

COSMA 2025

THE INFLUENCE OF AN EXPERIENTIAL LEARNING FIELD TRIP ON UNDERGRADUATE STUDENTS' READINESS FOR INTERPROFESSIONAL LEARNING

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FIRST, A WORD FROM OUR SPONSORS

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Background

Sport Management program at ISU is housed within

- College of Health and Human Services
- Department of Kinesiology, Recreation, and Sport
- *Similar to a plurality (36.6%) of programs housed within Health & Kinesiology* (Miller et al., 2023)

Definition of Kinesiology (American Kinesiology Association, n.d.)

- “an academic discipline which involves the study of physical activity and its impact on health, society, and quality of life”
- Includes areas of study such as...
 - Exercise Science
 - Sport Management
 - Athletic Training
 - Sports Medicine
 - Sport Psychology
 - Fitness Leadership
 - PE Teacher Ed
 - Physical Therapy
 - Occupational Therapy



Background

CHHS at ISU promotes collaboration between programs

- Rural Health Innovation Collaborative (RHIC) Simulation Center
 - Indiana State University, Union Health, Ivy Tech, IU School of Medicine, Saint Mary-of-the-Woods College, Hamilton Center, others

Ashby Family Trust Grant in Research and Intercultural Education

- Must be interprofessional faculty and staff teams
 - Applied Medicine, Kinesiology, Sport Management
- Undergraduate Students

