

Reinforcement of IPE Competencies in Student Placements by Canadian Health and Social Service Providers'

Christie, Teri-Lynn;¹ Kharazmi, Omid Ali;¹ Beard, Brenna;¹ Harvey, Kelsey;² Curtay, Sarah;² Mathew, Aira;¹ Cooper, Katherine;² Langlois, Sylvia;³ Salfi, Jenn;⁴ Welderick, Rachel;⁵ Karani, Kareena;¹ & Sangrar, Ruheena³
¹Canadore College of Applied Arts And Technology; ²Cape Breton University; ³University of Toronto; ⁴Brock University; ⁵McMaster University
 Corresponding Author: Kelsey_Harvey.cbu.ca

Background

- The aim of this research was to identify barriers to implementing IPE in sites where health and social service students perform their educational placements.
- We asked:
 - What needs and barriers are being experienced by community partners with respect to IPE?
 - What professional development would be effective in addressing these needs and barriers?
- In so doing, we aimed to create an integrated system of IPE that better connects the education taking place on campus to the education that takes place in the community.

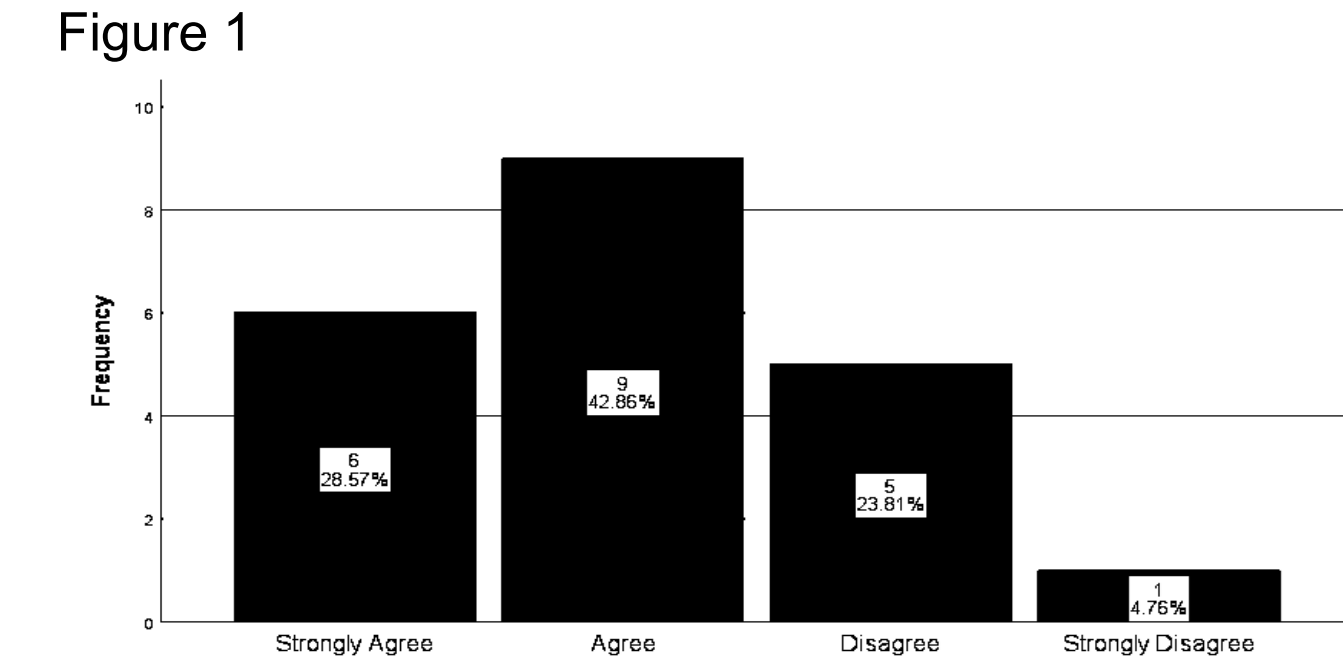
The Study

We used survey (N=27) and interview (N=7) methods with professionals in healthcare, social services, and education.

