

Interprofessional Collaborative Practice within the Community

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Introduction

Interprofessional collaboration (IPC) is a key practice competency in accreditation standards for various professions. Interprofessional education (IPE) is essential for preparing current and future health professionals to function in a collaborative practice-ready workforce. The College of Health and Human Services at Fresno State is committed to providing IPE to both students and professionals. However, there is a paucity of well-constructed and content-valid survey instruments designed for a community needs assessment

Purpose of the Study

This purpose of this study was two fold:

1. Develop a content-valid Interprofessional Collaboration Assessment Survey Instrument that can be used in IPC research.
2. Explore the scope of IPC within the community using the content-valid questionnaire.

A content valid Interprofessional Collaboration Assessment Survey Instrument

A 54-item self-assessment survey was designed with core competency items defined by the 2016 Interprofessional Education Collaborative expert panel.

Items were generated and organized within the context of the five content domains

- a. Intraprofessional Collaboration
 - b. Interprofessional Collaboration
 - c. Inter-organizational Collaboration
 - d. Learning Logistics Preferred Format and Strategies
 - e. Demographics
- The S-CVI for content relevance was .968
 - The S-CVI for content clarity was .847

A content valid Interprofessional Collaborative Assessment Survey was developed and used to explore the scope of collaboration in the community. Knowledge gaps in the domain of 'roles and responsibilities' were identified.



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Scope of IPC interest within the Community

- The Interprofessional Collaboration Assessment Survey was emailed to various regional and state-wide professional organization of the various disciplines represented by the panel of experts.

Results

A total of 170 professionals participated in the survey. Of these,

- 80% worked directly with clients/patients/students.
- 49% knew some, but not all of the roles/responsibilities of professions in which they collaborated within their organization.
- 60% knew some but not all of the roles/responsibilities of professions in which they collaborated inter-organizationally.
- 86% identified they had either 'good' or 'excellent' interprofessional communication skills
- 87% either 'good' or 'excellent' teamwork skills within their organization.
- 83% identified they had either 'good' or 'excellent' interprofessional communication skills, and 86% either 'good' or 'excellent' teamwork skills inter-organizationally.

Conclusion

There is a body of evidence that suggests understanding roles and responsibilities as a key component of effective communication and teamwork. However, participants in this study identified perceived knowledge gaps in the domain of 'roles and responsibilities,' but good or excellent skills in communication and teamwork. This is an interesting finding and worthy of further investigation.