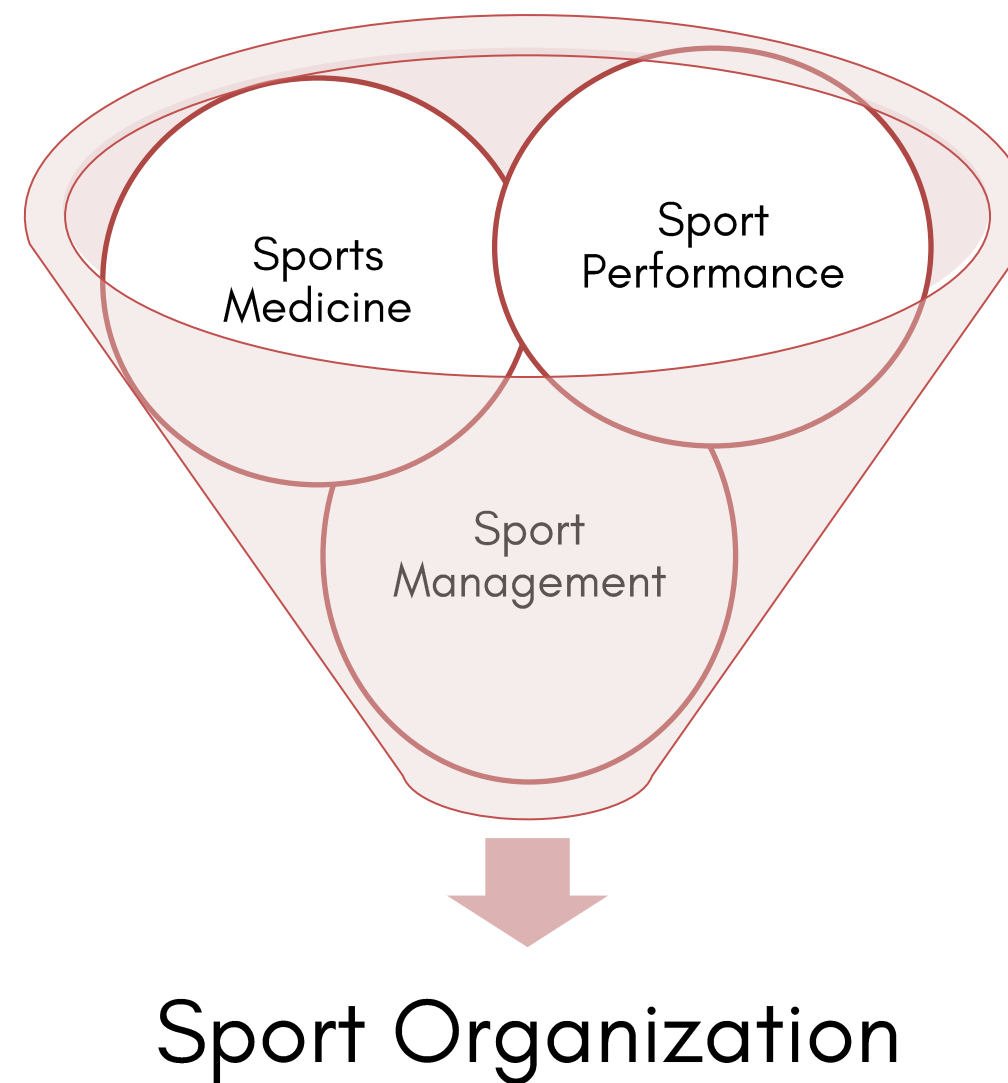


Operational Structure

Multi-disciplinary (the "old way")



Interprofessional (the "new way")



Pros of Interprofessional Practice



