: Chi-Square Tests on Experience, Location, and IPE Perceptions

Years of Experience in Field * I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placements

Crosstabulation

		I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placements			
		Agree	Disagree	Total	
Years of Experience in Field	Less than 10	Count	4	0	4
		Expected Count	3.6	.4	4.0
		% within Years of Experience in Field	100.0%	0.0%	100.0%
	More than 10	Count	15	2	17
		Expected Count	15.4	1.6	17.0
		% within Years of Experience in Field	88.2%	11.8%	100.0%
Total	Count	19	2	21	
	Expected Count	19.0	2.0	21.0	
	% within Years of Experience in Field	90.5%	9.5%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.520 ^a	1	.471		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.894	1	.345		
Fisher's Exact Test				1.000	.648
Linear-by-Linear Association	.495	1	.482		
N of Valid Cases	21				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .38.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.157	.471
	Cramer's V	.157	.471
N of Valid Cases		21	

Years of Experience in Field * I try to reinforce IPE competencies (skills and knowledge) when supervising student placements

Crosstabulation

		I try to reinforce IPE competencies (skills and knowledge) when supervising student placements			
			Agree	Disagree	Total
Years of Experience in Field	Less than 10	Count	4	0	4
		Expected Count	3.8	.2	4.0
		% within Years of Experience in Field	100.0%	0.0%	100.0%
	More than 10	Count	16	1	17
		Expected Count	16.2	.8	17.0
		% within Years of Experience in Field	94.1%	5.9%	100.0%
Total	Count	20	1	21	
	Expected Count	20.0	1.0	21.0	
	% within Years of Experience in Field	95.2%	4.8%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.247 ^a	1	.619		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.434	1	.510		
Fisher's Exact Test				1.000	.810
Linear-by-Linear Association	.235	1	.628		
N of Valid Cases	21				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .19.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.108	.619
	Cramer's V	.108	.619
N of Valid Cases		21	

Years of Experience in Field * I am supported by the college/university in overseeing student placements

Crosstabulation

			I am supported by the college/university in overseeing student placements		Total
			Agree	Disagree	
Years of Experience in Field	Less than 10	Count	4	0	4
		Expected Count	3.4	.6	4.0
		% within Years of Experience in Field	100.0%	0.0%	100.0%
	More than 10	Count	14	3	17
		Expected Count	14.6	2.4	17.0
		% within Years of Experience in Field	82.4%	17.6%	100.0%
Total		Count	18	3	21
		Expected Count	18.0	3.0	21.0
		% within Years of Experience in Field	85.7%	14.3%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.824 ^a	1	.364		
Continuity Correction ^b	.013	1	.910		
Likelihood Ratio	1.381	1	.240		
Fisher's Exact Test				1.000	.511
Linear-by-Linear Association	.784	1	.376		
N of Valid Cases	21				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .57.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.198	.364
	Cramer's V	.198	.364
N of Valid Cases		21	

Years of Experience in Role * I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placements

Crosstabulation

		I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placement			
		Agree	Disagree	Total	
Years of Experience in Role	Less than 10 Years	Count	14	1	15
		Expected Count	13.6	1.4	15.0
		% within Years of Experience in Role	93.3%	6.7%	100.0%
	More than 10 Years	Count	6	1	7
		Expected Count	6.4	.6	7.0
		% within Years of Experience in Role	85.7%	14.3%	100.0%
Total	Count	20	2	22	
	Expected Count	20.0	2.0	22.0	
	% within Years of Experience in Role	90.9%	9.1%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.335 ^a	1	.563		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.314	1	.575		
Fisher's Exact Test				1.000	.545
Linear-by-Linear Association	.320	1	.572		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .64.

b. Computed only for a 2x2 table

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.123	.563
Cramer's V	.123	.563
N of Valid Cases	22	

Years of Experience in Role * I try to reinforce IPE competencies (skills and knowledge) when supervising student placements

Crosstabulation

		I try to reinforce IPE competencies (skills and knowledge) when supervising student placements			
			Agree	Disagree	Total
Years of Experience in Role	Less than 10 Years	Count	15	0	15
		Expected Count	14.3	.7	15.0
		% within Years of Experience in Role	100.0%	0.0%	100.0%
	More than 10 Years	Count	6	1	7
		Expected Count	6.7	.3	7.0
		% within Years of Experience in Role	85.7%	14.3%	100.0%
Total	Count	21	1	22	
	Expected Count	21.0	1.0	22.0	
	% within Years of Experience in Role	95.5%	4.5%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	2.245 ^a	1	.134		
Continuity Correction ^b	.160	1	.689		
Likelihood Ratio	2.394	1	.122		
Fisher's Exact Test				.318	.318
Linear-by-Linear Association	2.143	1	.143		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .32.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.319	.134
	Cramer's V	.319	.134
N of Valid Cases		22	

