



Poverty simulation and experiential learning: Tools for a transformative Interprofessional collaborative experience

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1

Introduction

- ▶ Advancing interprofessional collaborations in all settings is believed to be part of an essential process in preparing human services professionals to assume their future professional roles.
- ▶ The experiential learning from simulations creates opportunities for each student to become a part of the overall learning experience. Moreover, the experience engages students from various backgrounds and content areas of study (Mohaupt et al., 2012).
- ▶ The experiential learning experience for this study was presented in the form of an "Interprofessional Poverty Simulation."
- ▶ It was the intent of the researchers to provide undergraduate students with an interprofessional educational experience (IPE) designed to stimulate effective teamwork, engage in problem-solving and critical thinking, all while learning from, with, and about the roles and responsibilities of others for collaborative practice.

2

Purpose Statement

The purpose of this study was to provide undergraduate students with an interprofessional educational experience (IPE). The experience was designed to immerse learners from various academic disciplines in an experiential learning opportunity that addressed the issue of poverty and its impact on families.

3

Methodology

Background

- ▶ Institutional Review Board Approval
- ▶ University COVID-19 Task Force
 - ▶ Implementation proposal
 - ▶ COVID-19 safety protocol
- ▶ Technology (Zoom)

Setting

- ▶ Regional university in northwest Alabama

Design & Sample

- ▶ Simulation design
- ▶ Convenience Sample
- ▶ 25 participants
- ▶ Undergraduate majors: Nursing, sociology, education
- ▶ Pre and post-test design with an intervention

4

Demographic Characteristics

Gender

Male – 4 (16%)
Female – 21 (84%)

Ethnicity

Caucasian – 23 (92%)
African American – 1 (4%)
Hispanic – 1 (4%)

Age

18-21
> 21

Classification

Freshman – 1 (4%)
Junior 2 (8%)
Sophomore – 5 (20%)
Senior – 17 (68%)

Major

Education – 11 (44%)
Nursing – 10 (40%)
Sociology – 4 (16%)

Purpose of Design

To examine:

1. Changes in knowledge of roles and responsibilities of other future professionals participating in the study.
2. Increased comfort level to work with professionals in the practice setting.
3. Improved collaborative communication skills.
4. Increased readiness for professional practice.

Measures

Interprofessional Attitudes Scale (IPAS)

- ▶ Assess student's competency for interpersonal collaborative practice.
- ▶ 27-item scale. Five sub-scales.
- ▶ Subscales include (1) teamwork, roles, and responsibilities, (2) patient-centeredness, (3) interprofessional biases, (4) diversity and ethics, and (5) community-centeredness.
- ▶ 5-Level scale - ranges from strongly disagree to strongly agree.
- ▶ Higher scores indicate higher student attitudes related to competency for interpersonal collaborative practice.

Readiness for Interpersonal Learning Scale (RIPLS)

- ▶ Assess attitudes and perceptions regarding readiness for interprofessional learning and change.
- ▶ 19-item scale. Three sub-scales.
- ▶ Subscales include (1) teamwork and collaboration, (2) negative and positive professional identity, and (3) roles and responsibilities.
- ▶ 5-Level scale - ranges from strongly disagree to strongly agree.
- ▶ Higher scores indicate a higher sense of readiness for interprofessional education.

7

Findings



Increased Knowledge of the Role & Responsibilities of other Future Professionals



Improved Collaborative Communication Skills



Increased Comfort Level to Work with Professionals in the Practice Setting



Increased Readiness for Professional Practice

8

Increased Knowledge of the Roles & Responsibilities of other Future Professionals

(e.g., nursing, sociology, social work, kinesiology, and education)

►*The mean difference is significant at the $p < .05$ level

SURVEY ITEM:	GROUP	N	MEAN	STD. DEVIATION	STD. ERROR MEAN
*For small group learning to work, students need to respect and trust each other.	Pre	21	4.52	0.602	0.131
	Post	21	4.81	0.402	0.088
*I have knowledge of the <u>roles</u> of other future professionals participating in the study.	Pre	21	3.33	0.966	0.211
	Post	21	4.19	0.873	0.190
*I have knowledge of the <u>responsibilities</u> of other future professionals participating in the study.	Pre	21	3.19	0.928	0.203
	Post	21	4.24	0.831	0.181

9

Improved Collaborative Communication Skills

►*The mean difference is significant at the $p < .05$ level

SURVEY ITEM:	GROUP	N	MEAN	STD. DEVIATION	STD. ERROR MEAN
Shared learning with students from other disciplines will help me communicate better with patients/clients.	Pre	21	4.57	0.598	0.130

10

Increased Comfort Level to Work with Professionals in the Practice Setting

►*The mean difference is significant at the $p < .05$ level

SURVEY ITEM:	GROUP	N	MEAN	STD. DEVIATION	STD. ERROR MEAN
*I have a comfort level to work with students from other disciplines in a practice setting.	Pre	21	4.05	0.669	0.104
	Post	21	4.43	0.598	0.130

11

Increased Readiness for Professional Practice

►*The mean difference is significant at the $p < .05$ level

SURVEY ITEM:	GROUP	N	MEAN	STD. DEVIATION	STD. ERROR MEAN
*Shared learning with students from other disciplines will increase my ability to understand real world problems.	Pre	21	4.48	0.512	0.112
	Post	21	4.76	0.436	0.095
*Shared learning will help me understand my own professional limitations.	Pre	21	4.48	0.602	0.131
	Post	21	4.76	0.436	0.095
*Shared learning and practice will help me clarify the nature of patients'/clients' problems.	Pre	19	4.47	0.513	0.118
	Post	19	4.79	0.419	0.096
*I am prepared for professional practice in my field.	Pre	21	3.71	0.784	0.171
	Post	21	4.33	0.796	0.174

12

Conclusion

- ▶ This study examined a simulation-based interprofessional educational experience (IPE) amongst undergraduate students using a pre and post-test design.
- ▶ Findings revealed that the simulation-based intervention resulted in increased knowledge of roles and responsibilities of other future professionals. Further, the simulation increased the participants' comfort level to work with professionals in the practice setting.
- ▶ Students' readiness for professional practice increased following the simulation.
- ▶ Students perceived that IPE was a valuable learning experience and shared interest in participating in another experience if given the opportunity.

13



14

Our Poverty Simulation Team



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17

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18

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19

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20