Better organizational outcomes



Better use of time and resources

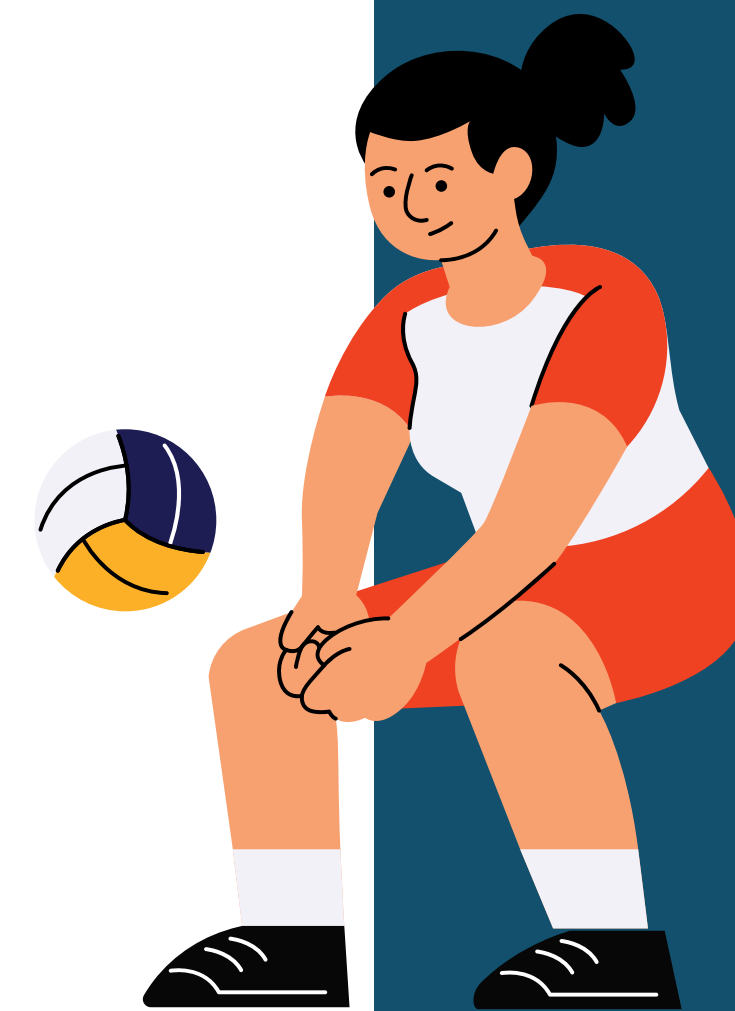
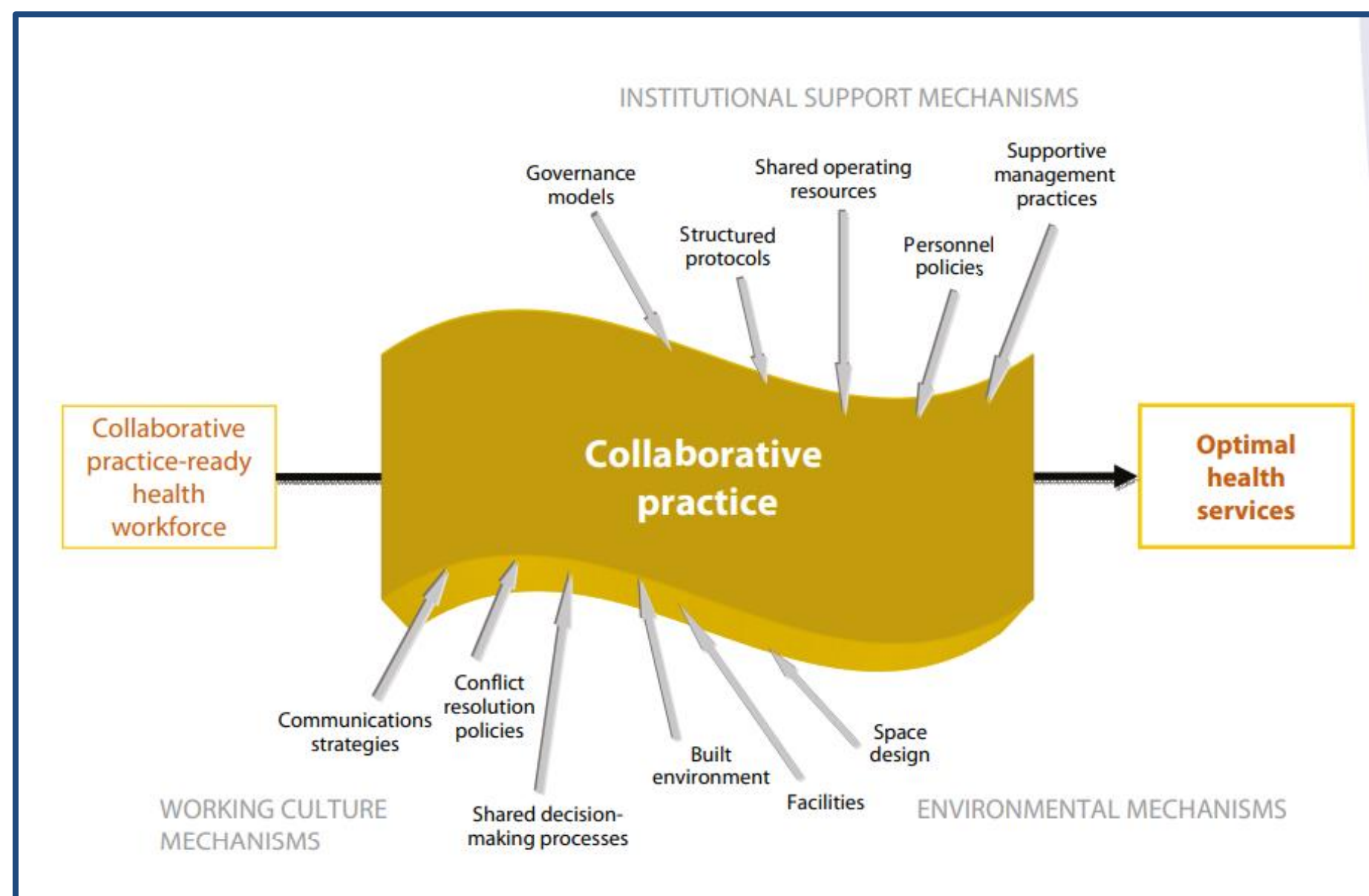


