Ready Riders: An Interprofessional Education Experience Supporting School Readiness in Preschool and Early Elementary Children

Carolyn Perry, M.S., CCC-SLP; Cynthia Tiongco, OTR, MOT; Brittany Hall, M.S., CCC-SLP, LSLS Cert. AVT; Heather Carr, M.S., CCC-SLP; Dawndra Sechrist, OTR, PhD.
Texas Tech University Health Sciences Center (TTUHSC), School of Allied Health Sciences, Lubbock, TX

Interprofessional Education
- Interprofessional Education (IPE) has taken front stage as a learning tool for healthcare professionals in training.
- Professional programs are finding ways to provide IPE experiences within the curriculums.
- TTUHSC’s School of Allied Health Sciences (SOAHS) faculty members supervised Master of Occupational Therapy (MOT) and Speech Language Pathology (SLP) graduate students as they collaboratively planned a two week summer camp (called Ready Raiders) for preschool and early elementary aged children with developmental disabilities.

Purpose of the Study
- This study aimed to compare the interprofessional camp to two camps that did not have an interprofessional team component. Researchers examined student perceptions of readiness for interprofessional learning. Furthermore, researchers examined differences among the three camps with regard to teamwork performance.
- The objectives of the study were:
  - Students in IPE groups will have a more positive attitude toward interprofessional learning activities compared to individuals participating in single profession educational activities. Pre- and post-test responses to the Readiness for Interprofessional Learning Scale (RIPLS) were obtained for comparison.
  - Students in IPE groups will make 1 unit of measure change toward the listed competency domains on the Clinical Teamwork Scale (CTS) when rated by faculty.
  - To validate the Clinical Teamwork Observation Scale (CTOS) (Decker & Acton, 2012) based on the CTS (Analysis has not yet occurred).

Methods and Data Collection
Data Collection Procedures
- Second year MOT students and first year SLP students were enrolled in separate courses related to planning and implementing pediatric interventions in a camp format.
- All students completed a combined eight hour interprofessional training led by faculty members.
- Students were randomly divided into three to six member teams and assigned to a single profession camp or to an interprofessional camp.
- The MOT single profession camp focused on handwriting readiness.
- The SLP single profession camp focused on communication.
- The MOT/SLP camp (IPE) focused on school readiness.
- Only students who provided informed consent were enrolled in the study and grades for the course were not tied to study participation.
- Participating students completed a pre- and post-survey using the RIPLS.
- Faculty rated all participating student groups on Day 1 and Day 4 using the CTS.
- Training for inter-rater reliability was completed prior to start of camps.

Design for Analyzing Data
- A weighted factor analysis was used for the RIPLS to determine mean change in scores within three subscales; teamwork, professional identity, and roles and responsibilities.
- A three-way ANOVA was used for the following factors: raters 1-5, day 1 vs. day 4, IPE (MOT with SLP) vs. No IPE (MOT or SLP)
- Correlation coefficients for comparison between raters were generated.

Results
Demographics of Student Participants

Student Perceptions of IPE Readiness – RIPLS

Faculty Ratings of Teamwork - CTS

Discussion
- Lower post RIPLS scores may reflect students’ inexperience as members of interprofessional teams.
- Despite lower scores on the post RIPLS, subjective student comments were all very positive.
- In the RIPLS professional identity subscale, student attitudes shifted in the strength of their agreement but not to the point of disagreement.
- Faculty members scored the CTS while observing different group activities which may have contributed to Rater 2’s rating differences.

Limitations
- Pilot study with small sample size limiting sub-analyses.
- First time to offer the IPE camp compared to multiple years for the MOT and SLP single-discipline camps.
- MOT students were in the 4th semester and SLP students were in the 1st semester of respective programs.
- Groups did not have same ratio of MOT to SLP students (2 MOT:1 SLP).

Selected References

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