The purpose of the study is to:
1. Evaluate the outcomes of the China Honors Interprofessional Program on the participants’ cultural competency and interprofessional skills.
2. Use the findings of this evaluative research to refine CHIP and set up a model for other possible initiatives.

Methods

This evaluative research employed a pre-posttest, quasi-experimental research design. Both quantitative and qualitative data were collected. Quantitative data was collected through scales and qualitative research data was gathered through individual participant reflections and focus groups at the end of the program.

Participants

In order to qualify for participation in CHIP, students must be enrolled in full-time Occupational Therapy and Physical Therapy at Creighton University, have successfully completed all professional coursework to date with a minimum grade point average of 3.2 on a 4.0 scale. Potential participants must apply to the program and go through the interview process before final selection. The CHIP team, first formed in 2009-2011, has a total of seven OT, six PT, and three nursing students enrolled in the program.

Data Collection

-Quantitative data collection and analysis: Three instruments were used as pretest and posttests of participants: the Interprofessional Perceptions Scale (EPS) (Leutha et al., 1990), the modified Team Skills Scale (TSS) (Siegel, Hyer, Fulmer, & Mezey, 1998), and the Cultural Competence Health Practitioner Assessment (CCHPA) (Yearwood, 2007).

- Qualitative data collection and analysis: Collected qualitative data was analyzed by two investigators of the study. Member check and investigator triangulation was used to ensure trustworthiness of the study.

Results

The following table presents the quantitative results of the CHIP program reflection.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Wilcoxon Signed Rank Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified TSS- Ability</td>
<td>71.54154</td>
<td>76.65145</td>
<td>0.050*</td>
</tr>
<tr>
<td>Modified TSS- Attitude</td>
<td>13.24077</td>
<td>16.71541</td>
<td>0.073</td>
</tr>
<tr>
<td>CCHPA</td>
<td>34.65145</td>
<td>38.24077</td>
<td>0.060*</td>
</tr>
</tbody>
</table>

Significant statistical difference was found between pre-test and post-test of the Modified TSS and the CCHPA. No significant difference was found for the attitude section of the Modified TSS and the CCHPA.

Discussion

It was encouraging to find that the program has a significant impact on students’ cultural competency and professional skills. These skills play a significant role in team building and were shown to increase the students’ awareness and understanding of other professions. Though significance was found in interprofessional ability, there were surprisingly insignificant findings for skill and attitude. One possible explanation for this would be the small sample size of the study which may have decreased the power of analysis.

These outcomes about the significance of experiential learning on students’ cultural competency and professional skills play a significant role in team building and were shown to increase the students’ awareness and understanding of other professions. Though significance was found in interprofessional ability, there were surprisingly insignificant findings for skill and attitude. One possible explanation for this would be the small sample size of the study which may have decreased the power of analysis.

Impact for practice

- Increased cultural competency
- Increased interprofessional, multidisciplinary care

- I will apply the cultural lessons learned and remember to avoid assuming anything about anyone regardless of my own cultural background…while working together as a rehab team…to treat together as a rehab team…to treat

-CHIP “has opened me to accepting different ways of attending to daily life; there is no right or wrong way.

Application for future practice

- Increased professional
- Advocacy for others
- Increased interprofessional, multidisciplinary care

Table 1: Quantitative Data Results: Wilcoxon Signed Rank Test

<table>
<thead>
<tr>
<th>Topic/Question</th>
<th>Pretest Mean</th>
<th>Posttest Mean</th>
<th>Wilcoxon Signed Rank Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural competency</td>
<td>71.54154</td>
<td>76.65145</td>
<td>0.050*</td>
</tr>
<tr>
<td>Interprofessional skills</td>
<td>13.24077</td>
<td>16.71541</td>
<td>0.073</td>
</tr>
<tr>
<td>CCHPA</td>
<td>34.65145</td>
<td>38.24077</td>
<td>0.060*</td>
</tr>
</tbody>
</table>

Significant statistical difference was found between pre-test and post-test of the Modified TSS and the CCHPA. No significant difference was found for the attitude section of the Modified TSS and the CCHPA.