

Impact of Professional School Differences on Student Attitudes and Response to IPE

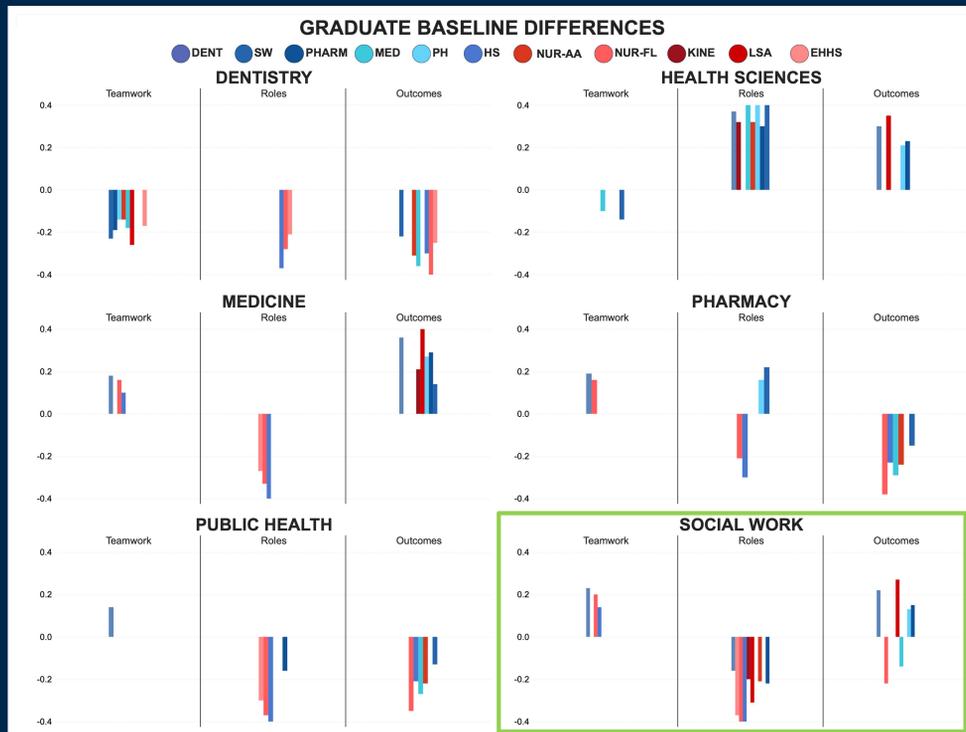
Peggy Ursuy¹, Vinoothna Bavireddy², Debra Mattison³, Chamipa Phanudulkitti⁴, Laura Smith⁵ and Melissa Gross⁶

[1] School of Nursing, [2] Center for IPE, [3] School of Social Work, [4] School of Pharmacy, [5] College of Health Sciences, Flint, [6] School of Kinesiology, University of Michigan, Ann Arbor, MI

