Emphasis on Quality via Interprofessional Education and Practice
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Background:
Safety and quality improvement have been equated with effective collaboration among healthcare professionals (WHO, 2010). Communication, respect for differing roles and responsibilities and the importance of teamwork, are essential precursors to interprofessional (IP) collaboration. Nursing, optometry, pharmacy and health administration students have an opportunity to develop IP competencies providing care for high risk patients with diabetes as part of the University of the Incarnate Word Interprofessional Education and Collaborative Practice (IPECP) project. Whether awareness of conflict management and decision making styles together with patient care experiences as a healthcare professional team member affects attitude change is understudied.

Level of Educational Program: Undergraduate, Masters & Doctoral

Targeted Learning Outcomes:
• Identify personality-based decision making preferences, conflict handling modes and attitudes towards healthcare teams.
• Describe the context and culture of the interprofessional (IP) environment with respect to teamwork approaches.
• Demonstrate effective decision-making in IP teamwork utilizing judgment and clinical reasoning.
• Evaluate attitudes toward teamwork, differences in conflict management and problem solving post clinical practicum.

Teaching-Learning Activities:
Five students from each health profession volunteered to participate in the IPECP project. Students completed 14 hours of curriculum based learning followed by participation in 24 hours of collaborative clinical practice in a primary care setting. Student teams identified and worked towards achieving common patient-centered care goals.

Evaluation of Approach:
The Thomas-Kilmann Conflict Mode Instrument (TKI), the TypeFocus Personality Inventory, and the Attitudes Toward Health Care Teams Scale (ATHCTS) were administered to the students pre and post curriculum based learning and practicum. Preliminary findings: First cohort of 20 students revealed decision-making styles favored sensing and thinking preferences. Conflict handling mode scores were near the 50th percentile for competing, at or near the 60th percentile for compromising, avoiding and
accommodating; collaborating was at the 30\textsuperscript{th} percentile. Of the three subscales of the ATHCTS (team value, team efficiency and shared leadership) shared leadership scores were significantly higher post education ($t=3.2; \text{df}=19; p<.005$).

**Bibliography:**