The purpose of the present study was to determine athletic trainer (AT) and nurse practitioner (NP) students' knowledge and readiness for IPe, ability to define the roles and responsibilities of the respective disciplines, and work as part of an IPe team in caring for a patient.

METHODS

The present study was a pre-test, post-test-intervention trial. The study was conducted around November 2015. The student participants were in the inaugural year of the School of Nursing simulation lab at California Baptist University. Twenty entry-level Master of Athletic Training students and 8 Nurse Practitioner students participated in the study. The primary goal was to respond to the scenario on the basketball court, provide immediate evaluation and care of the patient, then transfer care to a NP student at the clinic. The student would then perform their clinical evaluation and determine if any further treatment was needed. All 28 students were given a questionnaire, Readiness for Interprofessional Learning Scale (RIPLS) (Cronbach 0.9 0.90), to determine their knowledge of and readiness for IPe the day before the simulation. The day of the simulation the students were split into two groups; those who would receive the intervention and those who would not. The students in the intervention group were allowed 30 minutes prior to the start of the simulation to review the simulation scenario of a previous group (AT students). This group also received a 30 minute pre-briefing which included a discussion of a written description of the scenario. After the simulation all students were given the RIPLS questionnaire again. The questionnaires were collected and analyzed using SPSS software.