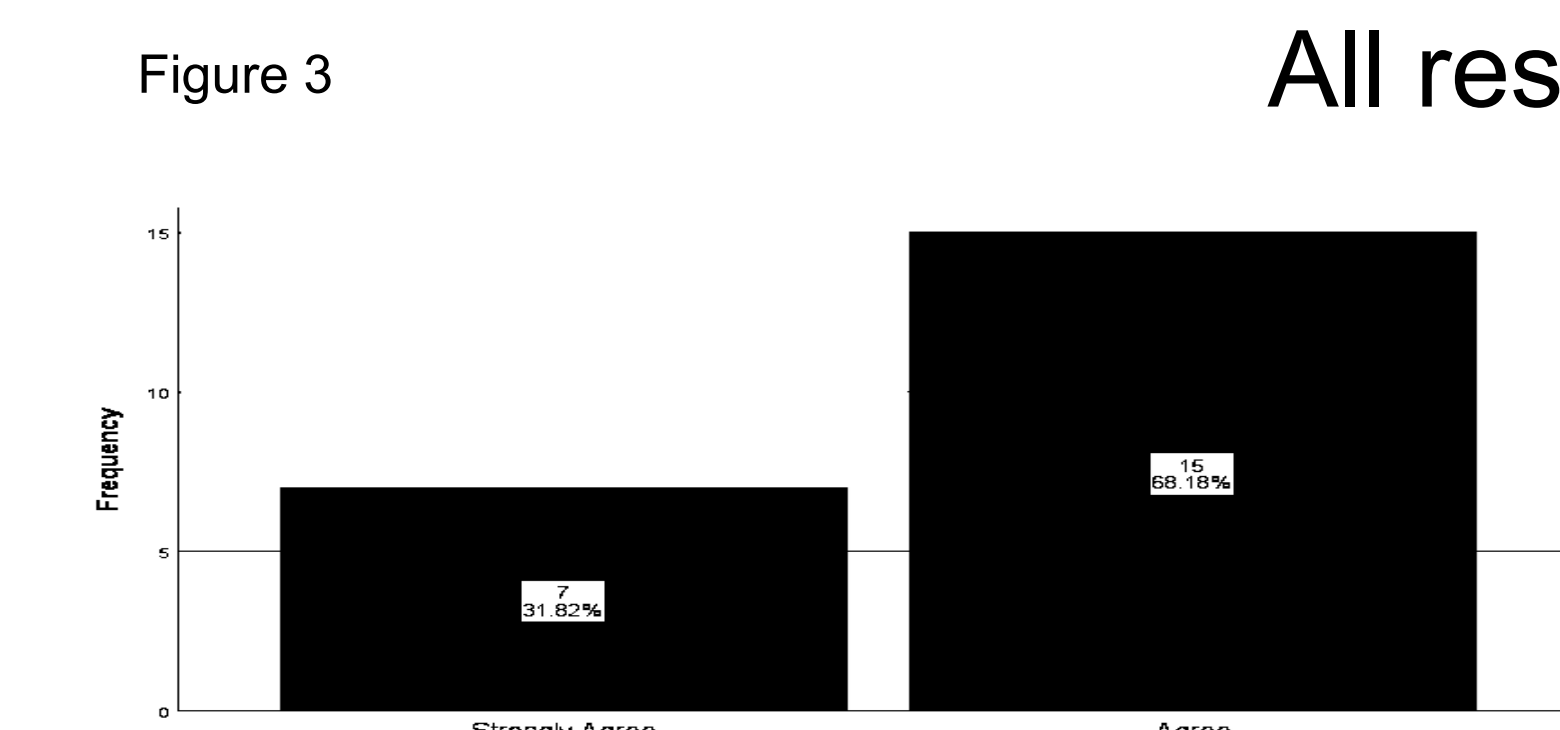
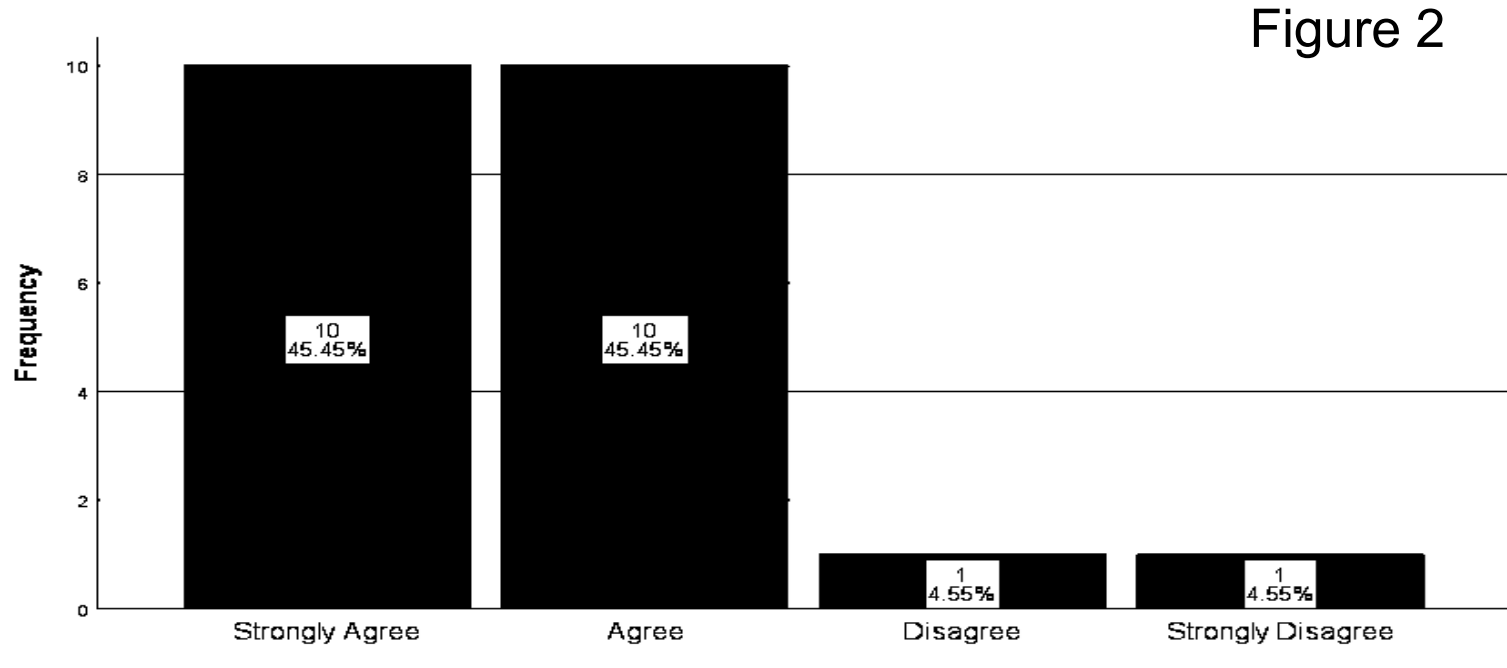
- The survey included:
- A modified version of the Student Interdisciplinary Education Perception Scale (Luecht et al., 1990).
 - An adapted version of the Interprofessional Learning Scale from the UWE Interprofessional Questionnaire (Pollard et al., 2004, Pollard et al., 2005).
 - Some novel and demographic questions.

