Student Perceptions of Interprofessional Teamwork
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Instruments

The Interprofessional Teamwork Perceptions Scale (ITPS) measures individual perceptions of interprofessional teamwork in the healthcare industry. It contains 24 statements along four dimensions: (1) knowledge, (2) skills, (3) behaviors, and (4) attitudes.

Each construct consists of six statements to which respondents indicate their level of agreement on a 10-point scale. An overall ITPS score of 240 represents the highest level of agreement with concepts related to interprofessional teamwork.

The revised Interdisciplinary Education Perception Scale (IEPS) includes 12 statements organized into three sub-scales according to the following constructs: (1) Competency and Autonomy, (2) Perceived Need for Cooperation, and (3) Perception of Actual Cooperation.

Respondents are asked to indicate their level of agreement with each statement on a 6-point scale. An overall IEPS score of 72 represents the highest level of agreement with concepts related to interprofessional education and teamwork.

Both the ITPS and IEPS were administered concurrently in Spring 2012 to study the construct validity of the ITPS.


Overview

Measuring student perceptions toward interprofessional teamwork is one means of evaluating the overall success of the Quality Enhancement Plan (QEP). Efforts are also underway to measure students’ abilities to work effectively in interprofessional teams during simulated healthcare experiences.

Administration Schedule for ITPS/IEPS

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<th>AY</th>
<th>Students</th>
<th>Faculty</th>
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<td>Post-Year 1</td>
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<td>2009-10</td>
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Results

• The overall mean ITPS score for students in Spring 2012 is 174 of 240, which is slightly lower than Spring 2011 (176).
• The overall mean IEPS score is 62 of 72.
• Students in SON have the highest level of agreement with concepts related to interprofessional teamwork, as measured by the ITPS. This is consistent with previous spring administrations of the instrument.
• Students in SOAH have the highest level of agreement with concepts related to interprofessional teamwork and education, as measured by the IEPS.
• Students who were exposed to interprofessional teamwork concepts in both coursework and volunteer work have higher perceptions of interprofessional teamwork and education compared to other subgroups, as measured by the ITPS and IEPS. However, these differences are not statistically significant.
• As measured by the ITPS, students who complete more than 50% of their coursework via distance education have higher perceptions of interprofessional teamwork compared to students at other TTUHSC campuses. This statistically significant difference is consistent with other spring administrations of the instrument.
• All bivariate correlations between ITPS and IEPS scores in the current study are below .3. These are insufficient correlations to establish the construct validity of the ITPS.