

# Students' Perspective on Interprofessional Education in The University of the West Indies Faculty of Medical Sciences: A cross-sectional study.

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## Introduction

According to the WHO, Interprofessional Education (IPE) is an experience that occurs when two or more professionals learn about, from and with each other to enable effective collaboration and improve health outcomes. Studies have shown that IPE has helped to improve outcomes for patients, reduce complications and conflict between patients and healthcare professionals. During our early years of medical school our class (MBBS, DDS, DVM 2025) was able to experience IPE by working together on case studies and through Problem Based Learning Sessions. The question was then posed as to the effects on the healthcare system if such a fusion of education was applied throughout the programs. As no recent research has been conducted within the Caribbean region, this study aims to investigate the perspective of students on interprofessional education in the Faculty of Medical Sciences at the University of the West Indies (UWI), St. Augustine, Trinidad and Tobago.

## Objectives

1. To study the differences between dental, medical and veterinary student's perspectives on IPE.
2. To examine the differences between the male and female perspective on IPE among our students.
3. To investigate the difference between the perspectives on IPE among students in years one (I), two (II) and three (III).

## Methodology

### Study Design

Cross-sectional study

### Data Protection

The survey was anonymous and responses were coded

### Data Analysis

IBM SPSS, Frequency, independent t-test, one-way ANOVA test

### Setting

UWI, STA

### Data Collection

Online RIPLS Questionnaire

### Ethical Approval

Approved by CREC in Nov, 2021

### Study Population

951 FMS Students in years 1-3

### Study Sample

303 FMS students

## Results

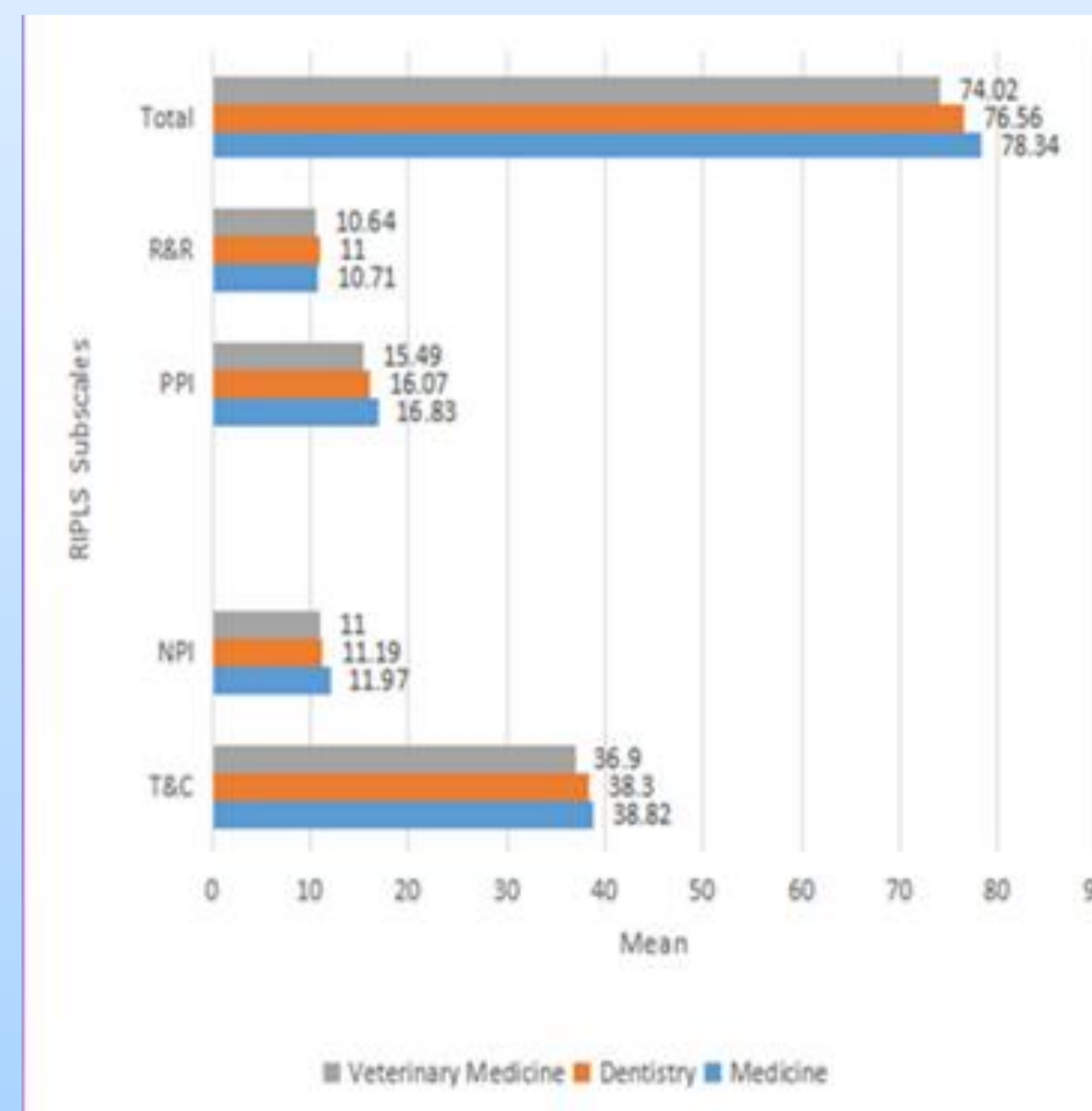


Figure 1: RIPLS Subscores and mean value based on Medical Programme studied.