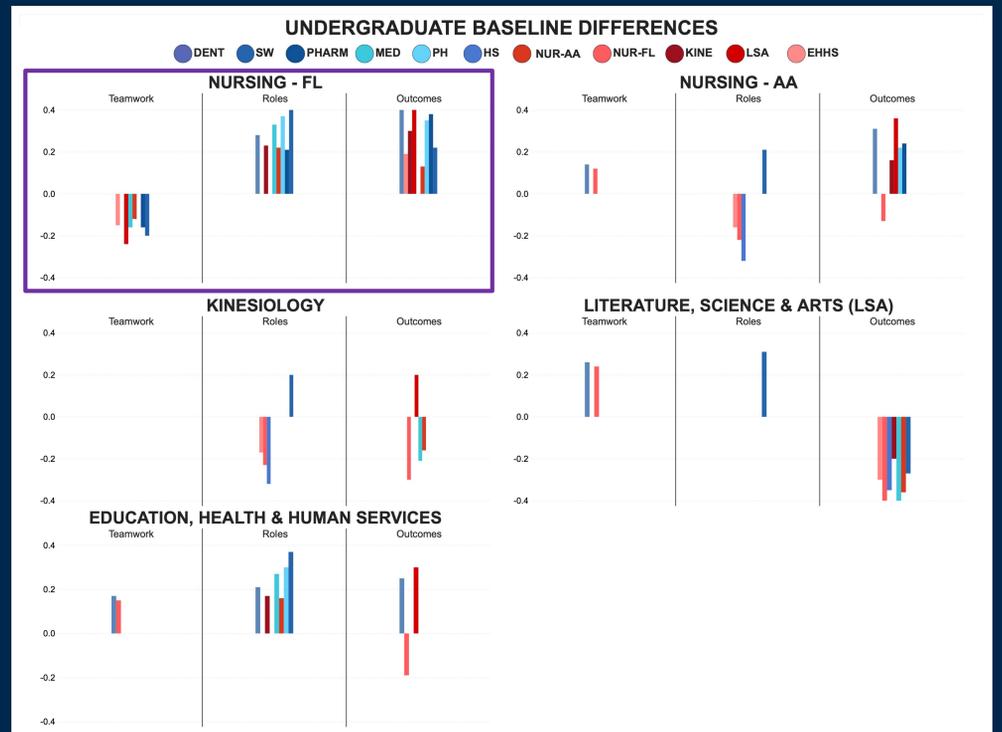
Introduction. Previously, we showed that academic level and gender impact students' attitudes about IPE before and after an introductory IPE experience [1]. Students' professional programs may have a strong influence on their attitudes toward IPE [2-5]. The purpose of this study was to examine the impact of health science school differences on students' attitudes about IPE before and after an introductory IPE experience.

Methods. Data from 2,364 health science students on all U-M campuses in Fall 2018 and 2019 were included. We used regression analysis to separate the effects of health science school, academic level and gender on the SPICE-R2 subdomain items for teamwork, roles/responsibilities and patient outcomes. The graphs below show significant differences in marginal means (estimated effect on attitudes for a particular school) between schools.

At baseline, marginal means differences for Teamwork, Roles, Outcomes showed that students' attitudes about IPE differ among schools

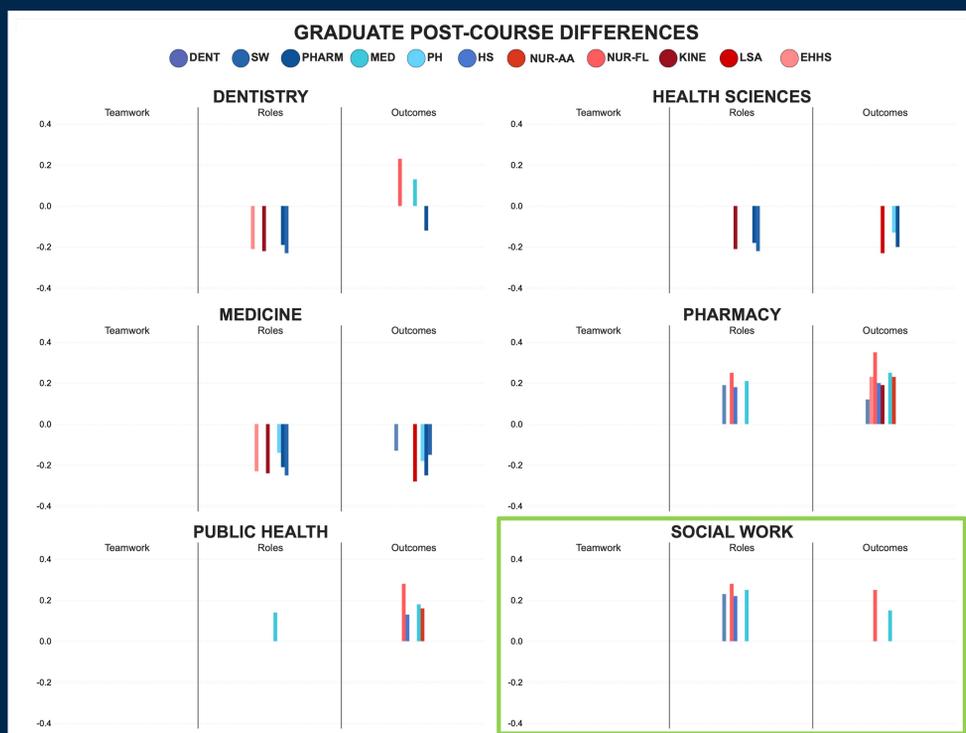


- Roles were different among graduate schools (Health Sciences >, Social Work < other graduate schools).
- Outcomes were greater for (Medicine, Health Sciences > most other graduate schools).
- Teamwork was similar among graduate schools (except Dentistry < most other graduate schools).

