

# Faculty Attitudes about and Barriers to Participating in Interprofessional Education

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## BACKGROUND

- Mounting research indicates interprofessional teams result in better patient outcomes (Schmitt, Gilbert, Brandt, & Weinstein, 2013).
- Interprofessional education has become a pervasive component in the dialogue of competent and quality health care education (Hammik, Freeth, Koppel, Reeves, & Barr, 2007; IOM, 2001).
- There remains a lack of research about faculty attitudes regarding interprofessional education.
- In order to manage the faculty attitudes and perceived barriers, universities, administrators and educators must understand the attitudes of faculties and identify the barriers that exist.

## OBJECTIVES

- Describe faculty attitudes toward interprofessional education
- Compare faculty and student attitudes toward interprofessional education
- Identify barriers to faculty participation in interprofessional education

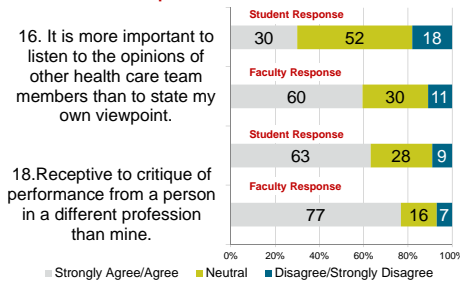
## METHODS

- The Nebraska Interprofessional Education Attitudes Scale (NIPEAS) is a 19-item questionnaire assessing attitudes related to Interprofessional collaboration. The items are rated from 1=Strongly Agree to 5=Strongly Disagree.
- Institutional Review Board approval was obtained for this study.
- Full-time faculty were sent a link to the NIPEAS questionnaire and questions about perceived barriers to participating in interprofessional education activities.
- Statistical Analysis:
  - Descriptive statistics were used to identify barriers to participation
  - Descriptive statistics were used to identify differences in attitudes between faculty and students
- Qualitative Analysis: Crystallization/immersion methods were used to identify themes related to barriers to participation and suggestions for improvement.

## RESULTS

- 280 faculty representing all colleges on campus completed the survey (52.8% from the College of Medicine)
- Attitude Differences**
  - Faculty and students were in agreement on nearly every item of the NIPEAS (See attached table)
  - More students disagreed with statements related to heeding the opinions of and critique by other professionals (Figure 1)

Figure 1. Percent of Student and Faculty Responses to NIPEAS Items



- Barriers to Participation:**
  - Figure 2 shows the most frequent reasons for not participating in IPE activities.
  - Further analysis of free text responses indicated 4 themes: priorities, relevance, location, and negative experience. Exemplar quotes are presented in Figure 3.

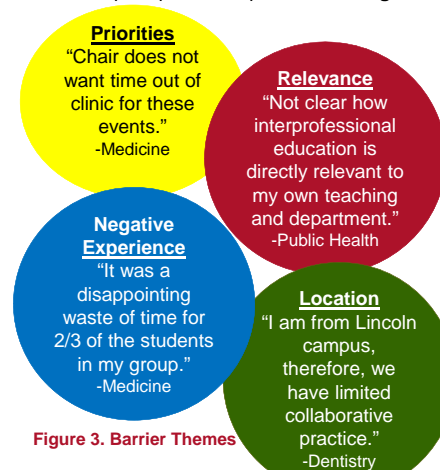
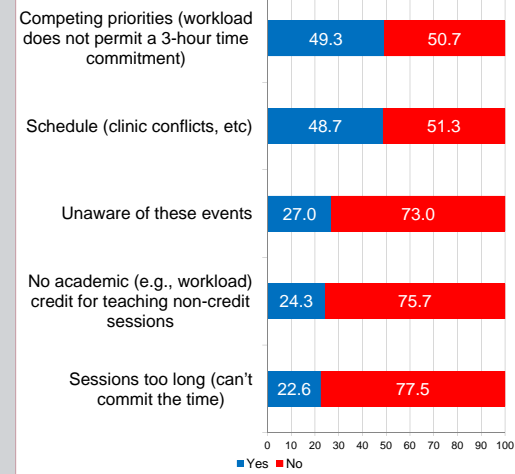


Figure 3. Barrier Themes

Figure 2. Barriers to Participation



## CONCLUSIONS

- Faculty and student responses to the NIPEAS are primarily congruent.
- Differences in NIPEAS responses included:
  - Albeit small, a higher percentage of students felt it unnecessary to solicit opinions of other health care professionals
  - Similarly, a higher percentage of students disagreed with receiving feedback from other health care professionals.
- Competing priorities, relevance to career, prior negative experiences, and logistics are common barriers to participation.
- In order to model interprofessional behaviors, faculty need to have time allocated to participate in IPE activities.
- Thoughtful consideration must be given to barriers to participation to further enhance and promote IPE and thereby enhance interprofessional collaboration.

## References

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- Schmitt, M. H., Gilbert, J. H. V., Brandt, B. F., and Weinstein, R. S. (2013). The Coming of Age for Interprofessional Education and Practice. *The American Journal of Medicine* 126 (4): 284-88. doi:10.1016/j.amjmed.2012.10.015.