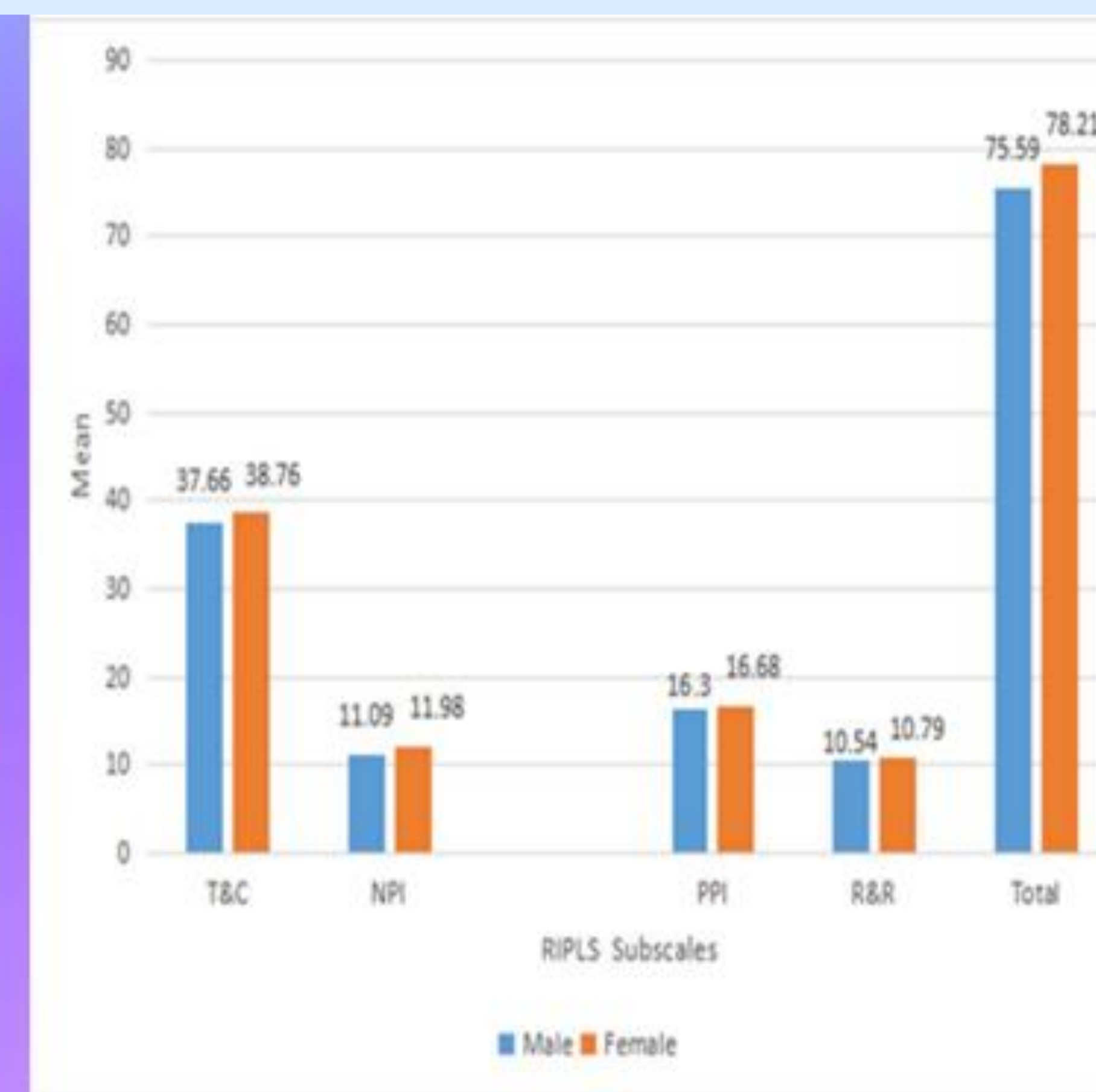


Figure 2: RIPLS subscores and mean value based on participants' Sex.