Years of Experience in Role * I am supported by the college/university in overseeing student placements

Crosstabulation

		I am supported by the college/university in overseeing student placements			
			Agree	Disagree	Total
Years of Experience in Role	Less than 10 Years	Count	12	3	15
		Expected Count	13.0	2.0	15.0
		% within Years of Experience in Role	80.0%	20.0%	100.0%
	More than 10 Years	Count	7	0	7
		Expected Count	6.0	1.0	7.0
		% within Years of Experience in Role	100.0%	0.0%	100.0%
Total	Count	19	3	22	
	Expected Count	19.0	3.0	22.0	
	% within Years of Experience in Role	86.4%	13.6%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	1.621 ^a	1	.203		
Continuity Correction ^b	.368	1	.544		
Likelihood Ratio	2.513	1	.113		
Fisher's Exact Test				.523	.295
Linear-by-Linear Association	1.547	1	.214		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .95.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.271	.203
	Cramer's V	.271	.203
N of Valid Cases		22	

Supervision Experience * I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placements

Crosstabulation

			I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placements		
			Agree	Disagree	Total
Supervision Experience	Less than 10 Years	Count	12	1	13
		Expected Count	11.8	1.2	13.0
		% within Supervision Experience	92.3%	7.7%	100.0%
	More than 10 Years	Count	8	1	9
		Expected Count	8.2	.8	9.0
		% within Supervision Experience	88.9%	11.1%	100.0%
Total	Count		20	2	22
	Expected Count		20.0	2.0	22.0
	% within Supervision Experience		90.9%	9.1%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.075 ^a	1	.784		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.074	1	.785		
Fisher's Exact Test				1.000	.662
Linear-by-Linear Association	.072	1	.789		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .82.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.058	.784
	Cramer's V	.058	.784
N of Valid Cases		22	

Supervision Experience * I try to reinforce IPE competencies (skills and knowledge) when supervising student placements

Crosstabulation

		I try to reinforce IPE competencies (skills and knowledge) when supervising student placements		Total	
		Agree	Disagree		
Supervision Experience	Less than 10 Years	Count	13	0	13
		Expected Count	12.4	.6	13.0
		% within Supervision Experience	100.0%	0.0%	100.0%
	More than 10 Years	Count	8	1	9
		Expected Count	8.6	.4	9.0
		% within Supervision Experience	88.9%	11.1%	100.0%
Total	Count	21	1	22	
	Expected Count	21.0	1.0	22.0	
	% within Supervision Experience	95.5%	4.5%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	1.513 ^a	1	.219		
Continuity Correction ^b	.036	1	.850		
Likelihood Ratio	1.857	1	.173		
Fisher's Exact Test				.409	.409
Linear-by-Linear Association	1.444	1	.229		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .41.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.262	.219
	Cramer's V	.262	.219
N of Valid Cases		22	

Supervision Experience * I am supported by the college/university in overseeing student placements

Crosstabulation

			I am supported by the college/university in overseeing student placements		Total
			Agree	Disagree	
Supervision Experience	Less than 10 Years	Count	11	2	13
		Expected Count	11.2	1.8	13.0
		% within Supervision Experience	84.6%	15.4%	100.0%
	More than 10 Years	Count	8	1	9
		Expected Count	7.8	1.2	9.0
		% within Supervision Experience	88.9%	11.1%	100.0%
Total	Count		19	3	22
	Expected Count		19.0	3.0	22.0
	% within Supervision Experience		86.4%	13.6%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.082 ^a	1	.774		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.084	1	.772		
Fisher's Exact Test				1.000	.642
Linear-by-Linear Association	.079	1	.779		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.23.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.061	.774
	Cramer's V	.061	.774
N of Valid Cases		22	

Location of Participants * I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placements

Crosstabulation

		I have the knowledge and skills needed to reinforce IPE competencies (skills and knowledge) when supervising student placements			
		Agree	Disagree	Total	
Location of Participants	Not Ontario	Count	12	1	13
		Expected Count	11.8	1.2	13.0
		% within Location of Participants	92.3%	7.7%	100.0%
	Ontario	Count	8	1	9
		Expected Count	8.2	.8	9.0
		% within Location of Participants	88.9%	11.1%	100.0%
Total	Count	20	2	22	
	Expected Count	20.0	2.0	22.0	
	% within Location of Participants	90.9%	9.1%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.075 ^a	1	.784		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.074	1	.785		
Fisher's Exact Test				1.000	.662
Linear-by-Linear Association	.072	1	.789		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .82.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.058	.784
	Cramer's V	.058	.784
N of Valid Cases		22	

Location of Participants * I try to reinforce IPE competencies (skills and knowledge) when supervising student placements

