

Background

- Interdisciplinary healthcare teams are essential in the management of increasingly complex patient care¹
- Interprofessional bias between healthcare professionals can create a barrier to effective collaboration and lead to suboptimal patient care²
- Healthcare students may hold prejudices against students of other health professional programs as early as the first year in their program³
- The Medical College of Wisconsin (MCW) School of Pharmacy and School of Medicine developed a collaborative interprofessional education (IPE) session
- Two sessions taking place in 2018 and 2019 with first-year pharmacy (101) and medical students (22)

Specific Aim

- To assess whether first-year pharmacy and medical students at MCW held biases towards one another through a collaborative IPE session
- Anticipate that participation in the IPE session will show a reduced number of students feeling prejudiced against

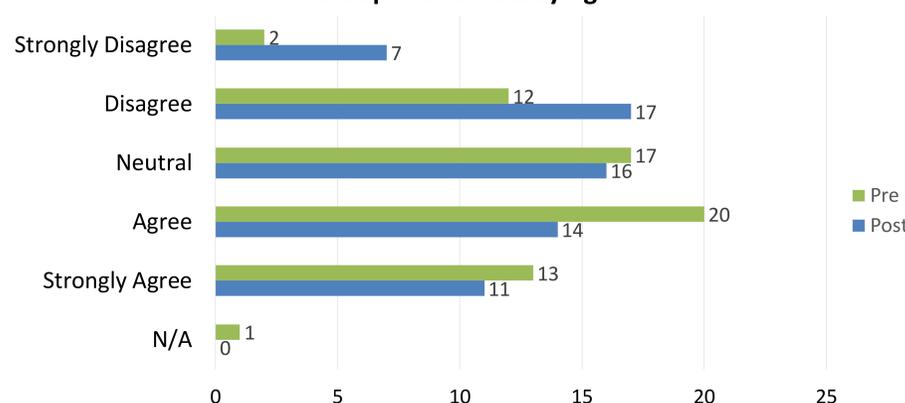
Methods

- IPE session in the gross anatomy lab consisting of multiple stations regarding central nervous system (CNS) structures
- Teams of 5-6 pharmacy students and 1 medical student
- Pharmacy students identified and explained CNS structures to the medical student while the medical student acclimated pharmacy students to gross anatomy lab
- Groups collaborated on a team-based challenge question at the end of each station
- Students completed a voluntary online evaluation survey at the end of the session

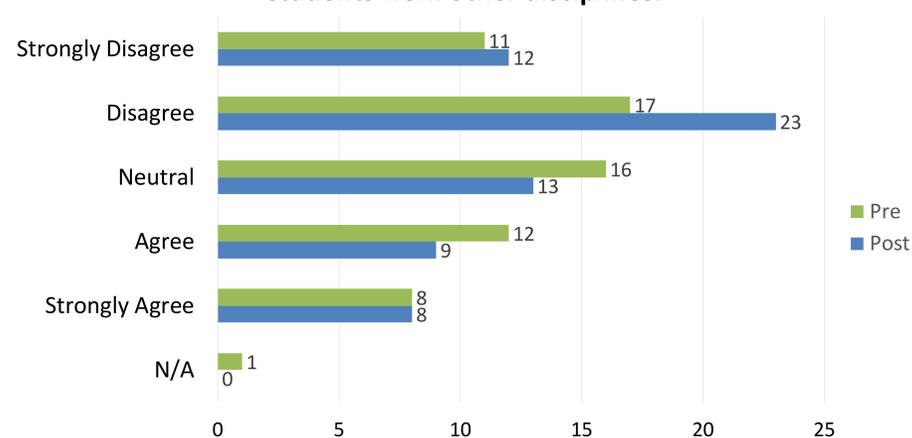
Results

- Interprofessional Collaborative Competency Attainment Survey (ICCAS)⁴
- Pre/Post retrospective 20-item tool categorized using the IPEC Core Competency Domains⁴
- 4 additional items regarding interprofessional bias
- 65 total student responses over both sessions

Healthcare students from other disciplines make assumptions or prejudices about me because of the discipline I am studying.



I make assumptions or have prejudices about healthcare students from other disciplines.



- Post-session, **89.23%** of students agreed or strongly agreed that **equal contribution from another healthcare discipline is beneficial for quality patient care**
- Post-session, **55.38%** of students agreed or strongly agreed that **prejudices and assumptions about healthcare students from other disciplines get in the way of delivery of healthcare**

Conclusions & Feedback

- Healthcare students enter training programs with preconceived biases towards healthcare students of different disciplines. They may also enter their programs already feeling biased against simply for the discipline they decide to study
- Biases were reduced after active participation and collaboration in an IPE session
- Social desirability may explain why less than half of respondents agree that they have prejudices about other healthcare students⁵
- Encourage the continuation of IPE in the medical and pharmacy school curriculum to reduce interprofessional bias at all levels of training
- Limitations include low response rate, self-reporting evaluation survey, and limited interaction during a single 1-hour IPE session



“Wasn’t sure what to expect for our first lab and was happy to have a professional medical student help us. During pathway orientation with new M1 students, the experience was that they didn’t respect our pharmacy profession so that did create a little bias.” – First-year pharmacy student

Acknowledgements & References

I would like to thank Dr. Krippendorf and Sue Korek for their mentorship and advising on this project. Special thanks to Claire Solofra, PharmD, for her help in creating a short introductory video for the pharmacy students

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