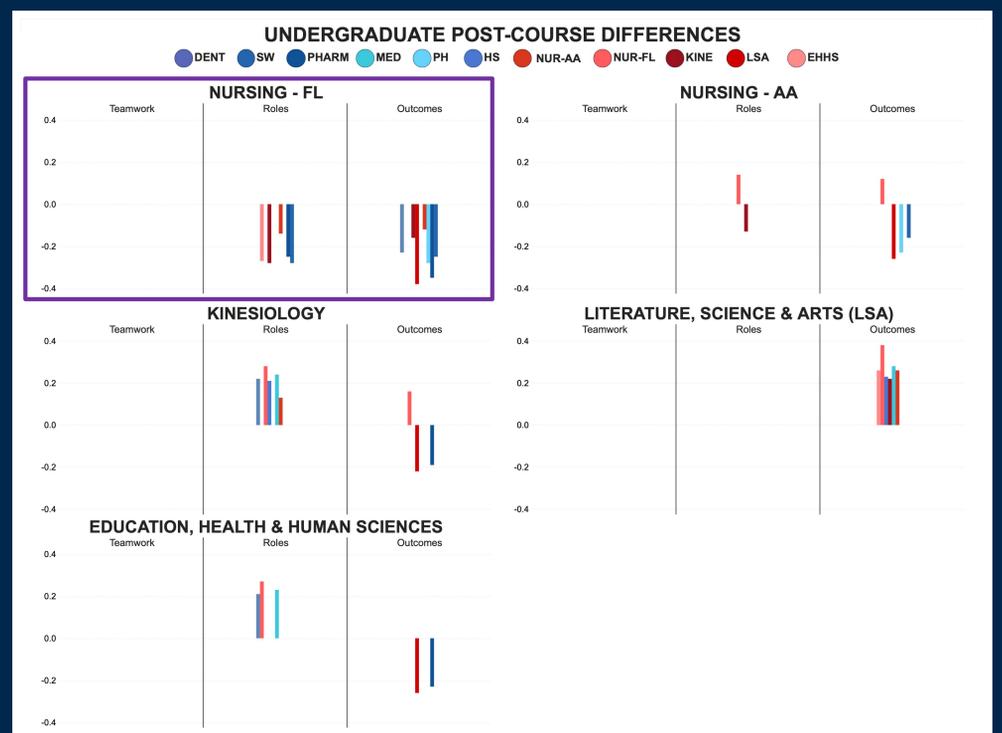


- Roles & Teamwork were similar for most undergraduate schools but Outcomes were greater for Nursing.
- Roles, Teamwork and Outcomes differed between Nursing schools.
- Marginal means were greater for some undergraduate schools than graduate schools.

After the course, marginal means for Roles and Outcomes differed, leveling out baseline differences in students' attitudes about IPE among schools



- For Roles and Outcomes, schools with lower marginal means before the course typically had higher marginal means after the course (SW, PHARM, PH) and vice versa (HS, MED).
- Teamwork marginal means were similar, so course improved students' attitudes similarly among schools.



- For Roles and Outcomes, schools with lower marginal means before the course typically had higher marginal means after the course (LSA), and vice versa (Nursing - FL).
- Teamwork marginal means were similar, so course improved students' attitudes similarly among schools.

Conclusions and Next Steps

- Differences in students' attitudes about IPE may represent various levels of readiness for IPE experiences.
- Further exploration of individual schools readiness-preparation for IPE at both the graduate and undergraduate levels may be useful.
- When designing and implementing IPE learning opportunities, school differences in relation to student attitudes and response to IPE should be considered to inform intentional design and implementation of best practices for pedagogical planning.

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