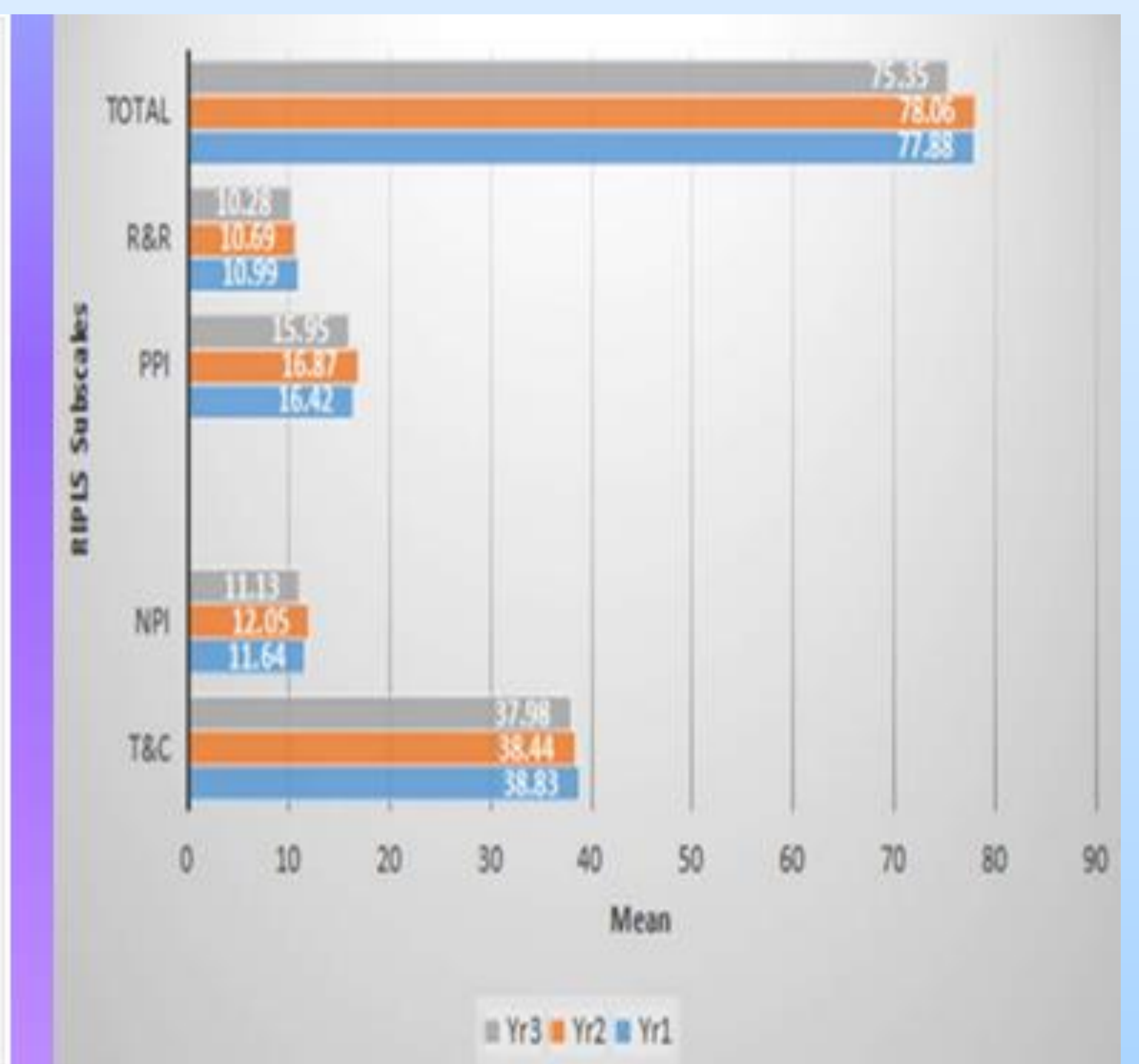


Figure 3: RIPLS and means based on the participants' Year of Study.

## Discussion

- ❖ The findings of this study indicate that there is no significant difference between student perception of IPE by gender or year of study, but there is a significant difference among the programs.
- ❖ Total RIPLS scores were between 75 and 78, illustrating an overall awareness and readiness for interprofessional learning by the FMS students.
- ❖ MBBS students showed the highest positive attitude toward teamwork, collaboration and positive professional identity formation. DVM students showed the least appreciation for IPE and DDS students ranked in the middle.
- ❖ Although gender did not have a significant impact on students' perception of IPE, it was found that female students demonstrated a more positive perception on the effectiveness and importance of IPE.
- ❖ Year 3 students had the lowest values in all the subscales of RIPLS compared to the other years. Year 2 students demonstrated the highest positive grasp of their positive professional identity. Year one students showed the highest level of understanding of Teamwork, Collaboration, and their roles and responsibilities.

## Conclusion

- ❖ It can be concluded that the students at the FMS, UWI St. Augustine showed an overall positive perspective toward Interprofessional Education
- ❖ There were no significant differences between the student perception based on gender or year of study but a significant difference among the programs (MBBS, DVM and DDS)

## References

- ❖ Orbayinah, S., & Utami, L. P. (2015). Students' Perception on Interprofessional Page | 25 Education. International Journal of Public Health Science (IJPHS), 4(4), 284. Available from: <https://doi.org/10.11591/v4i4.4747>

## Acknowledgments

- ❖ Special thanks to our Supervisor Dr. Pradeep Sahu and Ms. Marsha Ivey, Public Health instructor, for their continued guidance and assistance throughout this project. We also thank the willing student participants of FMS, UWI STA for their contribution towards our project as our success would not be possible without them.