

## Abstract 8

**Title of Abstract:** The Effect of Interprofessional Education on Attitudes Towards HealthCare Teams between PA and CRNA Students

### **Background:**

Interprofessional education (IPE) improves collaborative practice and patient safety. Many programs utilize simulation-based IPE techniques, but few involve interprofessional didactic training.<sup>1</sup>

### **Objectives**

The purpose of this study was to determine 1) the baseline in attitudes and values toward interprofessional healthcare teams; 2) if an inquiry-based learning (IBL) activity caused a significant change in those attitudes and values of physician assistant (PAs) students and certified registered nurse anesthesia students (CRNAs).

### **Methods:**

This was a single cohort, before-after trial following an IBL educational learning module in graduate PA and CRNAs. The IBL intervention included: facilitated case discussion, video of a simulated intraoperative course, a simulated handover event, and a critique of the handover between PA students and CRNAs. IRB approval was obtained prior to this study. Tools were utilized measuring attitudes and self-perceived abilities: 1) Interprofessional Socialization and Valuing Scale (ISVS)<sup>2</sup>; 2) Attitudes Toward Health Care Teams Scale (ATHCTS).<sup>3</sup>

### **Results:**

A total of 74 PA and 20 SRNA students completed the study. No statistically significant differences were found between the two groups of students with regards to gender (70% female) or race and ethnicity. The sample was predominately white (90%) of non-Hispanic/Latino descent (92%). The ISVS and ATHCTS demonstrated good reliability both within and between groups (Cronbach's Alpha 0.826, 0.909 respectively). CRNA and PA students demonstrated a statistically significant difference between baseline and post-IPE event scores. Domains with the greatest improvements was *Comfort working with Others* (0.33,  $p < 0.001$ ) and *Values* (0.31,  $p < 0.001$ ). Other mean differences demonstrating improvement was *Quality of Care* (0.25,  $p < 0.001$ ) and *Self-Perceived Ability* to work with others (0.15,  $p = 0.002$ ).

### **Conclusions:**

This was a novel group of learners, and IBL as an IPE model has never been studied in a CRNA learner sample. ISVS and ATHCTS performed well in measuring the effect of an inquiry-based learning intervention on graduate student attitudes towards healthcare teams or self-perceived abilities related to interprofessional care. IPE generated positive changes in both CRNA and PA learners collectively and by group. In particular, as it relates to Comfort with Others and the Value of working interprofessionally.

### **References**

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3. Heineman, G., Schmitt, M., Farrell, M. Brallier, S. Development of an Attitudes Toward Health Care Teams Scale. *Eval. Health Prof.* 1999. 22(1): 123-142.