**Background**

- 2009 Interprofessional Collaborative formed
- 2010 World Health Organization (WHO) published Framework for Action on Interprofessional Education and Collaborative Practice
- 2011 Interprofessional Education Collaborative (IPEC) published Core Competencies for Interprofessional Collaborative Practice
- 2012 IPEC Competency Survey Instrument was developed
- 2013 First UIC Rockford Immersion Day
- 2015 IPEC Competency Self-Assessment Tool, Version 3 published

**Purpose**

The purpose of this study is to evaluate any change in the student's perception of interprofessional competency using the IPEC Competency Self-Assessment Tool Version 3 (July, 2015)

**Research Question**

For the health care student, what is the effect of the interprofessional education program on attainment of interprofessional education competencies as measured pre and post participation in an IPE Immersion Day?

**Immersion Day Schedule**

- **Pre-Reading**
  - Core Competencies for Interprofessional Collaborative Practice
  - Transitions of Care
- **Small Group Ice Breaker - Dreamcatcher** – Learn about each other’s roles
- **Video – Standardized ED patient**
- **Small Group discussion about ED encounter & Review of EMR notes**
- **Pre-Huddle** – interprofessional planning for patient interview
- **Standardized Patient Interview** – A representative from each profession interviews the patient while others in the small group observe.
- **Post-Huddle** – interprofessional discussion about patient interview
- **Conclusion** – interprofessional debriefing of Immersion Day experience

**Methods**

The study is a non-experimental, pre and post-test design.

**Participants**

- 170 Students Total
  - UIC Rockford 2nd year medical students
  - UIC Rockford 3rd year pharmacy students
  - Saint Anthony College of Nursing Senior nursing students
  - Rockford University Senior nursing students

**Data Collection**

- At the beginning and end of the Immersion Day
- Used the IPEC Competency Self-Assessment Tool, Version 3 (July 2015)
- Measures two domains:
  - Domain One measures Interprofessional Interaction (Team communication)
  - Domain Two measures Interprofessional Values. (Mutual respect and shared values)
- Level of agreement of items in the domains is measured by a five point Likert scale of Strongly Disagree to Strongly Agree.
- An increase in mean score will demonstrate an increase in competency

**Implications for Nursing**

Interprofessional Interaction Domain

- Pre immersion day mean 4.1 (SD = 0.52)
- Post mean was 4.5 (SD=0.45) (t=-8.037, df=319, p=.000).

Interprofessional Values Domain

- Pre immersion day mean was 4.5 (SD=0.38)
- Post mean was 4.7 (SD=0.274, df=327, p=.000).

There is a significant improvement in student perception of effective communication within a team and respect for each other’s roles and values after participation in an IPE Immersion Day.

**Results**

Research

- Further research is needed to measure IPE competency application in the practice setting.

Education

- IPE should be incorporated into curricula in all health professional education

Practice

- Integration of IPE will strengthen and provide a framework for collaboration, effective communication and respect of roles within a team

Policy

- Opportunities for student involvement in IPE should be required as part of health profession educational accreditation

**References**