



Impact of Interprofessional Versus Non-interprofessional Continuing Education Activities on Learning, Competence, and Performance Pertaining to Interprofessional Collaborative Practice

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Background



University of Wisconsin-Madison Interprofessional Continuing Education Partnership

Annual Global Evaluation Survey

Observation from 2016-2021 surveys

Reported changes in practice from interprofessional (IP) and non-interprofessional (non-IP) activities included statements consistent with IP, collaborative practice

Inquiry



Did non-IP activities have impact in areas consistent with collaborative practice?

Was this impact comparable to the impact of IP activities?

Methods—2022 Global Evaluation Survey



Did participation in this activity impact **your knowledge, attitudes, and/or skills/strategy/ability to act** pertaining to your practice?

No
Yes




How did you change your knowledge, attitudes, and/or skills/ability to act? Choose all that apply.

Impact Related to	I Gained New Knowledge	I Changed My Attitudes	I Gained New Skills/Ability to Act
<Categories>			

Did participation in this activity impact your and/or your healthcare team **performance/practice**?

No
Yes

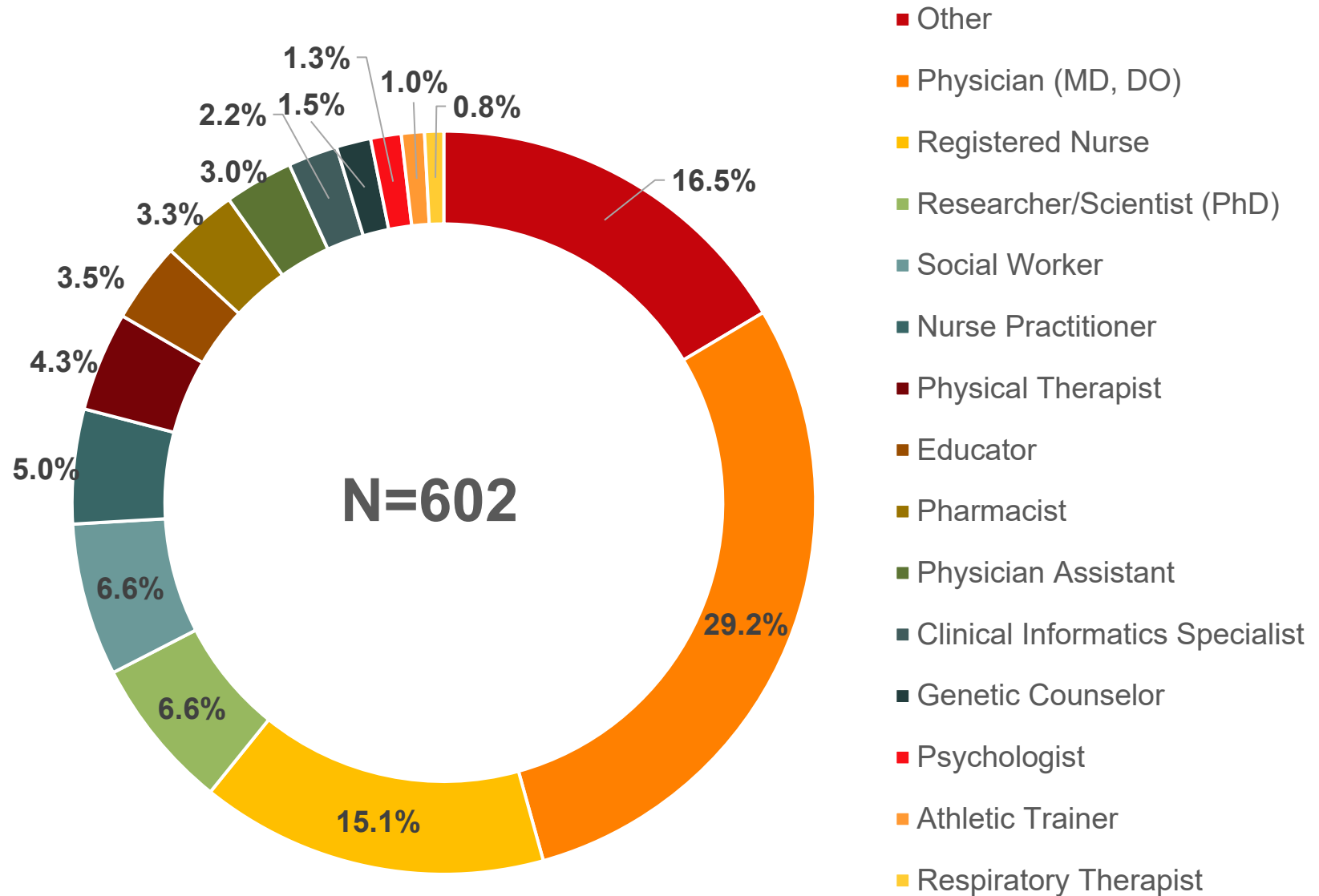


How did you and/or your healthcare team improve performance/practice? Choose all that apply.

Performance/Practice Related to	I Improved How I Practice	My Healthcare Team Improved Team Performance/Practice
<Categories>		

Statistical analysis: Fisher exact test with significance level $P < .05$

Survey Respondents by Profession



Knowledge, Attitude, and Competence



Activity had impact on knowledge, attitudes, and/or skills/strategy/ability to act

- **IP activities: 89%** (303 of 341)
- **Non-IP activities: 91%** (127 of 139)
- The difference was not significant

Categories

Applying values/ethics to interprofessional practice

Care for diverse patient populations

Clinical care

Communication with other professionals

Defining the roles/responsibilities of my team members

Patient education and communication

Population health

Processes related to patient care

Research

Resources/tools to support patient care

Working with an interprofessional team

Other

Knowledge, Attitude, and Competence (Cont.)