More workplace satisfaction

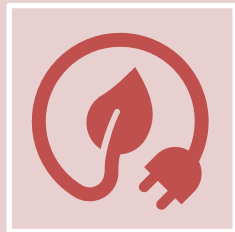


Elements of Interprofessional Practice

Interprofessional education occurs “when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (World Health Organization, 2010, p. 7)



Barriers to Interprofessional Practice



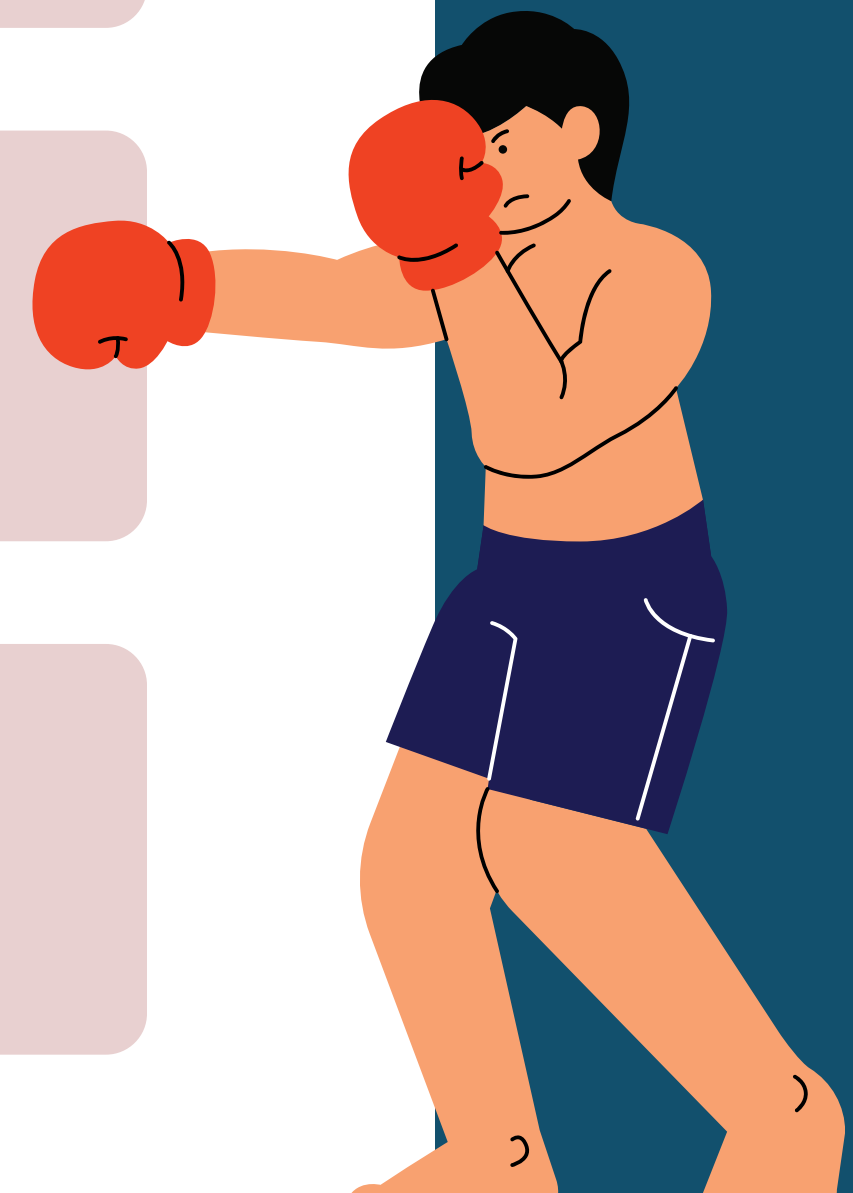
Limited Resources



Organizational Culture (i.e., "turf wars")



Limited Interprofessional Education



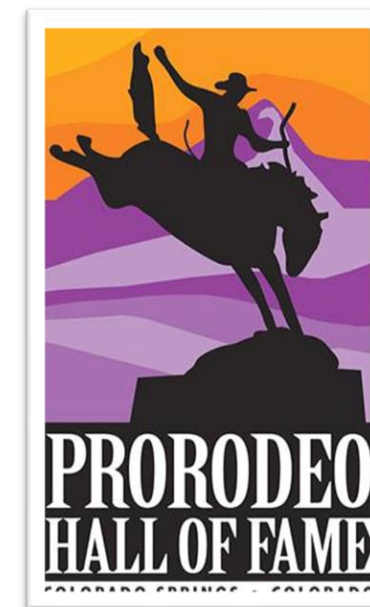
METHODS



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The Class – Olympic City, USA

- Students applied for an 8-week, 1-credit hour class
- 3 pre-trip meetings
 - Logistics, (Inter)Professionalism, Discipline Overviews (e.g., Sport Psych), Final Project Info
- 4-day trip to Colorado Springs
- 1 wrap-up class meeting
 - Case Study Presentations, Trip Highlights, Reflections

