Health Professions’ Students Attitudes and Perceptions of Interprofessional Biases
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INTRODUCTION

• Interprofessional education (IPE) is considered an essential element in the didactic and co-curricular training of future health professionals
• The purpose of our study was to examine: (a) First-year health science student attitudes and perceptions about interprofessional practice and (b) differences about interprofessional attitudes and perceptions among the disciplines

METHODS

• First-year health science students completed an anonymous online survey on first day of class
• Students completed the Interprofessional Attitudes Scale (IPAS), which was based on Interprofessional Education Collaborative (IPEC)\(^1\)\(^2\)
• All scores were evaluated for normality assumptions
• We utilized the Kruskal-Wallis test to evaluate differences in interprofessional attitudes among the professions
• Alpha=0.05

RESULTS

• Two hundred eleven (n=211) completed the survey (Response rate: 92.1%)
• The median Teamwork Roles & Responsibilities Score was 55 out of 63 (IQR=7)
• The median Patient-Centeredness score was 34 out of 35 (IQR=2)
• The median Inter-Professional Biases Score was 12 out of 15 (IQR=5)
• The median Diversity & Ethics Score was 27 out of 28 (IQR=2)
• The median Community Centeredness Score was 38 out of 42 (IQR=4)
• There were significant differences among the professions in Teamwork (Chi-square=13.11, DF=3, p=0.004)
• There were significant differences among the professions in Patient-Centeredness (Chi-square=40.75, DF=3, p<0.0001)
• There were significant differences among the professions in Interprofessional Biases (Chi-square=10.9, DF=3, p=0.012).
• There were no significant differences among the professions in Diversity & Ethics, nor Community Centeredness (p>0.05)

Table 1. Median Scores of IPE Domains by Profession (n=211)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Median Score</th>
<th>IQR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork Roles &amp; Responsibilities</td>
<td>55</td>
<td>7</td>
</tr>
<tr>
<td>Patient-Centeredness</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>Interprofessional Biases</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Diversity &amp; Ethics</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>Community Centeredness</td>
<td>38</td>
<td>4</td>
</tr>
</tbody>
</table>

CONCLUSIONS

• Before any formal IPE training, physician assistant students scored the lowest on teamwork
• Student-pharmacists scored the lowest on patient-centeredness
• PT and Nursing students perceived the highest biases against their profession
• Opportunity exists for IPE and research to improve the importance of teamwork and patient-centeredness and reduce potential biases about other professions

REFERENCES