

EPIS

Extended Professional Identity Scale, psychological interprofessional identity test

Instructions for participants

With this questionnaire we would like you to give your personal opinion regarding *interprofessional collaboration* as a (future) professional. There are no right or wrong answers. Interprofessional collaboration happens when individuals from different professions collaborate to complement each other in order to achieve an optimal joint outcome. Interprofessional collaboration can apply to the collaboration between members any profession. Therefore, it can also apply to welfare and other professions and clients instead of patients. Some items might not relate to your own profession or work setting. However, these items only measure your way of thinking.

We will process your response carefully and anonymously. Participation is on a voluntary basis. Thank you in advance for completing this questionnaire.

- 1 = strongly disagree
2 = disagree
3 = neutral / no opinion
4 = agree
5 = strongly agree

CAUTION!
Only one answer per question i.e., cross only one box.
If you need to change your answer, please cross a new box and black out the previous one

Interprofessional belonging

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. I like meeting and getting to know people from other health professions. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 2. I feel a strong attachment toward interprofessional teams comprising cross-disciplinary health professionals. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 3. I enjoy learning and collaborating with people from other health professions. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 4. I like learning about other health professions. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Interprofessional commitment

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 5. I would be very happy to spend the rest of my career with an interprofessional team. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 6. I identify myself with other members of an interprofessional team. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 7. I am proud to be a part of an interprofessional team. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 8. I prefer working with others in an interprofessional team | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Interprofessional beliefs

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 9. All members of an interprofessional team should be involved in goal setting for each patient. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 10. When care decisions are made, the interprofessional team members should strive for consensus on planned processes. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 11. Interprofessional team members should jointly agree to communicate plans for patient care. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 12. Joint clinical decision-making should be an important part of interprofessional collaboration. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Reference: Reinders, J.J., Lycklama À Nijeholt, M., Van Der Schans, C.P. & Krijnen, W.P. (2020) The development and psychometric evaluation of an interprofessional identity measure: Extended Professional Identity Scale (EPIS), *Journal of Interprofessional Care*. <https://www.tandfonline.com/doi/pdf/10.1080/13561820.2020.1713064>



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Interpretation of EPIS

The three dimensions of interprofessional identity and their meaning are: interprofessional belonging (degree of inclusiveness as associated with being interested in other professions), interprofessional commitment (degree of personal importance of interprofessional collaboration as related to a long-term orientation on working with other professions), and interprofessional beliefs (degree of behavioral orientation towards interprofessional collaboration).

Data-analysis

During data-analysis, it is recommended to create four new variables from the 12 items: an overall EPIS index and three subscales. Which are the averages of the EPIS index (12 items), and the subscales Interprofessional belonging (4 items), Interprofessional commitment (4 items), and Interprofessional beliefs (4 items). Measurement levels of the subscales lie within ordinal and interval level. Therefore, it is advisable to first assess whether each subscale adheres to a normal distribution. If so, statistical analysis can be performed on the overall mean score but also on the mean scores of each separate subscale, and additionally, a parametric test, like a linear model, would yield more statistical power and therefore it is advisable to explore parametric options like t-tests, ANOVA, or regression before resorting to nonparametric alternatives.

Please notice

It is important to note the EPIS does not measure a specific 'professional identity' but an 'interprofessional identity'. These are two complementary identities. This theoretical view is based on the notion that each individual has widening circles of group membership (Turner, 1987). Theoretical assumptions are described by the Extended Professional Identity Theory (Reinders, 2018; Reinders et al., 2018). Interprofessional identity can be perceived as a role-related motivation associated with interprofessional collaboration. Because it is role-related, it is more stable and sustainable compared to, for instance, attitude (positive or negative evaluation of an entity).