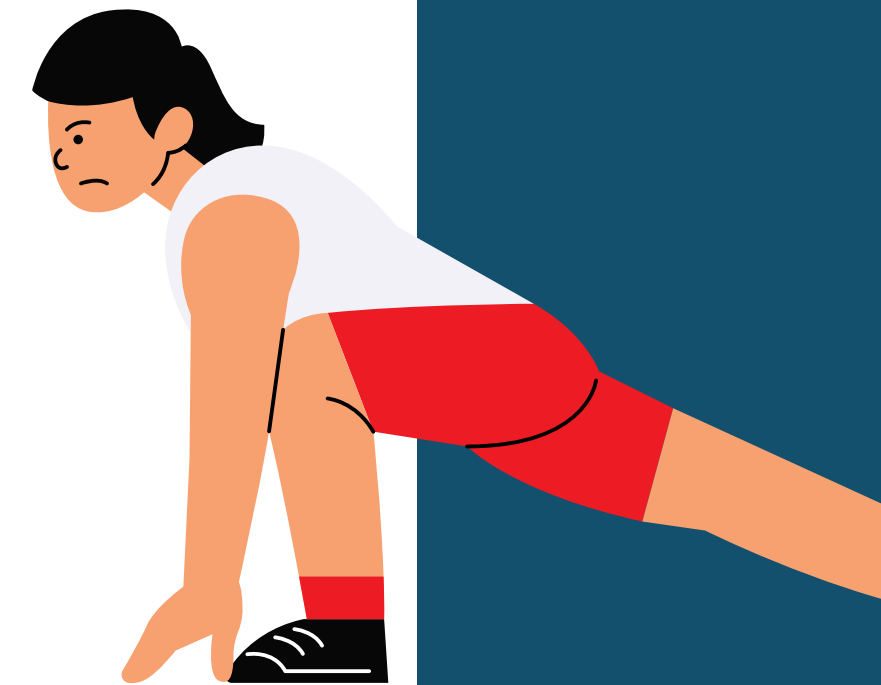


Purpose & Population

To explore the impact of an experiential learning field trip on undergraduate kinesiology students' readiness for interprofessional learning

16 Undergraduate Students

- Freshmen – 3
- Sophomores – 1
- Juniors – 3
- Seniors – 9
- Applied Medicine – 5
- Kinesiology – 6
- Sport Management – 5
- Female – 12
- Male – 4



Data Collection

Readiness for Interprofessional Learning Scale (RIPLS) (Parsell & Bigh, 1999)

- 19-item scale assessing perceptions of knowledge, skills, and attitudes for readiness to learn with other healthcare professionals
 - **Teamwork & Collaboration:** The extent to which shared learning is valued and recognizing the need to work with other professionals
 - **Professional Identity:** The tendency to respect and benefit from collaboration with other disciplines
 - **Roles & Responsibilities:** Understanding of someone's own professional role and applying interprofessional skills with others
- Administered in pre- and post-trip surveys

Post-trip survey included open-ended questions to better understand student perspectives on interprofessional practice



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RESULTS



Readiness for Interprofessional Learning

Total Scores

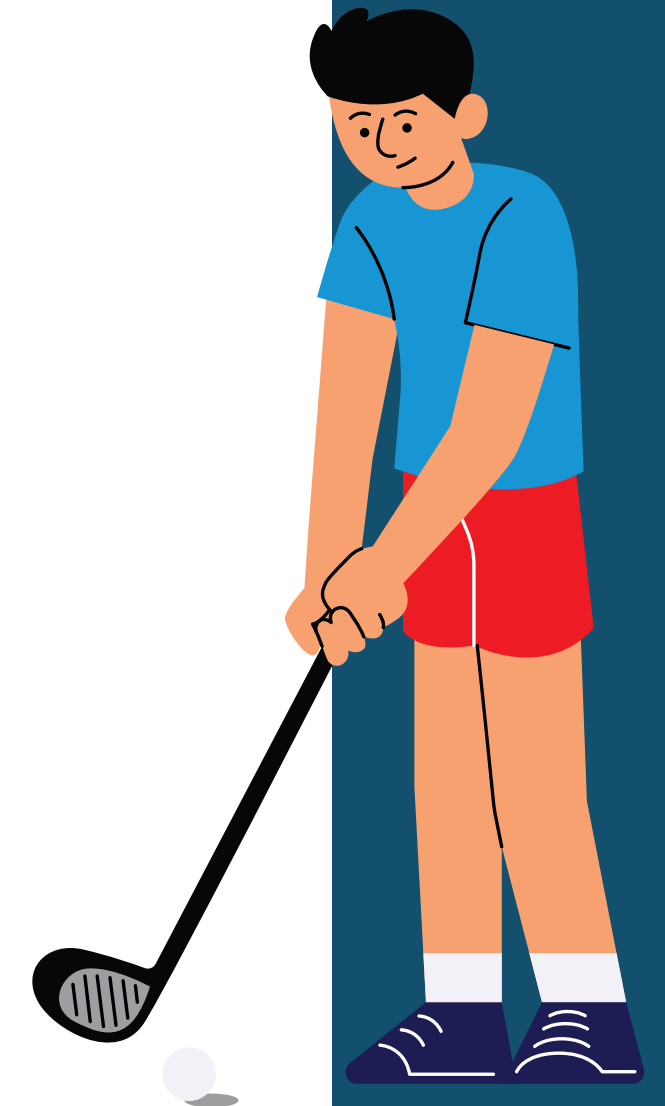
- Wilcoxon signed-rank test, $W = 2.67$, $p = .007$, $r = .80$
- Compared to pre-trip scores ($M = 84.55$), students reported *significantly higher* Total Scores following the trip ($M = 89.55$)