Findings

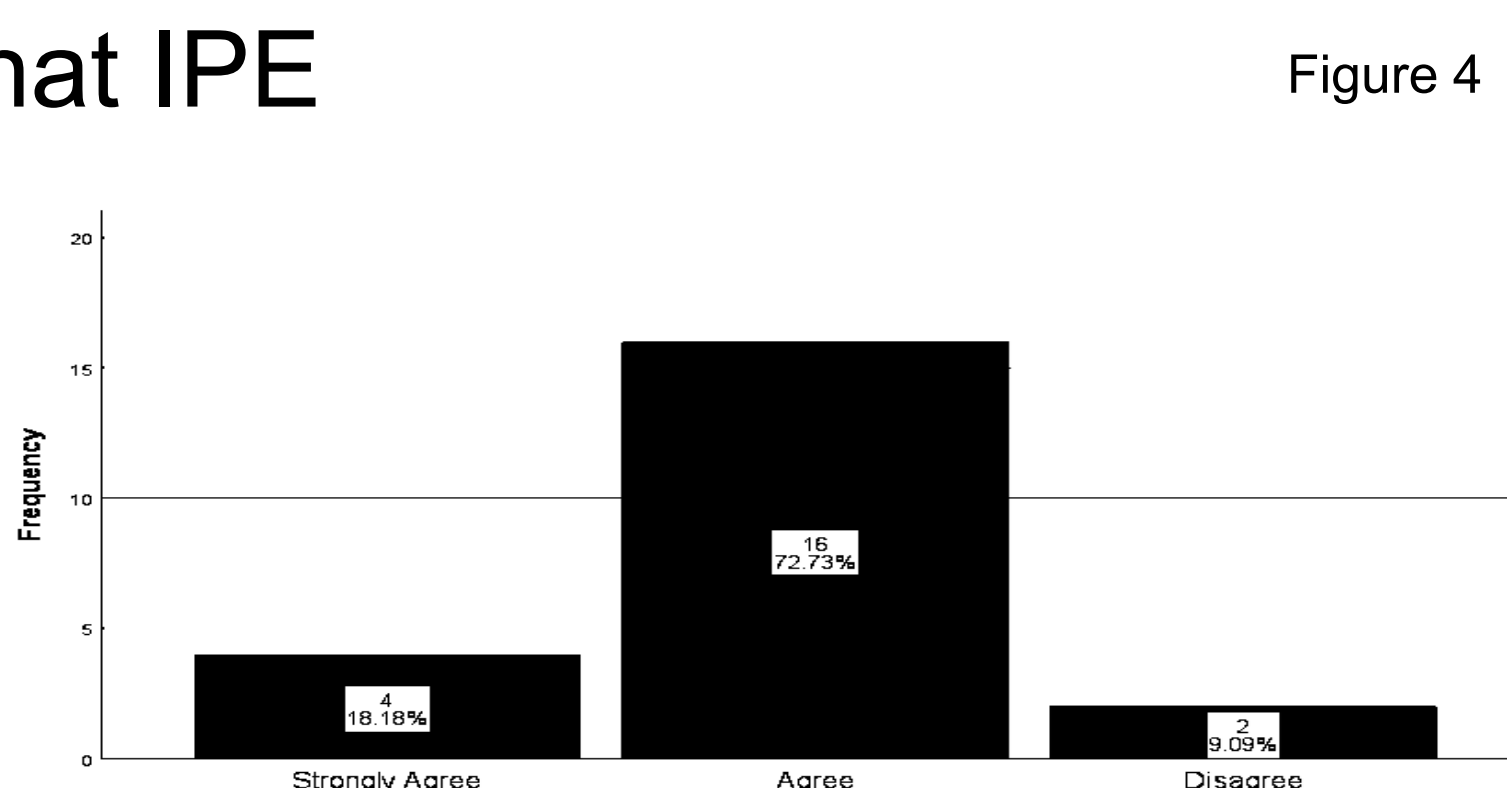
While most respondents received IPE, there were many participants (28.57%) who did not (Figure 1). Despite this, most felt they have the knowledge and skills needed to reinforce IPE competencies when supervising student placements (Figure 2).



