

## Background

The complexity of modern health care necessitates proficient team-based care (Mitchell et al., 2012), specifically surrounding nutrition counseling within the boundaries of each discipline's profession-specific nutrition competencies (Livne, 2019). Nutrition education can be a unifying topic in interprofessional education (IPE) programming to promote role delineation and team work between disciplines (Interprofessional Education Collaborative [IPEC], 2016).

Collaboration was initiated between Registered Dietitian (RD) and Occupational Therapy (OT) students through a needs assessment.

## Outcomes and Significance of Outcomes

- To determine student perceptions of IPE regarding role definition and understanding of establishing collaborative relationships across health care professions.
- To develop intentional IPE programming around relevant health topics to be a transformative experience for future health care professionals.

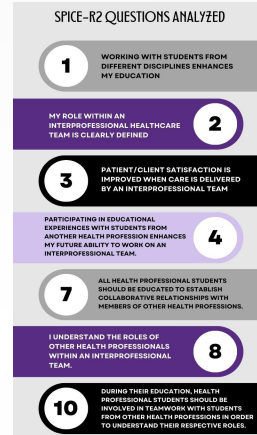
## Design and Methods

Student perceptions and knowledge related to interprofessional practice and education were evaluated pre- and post- IPE experiences (IPE Workshop on Aging and an RD/OT student focus group) utilizing 7 Students Perceptions of Interprofessional Clinical Education Revised (SPICE-R)2 questions across all project activities.

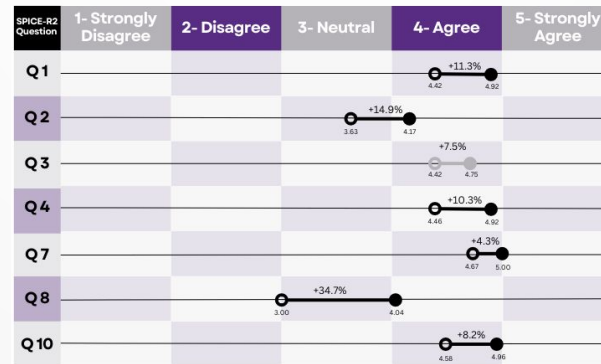
Fourteen OT students and 10 RD students comprised the interprofessional team, completing the pre- and post-survey shown in Figure 1. Mixed method data analysis was completed in both phases of the partnership. Ratings were scored from 1 to 5, 1 indicating a strongly disagree, whereas 5 indicates a "strongly agree". T-tests were conducted between pre- and post-survey responses. Significance was determined as  $p < 0.05$ .

This data is informing future IPE events and collaboration regarding IPEC competencies 2 and 3 related to communication and role delineation.

**Figure 1.** The SPICE-R was utilized by RD students in first year of assessment. OT students used the SPICE-R2 in all surveying. Therefore, only questions with identical intent present in both the SPICE-R2 and SPICE-R (7 of the 10 total questions) were analyzed. Numbers represented in the figure indicate alignment with the SPICE-R2. The SPICE-R2 can be found at: <https://nexuспе.org/advancing/assessment-evaluation/students-perceptions-interprofessional-clinical-education-revised>



**Figure 2.** Average pre- and post-project scores across seven questions showing the percentage of change. A black line indicates significance of  $p < 0.05$ .



## Conclusions and Implications for Student Learning and Course Development

- Six out of seven questions reflected a significant increase in perceptions of interprofessional clinical education, according to the SPICE-R2 ( $p < 0.05$ ) as shown in Figure 2
- This provides preliminary evidence that partnership between programs should continue due to positive changes in student perceptions
- Activities between student groups and results from SPICE-R2 resulted in key future actions steps:
  - Investigation of accreditation standards for each program that address interprofessional collaboration for patient care and matching these standards to IPEC (2016) competencies
  - Allowed for backwards design of OT/RD simulation-enhanced IPE learning activity mapped to competencies
- OT and RD IPE-Simulation experience focusing on communication and role delineation is set to launch in Spring 2024
- Highlights the importance of involving students in the creation of IPE learning activities
- Continued assessment of IPE with an outcome tool sensitive to change after one interaction/activity is under consideration
- Limitations to implementation include:
  - Faculty time to develop simulation and IPE activities
  - Complexity of understanding the professional scopes of other professions

## References

- Mitchell, P., M. Wynia, R. Golden, B. McNellis, S. Okun, C.E. Webb, V. Rohrbach, and I. Von Kohor (2012). *Core principles & values of effective team-based health care*. Institute of Medicine. [www.iom.edu/tbc](http://www.iom.edu/tbc)
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- Interprofessional Education Collaborative. (2016). *Core competencies for interprofessional collaborative practice: 2016 updated*. <https://hsc.unm.edu/ipe/resources/ipcc-2016-core-competencies.pdf>