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# THE T.E.A.M. APPROACH TO INTERPROFESSIONAL EDUCATION FOR PRE-PROFESSIONAL AND PROFESSIONAL HEALTH STUDENTS

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## Purpose/Objective

To develop an evidence-based framework for interprofessional education (IPE) for pre-professional undergraduate and graduate health professional students and examine the sustainability of program implementation using the T.E.A.M reporting tool.

## Background/Introduction

Graduate, health professional students are exposed to IPE to meet accreditation standards and to prepare for interprofessional collaborative practice (IPCP) through a variety of activities and events. Results of IPCP in a healthcare environment include an enhanced quality of patient care, improved patient outcomes, greater patient satisfaction, and lower health-care costs. This project aimed to:

- 1) Assess the impact of current IPE programming on graduate, professional student learning
- 2) Support an evidence-based framework to develop IPE programming for pre-professional undergraduate students (using the W.K. Kellogg Logic Model)
- 3) Determine if current evaluative processes using the T.E.A.M. reporting tool can adequately reflect IPE program sustainability offered to pre-professional undergraduate and graduate health professional students.

Literature supports that integrating IPE activities into health professional students' curriculum leads to:

- Gratitude towards the social interactions with other students from different disciplines
- A greater interest to collaborate in interprofessional teams more often, and
- A heightened understanding of the professional training of other disciplines

Comparison of existing pre- and post-IPE program survey data from graduate, professional students participating in IPE activities reveal that the use of IPE programs:

- Improved awareness of professional **roles and responsibilities**, and
- Enhanced **collaborative behaviors** between disciplines via **communication and leadership strategies**

Using these findings, it was determined that implementation of IPE at the foundational level is beneficial, including exposing pre-professional undergraduate students to IPE concepts. However, there is a paucity of research demonstrating how to effectively structure IPE activities and events for both pre-professional undergraduate and graduate health professional students. Similarly, gauging the success and sustainability of IPE can be a challenge, with data potentially coming from multiple sources. The T.E.A.M reporting tool has the potential to assess for sustainability by measuring various aspects involved with IPE programming including: T- Turnout (attendance), E- Effort (participation and professionalism), A- Assignments (satisfactory completion of assignments by due date), and M- Mastery of Knowledge (tested through examination).

To effectively implement IPE programming for both pre-professional undergraduate and graduate professional health students, consideration of outcomes to be measured (i.e. use of the T.E.A.M. reporting tool) alongside the key components for curricular development that is impactful and sustainable is essential.

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## Methods

The W.K. Kellogg Foundation Logic Model was utilized to systematically synthesize data and identify key components to consider for planning and implementing IPE curriculum for pre-professional and professional health students (see Figure 1). Relevant evidence collected from a literature review and analysis of pre- and post-program surveys were used to build a model comprised of six categories including:

- 1) The existing **Problem or Issue**
- 2) Program specific **Needs or Assets** that will assist with sustainability of programming
- 3) The **desired Results/Outcomes** with implementation of IPE events/activities
- 4) Potential **Influential Factors** that may hinder or support efforts for IPE implementation
- 5) Example **Strategies** to ensure successful implementation, and
- 6) Identification of **Assumptions** for why solving the problem/issue is important

Components from previous IPE events and activities were then compiled into the T.E.A.M. reporting tool to more equitably assess programmatic success with graduate health professional students, including data synthesized from pre- and post-IPE program surveys.

## Discussion/Conclusion

Interprofessional education is defined as “students from two or more professions learning about, from and with each other to enable effective collaboration and improve health outcomes” (World Health Organization, 2010). When used effectively, IPE prepares students to act as a more effective member of an interprofessional team.

IPE programming for pre-professional undergraduate and graduate professional health students can be structured using group exercises, case studies, reflective exercises and observations of interprofessional teams. Presentation of curricular content that is common to various disciplines may include issues around values and ethics, interprofessional communication, roles and responsibilities, team and teamwork and patient safety.

Using the evidence-based framework, as depicted in the W.K. Kellogg Logic Model, a consistent vision and understanding of IPE can be shared among students, regardless of the level of learner.

In addition, the T.E.A.M. reporting tool can highlight and compare key components to consider to build a sustainable model for IPE for pre-professional and health professional students that will most optimally impact student learning.

**Figure 1: Logic Model Development Diagram**