Crosstabulation

		I try to reinforce IPE competencies (skills and knowledge) when supervising student placements			
		Agree	Disagree	Total	
Location of Participants	Not Ontario	Count	13	0	13
		Expected Count	12.4	.6	13.0
		% within Location of Participants	100.0%	0.0%	100.0%
	Ontario	Count	8	1	9
		Expected Count	8.6	.4	9.0
		% within Location of Participants	88.9%	11.1%	100.0%
Total	Count	21	1	22	
	Expected Count	21.0	1.0	22.0	
	% within Location of Participants	95.5%	4.5%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	1.513 ^a	1	.219		
Continuity Correction ^b	.036	1	.850		
Likelihood Ratio	1.857	1	.173		
Fisher's Exact Test				.409	.409
Linear-by-Linear Association	1.444	1	.229		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .41.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.262	.219
	Cramer's V	.262	.219
N of Valid Cases		22	

Location of Participants * I am supported by the college/university in overseeing student placements

Crosstabulation

		I am supported by the college/university in overseeing student placements			
		Agree	Disagree	Total	
Location of Participants	Not Ontario	Count	9	3	12
		Expected Count	10.4	1.6	12.0
		% within Location of Participants	75.0%	25.0%	100.0%
	Ontario	Count	10	0	10
		Expected Count	8.6	1.4	10.0
		% within Location of Participants	100.0%	0.0%	100.0%
Total	Count	19	3	22	
	Expected Count	19.0	3.0	22.0	
	% within Location of Participants	86.4%	13.6%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.895 ^a	1	.089		
Continuity Correction ^b	1.161	1	.281		
Likelihood Ratio	4.029	1	.045		
Fisher's Exact Test				.221	.143
Linear-by-Linear Association	2.763	1	.096		
N of Valid Cases	22				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.36.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	-.363	.089
	Cramer's V	.363	.089
N of Valid Cases		22	

Years of Experience in Field * Location of Participants

Crosstabulation

			Location of Participants		Total
			Ontario	Non-Ontario	
Years of Experience in Field	Less than 10	Count	3	2	5
		Expected Count	2.4	2.6	5.0
		% within Years of Experience in Field	60.0%	40.0%	100.0%
	More than 10	Count	8	10	18
		Expected Count	8.6	9.4	18.0
		% within Years of Experience in Field	44.4%	55.6%	100.0%
Total	Count	11	12	23	
	Expected Count	11.0	12.0	23.0	
	% within Years of Experience in Field	47.8%	52.2%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.379 ^a	1	.538		
Continuity Correction ^b	.012	1	.912		
Likelihood Ratio	.381	1	.537		
Fisher's Exact Test				.640	.455
Linear-by-Linear Association	.363	1	.547		
N of Valid Cases	23				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.39.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.128	.538
	Cramer's V	.128	.538
N of Valid Cases		23	

Years of Experience in Role * Location of Participants

Crosstabulation

			Location of Participants		Total
			Ontario	Non-Ontario	
Years of Experience in Role	Less than 10 Years	Count	9	8	17
		Expected Count	7.8	9.2	17.0
		% within Years of Experience in Role	52.9%	47.1%	100.0%
	More than 10 Years	Count	2	5	7
		Expected Count	3.2	3.8	7.0
		% within Years of Experience in Role	28.6%	71.4%	100.0%
Total	Count	11	13	24	
	Expected Count	11.0	13.0	24.0	
	% within Years of Experience in Role	45.8%	54.2%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.186 ^a	1	.276		
Continuity Correction ^b	.408	1	.523		
Likelihood Ratio	1.220	1	.269		
Fisher's Exact Test				.386	.264
Linear-by-Linear Association	1.137	1	.286		
N of Valid Cases	24				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.21.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.222	.276
	Cramer's V	.222	.276
N of Valid Cases		24	

Supervision Experience * Location of Participants

Crosstabulation

			Location of Participants		
			Ontario	Non-Ontario	Total
Supervision Experience	Less than 10 Years	Count	7	8	15
		Expected Count	6.9	8.1	15.0
		% within Supervision Experience	46.7%	53.3%	100.0%
	More than 10 Years	Count	4	5	9
		Expected Count	4.1	4.9	9.0
		% within Supervision Experience	44.4%	55.6%	100.0%
Total	Count	11	13	24	
	Expected Count	11.0	13.0	24.0	
	% within Supervision Experience	45.8%	54.2%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.011 ^a	1	.916		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.011	1	.916		
Fisher's Exact Test				1.000	.625
Linear-by-Linear Association	.011	1	.918		
N of Valid Cases	24				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 4.13.

b. Computed only for a 2x2 table

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.022	.916
	Cramer's V	.022	.916
N of Valid Cases		24	