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A Qualitative Evaluation of the Interprofessional Student Hotspotting Learning Collaborative: Perceptions of Student and Faculty Advisor Participants

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Introduction: Student participation in interprofessional education has proven beneficial in regards to students' understanding of professional roles, team situational awareness, and appreciating the need for collaboration. The interprofessional student hotspotting learning collaborative enables students to work in teams to help serve patients categorized as health-system "super-users", defined as those who overuse inpatient and/or emergency hospital services, over a period of six months' time. This model will allow students to have real patient encounters and to begin utilizing their own roles within interdisciplinary teams.

Objective: This study aims to evaluate the impact of the interprofessional student hotspotting learning collaborative on student participants.

Methods: Our study analyzes the impact of participation in the hotspotting curriculum on the change in students' knowledge, attitudes, skills, and behaviors, and identifies which change impacts the largest number of students. Students represent various healthcare specialties including but not limited to nursing, pharmacy, and medicine. Students will be given surveys and will participate in focus groups, and this data will be compiled and analyzed for statistical significance and quantitative analysis for patterns and trends.

Results: The results of this study demonstrate that students have improved understanding of their roles on an interprofessional team as well as changes in attitudes towards being a member of an interprofessional team. They also suggest improvements for the program and suggestions for faculty advisors.

Conclusions: Using these results, we can further develop the hotspotting program to initiate changes in the behavior of the members of interprofessional teams. Changes in interprofessional behaviors during education can lead to changes in behavior during their careers.

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