Roles and Responsibilities

- Wilcoxon signed-rank test, $W = 2.156$, $p = .031$, $r = .65$
- Compared to pre-trip scores ($M = 9.68$), students reported *significantly higher* Roles & Responsibilities scores following the trip ($M = 11.27$)

No significant difference on...

- Teamwork & Collaboration subscale ($W = 1.89$, $p = .059$, $r = .57$)
- Professional Identify subscale ($W = 1.62$, $p = .105$, $r = .49$)

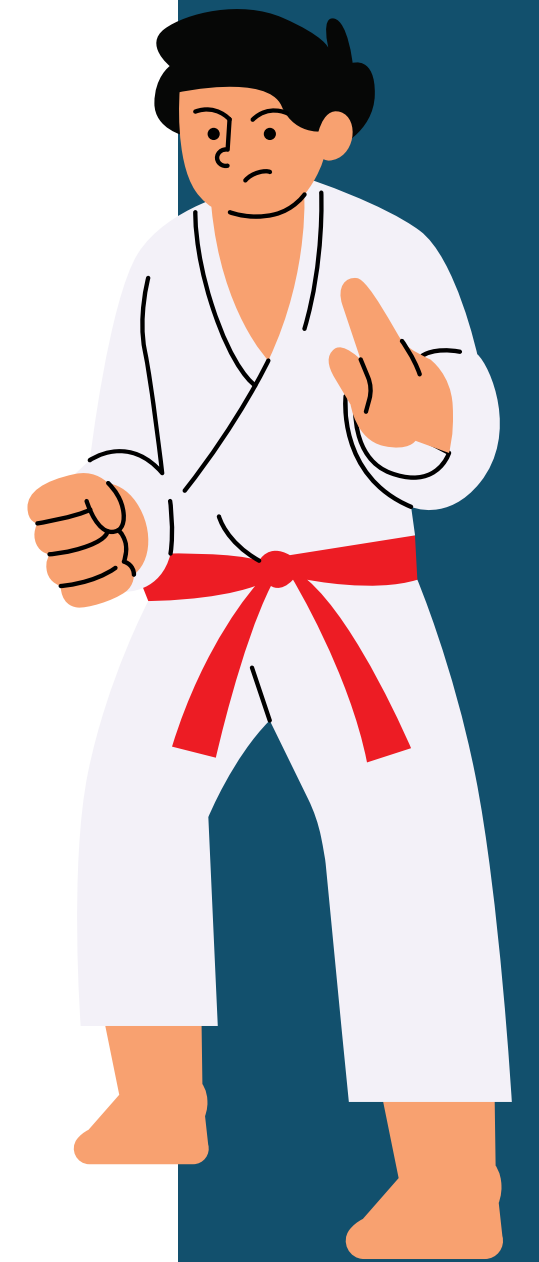


Qual Theme: Professional Clarity

- **Students developed more clarity regarding their desired career path and what their career would entail**
- **Recognition that future roles will require interaction with other stakeholders**

[The experience] opened my eyes to the different possibilities out there after I graduate ... the biggest change in perspective was after attending the Pro Rodeo Hall of Fame ... rodeo teams need sports medicine teams also. That really sparked my interest because I love rodeos, so it would be a dream to combine something I love with physical therapy and get to do that every day as my future career.

