

The SPICE-R Instrument

Background

The Student Perceptions of Interprofessional Clinical Education–Revised (SPICE-R) instrument evolved from the Student Perceptions of Physician-Pharmacist Interprofessional Clinical Education (SPICE) instrument. A detailed description of the development and validation of the SPICE instrument was published in the *American Journal of Pharmaceutical Education* in 2013. An additional study assessing the performance of the SPICE instrument before and after students participated in a predefined interprofessional education experience was published in *BMC Medical Education* in 2014. Profession-specific language from the original instrument was revised to allow the SPICE-R instrument to be used in educational settings irrespective of health professional affiliation. The SPICE-R instrument contains 10 items and 3 factors dedicated to interprofessional teamwork and team-based practice (items 1, 5, 6, & 8-10), roles/responsibilities for collaborative practice (items 2 & 7), and patient outcomes from collaborative practice (items 3 & 4). The SPICE-R instrument demonstrated reliability and construct validity which was described in an article published in the *Journal of Interprofessional Care* in 2014.

The SPICE-R Instrument

Dear Health Professional Student:

In this survey you are being asked about your attitudes toward interprofessional health care teams and the team approach to patient care. By interprofessional health care team, we mean two or more health professionals (e.g., nurse, pharmacist, physician, etc.) who work together to plan, coordinate, and/or deliver patient care.

Please be candid as you indicate the extent of your agreement with each of the following statements related to interprofessional teams and the team approach to care.		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	Working with students from another health profession enhances my education	1	2	3	4	5
2.	My role within an interprofessional healthcare team is clearly defined	1	2	3	4	5
3.	Health outcomes are improved when patients are treated by a team that consists of individuals from two or more health professions	1	2	3	4	5
4.	Patient satisfaction is improved when patients are treated by a team that consists of individuals from two or more health professions	1	2	3	4	5
5.	Participating in educational experiences with students from another health profession enhances my future ability to work on an interprofessional team	1	2	3	4	5
6.	All health professional students should be educated to establish collaborative relationships with members of other health professions	1	2	3	4	5
7.	I understand the roles of other health professionals within an interprofessional team	1	2	3	4	5
8.	Clinical rotations are the ideal place within their respective curricula for health professional students to interact	1	2	3	4	5
9.	Health professionals should collaborate on interprofessional teams	1	2	3	4	5
10.	During their education, health professional students should be involved in teamwork with students from other health professions in order to understand their respective roles	1	2	3	4	5

Publications:

1. Fike DS, Zorek JA, MacLaughlin AA, Samiuddin M, Young RB, MacLaughlin EJ. Development and validation of the student perceptions of physician-pharmacist interprofessional clinical education (SPICE) instrument. *Am J Pharm Educ.* 2013;77(9): Article 190.
2. Zorek JA, MacLaughlin EJ, Fike DS, MacLaughlin AA, Samiuddin M, Young RB. Measuring changes in perception using the student perceptions of physician-pharmacist interprofessional clinical education (SPICE) instrument. *BMC Med Educ.* 2014;14:101.
3. Dominguez DG, Fike DS, MacLaughlin EJ, Zorek JA. A comparison of the validity of two instruments assessing health professional student perceptions of interprofessional education and practice. *J Interprof Care.* 2014 Aug 7 [Epub ahead of print].