Improving Interprofessional Practice & Cultural Competence with Interprofessional Education

INTRODUCTION
Interprofessional education (IPE) and cultural competence (CC) training have become staples in healthcare education programs with the goal of improving patient care.1 IPE, where students from two or more professions learn from, about, and with each other to optimize care, resulting in team building, sharing of knowledge, communication, and collaboration. CC involves an individual’s ability to recognize, assess, appreciate, and respect unique backgrounds such as race, ethnicity, sexual minorities, gender, identity, religion, and age, to make greater informed decisions in healthcare and minimize inequities. Within educational programs, both constructs can occur simultaneously to optimize learning and patient-centered outcomes.

OBJECTIVES
To identify the impact of a Diversity, Equity, and Inclusion IPE single-day event on the perceptions of interprofessional practice and ability to provide culturally competent care in students enrolled in Doctor of Osteopathy (DO), Pharmacy, and Athletic Training (AT) education programs.

METHODS
An experimental design used pre- and post-test measures of IPE and CC knowledge with a one-day conference as the intervention. Participants included students (205 pre and 200 post) enrolled in DO, pharmacy, and AT programs at two Midwestern Universities. Participants completed the Interprofessional Collaborative Competences Attainments Survey (ICCAS)2 and three modified components of the Tool for Assessing Cultural Competence Training (mTACCT) before and after the event that included baseline information about the different professions, three CC presentations, and two case studies with small group discussions. Due to uneven sample sizes in the pre- and post-test, and violations of normality and homogeneity of variance Kruskal Wallis tests were used to assess differences in the intervention.

RESULTS

CONCLUSION
Our intervention provided students from three different healthcare degree programs and two institutions with educational opportunity to strengthen their collaborative efforts interprofessionally and culturally. Though our outcomes were significant, our data suggests a level of unconscious incompetence with IPE and conscious incompetence with CC. Though aspects of communication, collaboration, skills, knowledge, and teamwork had positive outcomes, it is clear more effort is needed, especially with simulation and social bias training, to increase collaborative efforts between healthcare programs.

With regard to CC, greater integration is needed throughout the healthcare degree program curricula. Though all outcomes were significant, programs cannot simply “check a box.” Research indicates that CC needs to be woven into multiple levels of curricula for students to have a greater understanding of it and ability to apply it to patient care. A one-day intervention is a great start to introducing CC, but more is needed to achieve mastery in it. In addition to program curricula, it is important to look at the climate of the university and what steps are being taken to progress further in CC.1 Greater IPE and CC efforts can only assist in improving healthcare and advancing individual patient health.

REFERENCES

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Acknowledgements
The authors would like to thank the faculty at Oklahoma State University Center for Health Sciences and Southwestern Oklahoma State University College of Pharmacy who facilitated this activity. This activity would not have been possible without the talented support of the department of educational design and information technology at OSUCHS.