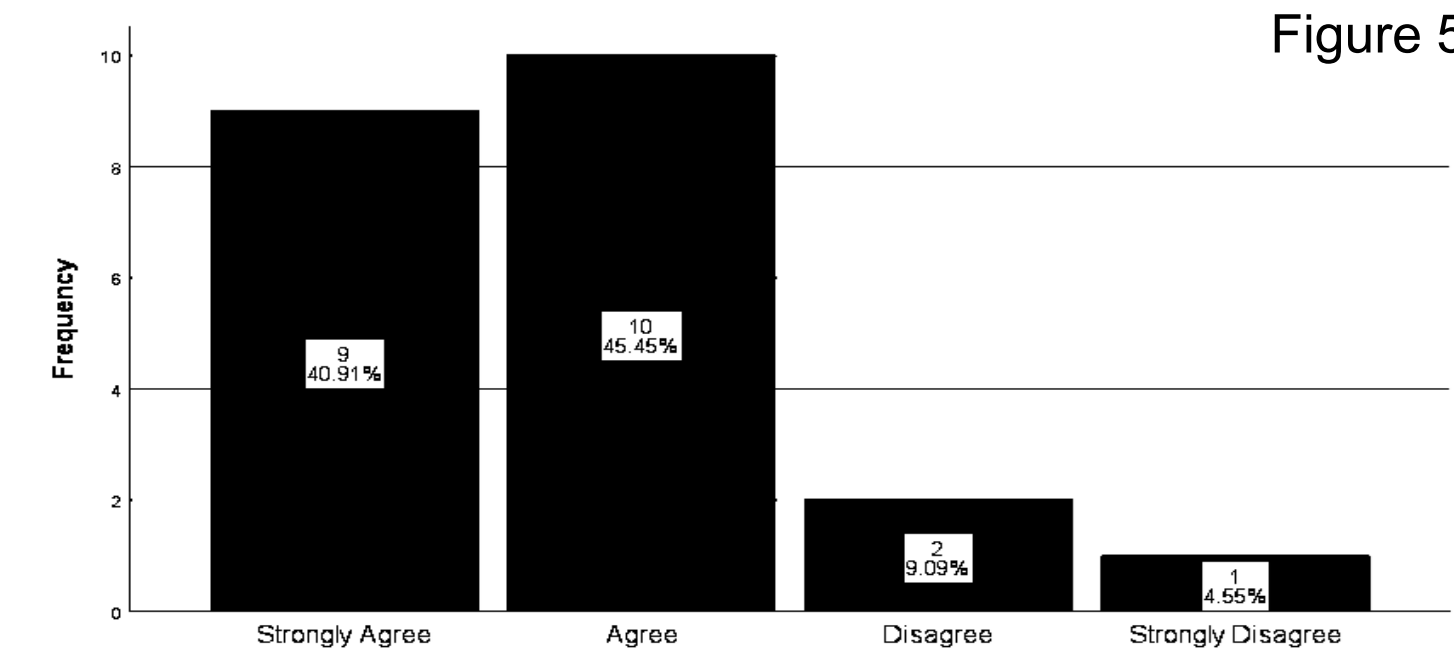
All respondents valued IPE (Figure 3), but believed that IPE was less valued by the students they supervised (Figure 4).



13.64% of respondents disagreed or strongly disagreed with the statement "I am supported by the college/university in overseeing student placements (Figure 5):



Most respondents agreed, to some degree, that individuals and students in their profession make an effort to understand the capabilities and contributions of other professions:



Students I supervise make every effort to understand the capabilities and contributions of other professions.		
	Frequency	Percent
Somewhat Disagree	1	3.7
Somewhat Agree	12	44.4
Moderately Agree	11	40.7
Strongly Agree	2	7.4
Total	26	96.3
No Response	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
Moderately Disagree	1	3.7
Somewhat Disagree	3	11.1
Somewhat Agree	10	37.0
Moderately Agree	10	37.0
Strongly Agree	3	11.1
Total	27	100.0

Interviews reinforced the importance of IPE, but acknowledged a lack of appreciation for IPE within some professions:

"Students who did get the opportunity to do their IPE are a little more, I think, empathetic to some of the challenges the students are going through because they've done it right." –Supervisor 4

"I think in general [IPE] not considered to be very important [in my field], but it's probably something that should be considered to be very important." –Supervisor 7

Discussion & Conclusions

- The lack of IPE competence among community service providers who supervise student placements may pose a challenge for reinforcing IPE competencies during student placements. Moreover, while many respondents felt supported by the colleges/universities, some respondents expressed a desire for more support. Additional training to supervisors from colleges and universities could overcome these challenges.
- Respondents personally valued IPE and largely agreed that workers and students in their fields make an effort to understand the roles of other professions. However, respondents expressed that IPE was not as highly valued in certain professions or by some students, or that some people or students in their profession could make more of an effort to understand the roles of other professions. For IPE to be sustainable, valuing IPE and learning about contributions from other professions is vital.

References

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