Interacting with all the different professionals is something that will be done on a daily basis within my future career. When talking with the panels on this trip, it showed just how much these groups worked together.



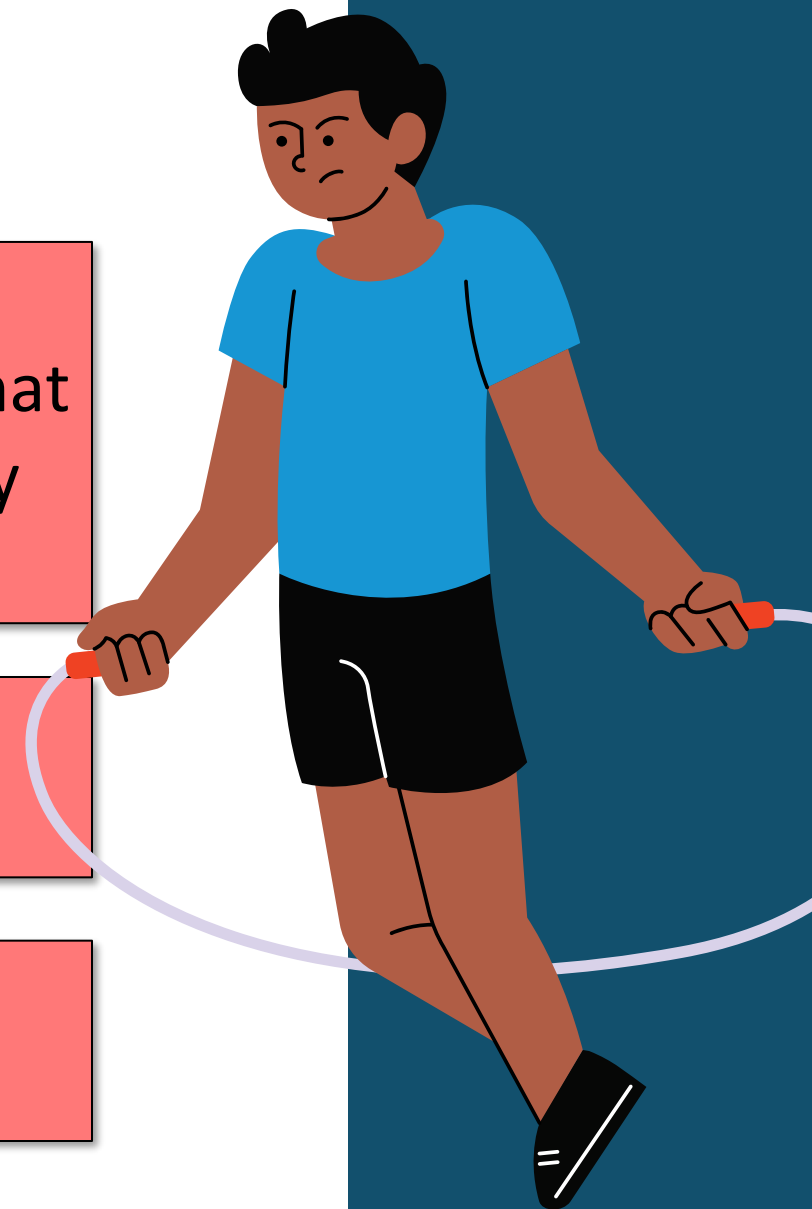
Qual Theme: Interprofessional Respect

- **Students developed respect for the knowledge base and skillset of other professionals they will interact with as part of their career**
- **Gained an understanding of how to best collaborate with others in an interprofessional manner**

[The experience] made me realize how working with other people can help you learn new things as well as help you grow in networking ... talking with various staff made me realize that people with different specialties have to work together in order to ensure the highest quality of care and training.

The most common saying was, "Lose your ego at the door." This is a highly valuable perspective ... every person that walks through the door always has something new to learn.

I really think there is a lot of value in interprofessional learning so that I can gain experience and insight from practitioners in similar but diverse fields.