	I gained new knowledge		I changed my attitudes		I gained new skills/ability to act	
	IP	Non-IP	IP	Non-IP	IP	Non-IP
Applying values/ethics to interprofessional practice	52%	48%	14%	11%	30%	23%
Communication with other professionals	45%	40%	13%	9%	32%	27%
Defining the roles/responsibilities of my team members	44%	35%	14%	13%	25%	24%
Working with an interprofessional team	44%	39%	15%	13%	26%	23%

IP: N=303

Non-IP: N=127

The differences were not significant.

Performance/Practice



Activity had impact on the learner and/or healthcare team performance/practice

- **IP activities: 76%** (237 of 311)
- **Non-IP activities: 72%** (92 of 128)
- The difference was not significant

Categories

Access to care

Administrative/practice management

Collaboration between healthcare team members

Communication with other healthcare professionals

Coverage/billing for health services

Diagnosis/differential diagnosis

Engaged in quality improvement project

Patient education and communication

Patient management

Patient registry

Research

Screening

Teaching of students, residents, fellows, or peers

Transitions of care

Treatment

Use of electronic health records

Workflow

Other

Performance/Practice (Cont.)



Performance/Practice Related to	I Improved How I Practice		My Healthcare Team Improved Team Performance/Practice	
	IP	Non-IP	IP	Non-IP
Collaboration between healthcare team members	42%	38%	41%	29%
Communication with other healthcare professionals	44%	35%	38%	29%

IP: N=237

Non-IP: N=92

The differences were not significant.

Discussion



All activities had impact in the areas pertaining to IP practice, with no significant differences between IP and non-IP activities

Intentional effort to change institutional culture towards embracing IP values may explain documented impact of IP and non-IP activities in our program

The CE planning process, including the planning document, that is supportive of collaborative, interprofessional learning could influence the educational design and delivery of uniprofessional education for learners as members of the healthcare team, leading to the observed outcomes



**Interprofessional
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UNIVERSITY OF WISCONSIN-MADISON

School of Medicine
and Public Health
School of Nursing
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Thank you!