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DISCUSSION



Interprofessional Education (IPEC, 2023)



Values and ethics

- *How can a professional maintain a climate of mutual respect and shared values?*

Roles and responsibilities

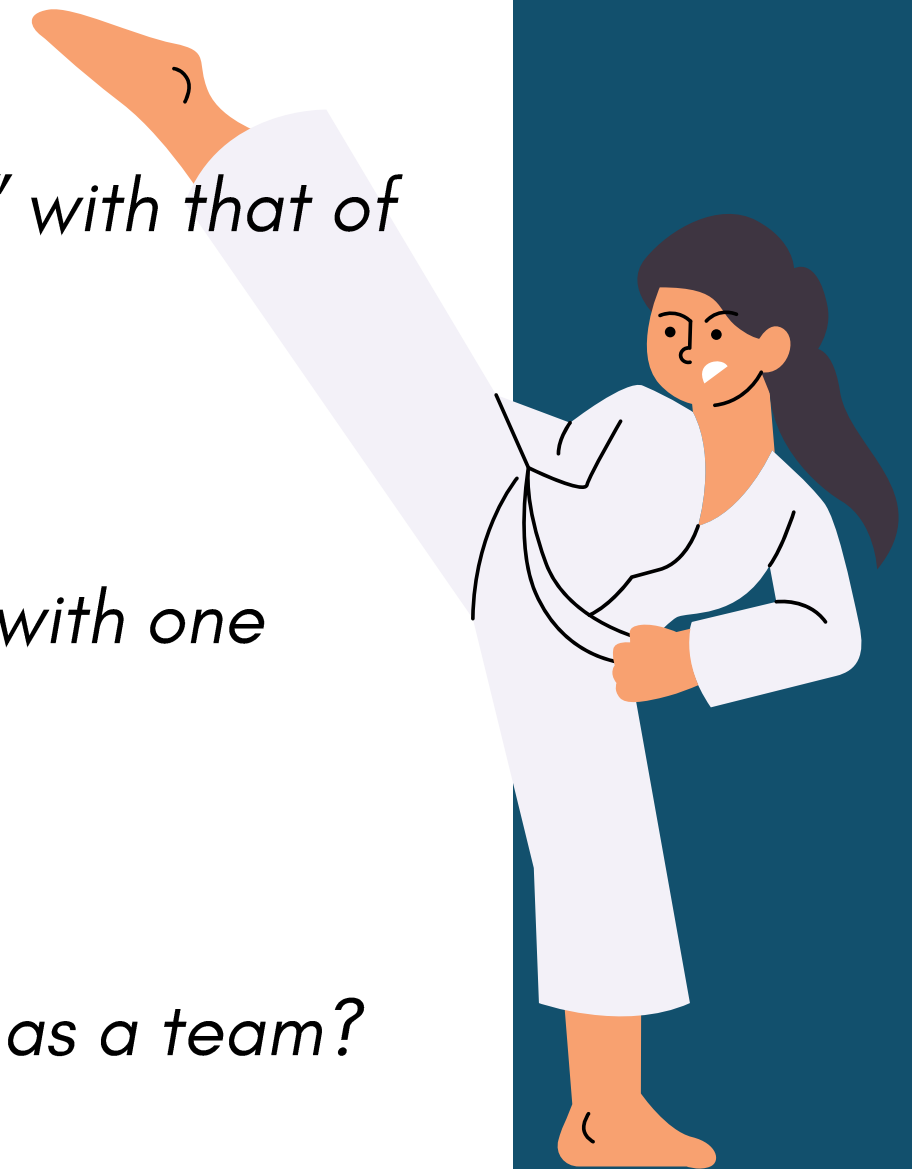
- *How does my knowledge/expertise “mesh” with that of other professionals?*

Communication

- *How can professionals best communicate with one another and stakeholders?*

Teams and teamwork

- *How can professionals best work together as a team?*



Always Room for Improvement

We can certainly do a better job of Interprofessional education

- Construct interprofessional groups
- Dedicate time for group discussion
- Encourage students to consider issues through different lenses
- Inventory who might make sense to collaborate with on your campus
- Work with colleagues from other disciplines (including co-teaching)



How Else Can Students Engage in IPE?

Other types of experiential learning opportunities may also serve to enhance readiness for interprofessional learning

- Discipline primers
- Diversity of thought (e.g., guest speakers, co-teaching)
- Workplace shadowing
- Simulations
- Case study analyses
- Informational interviewing
- Professional panels
- Utilize community resources (e.g., athletics dept)





Questions?



Thank you!

