What differentiates interprofessional attitudes and achievement of high and low performing teams in an online interprofessional education? A preliminary investigation in Hong Kong

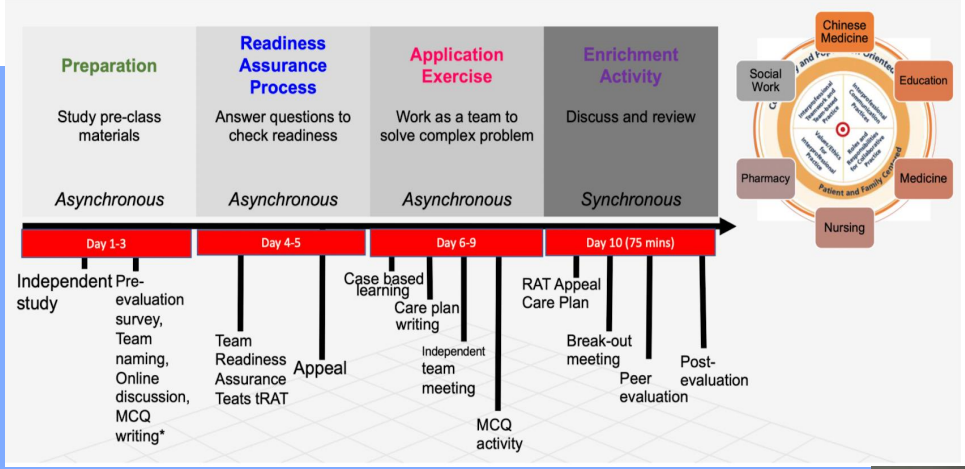
Authors: Dr. George Tipoe,
Dr. Fred Ganotice
Dr. Linda Chan,
Dr. Amy Chow,
Prof. US Khoo,
Dr. May Lam,
Ms. Rebecca Poon,
Dr. Michael Wang,
Mr. Francis Tsoi
Ms. Rebecca Liu(Speaker)

Background

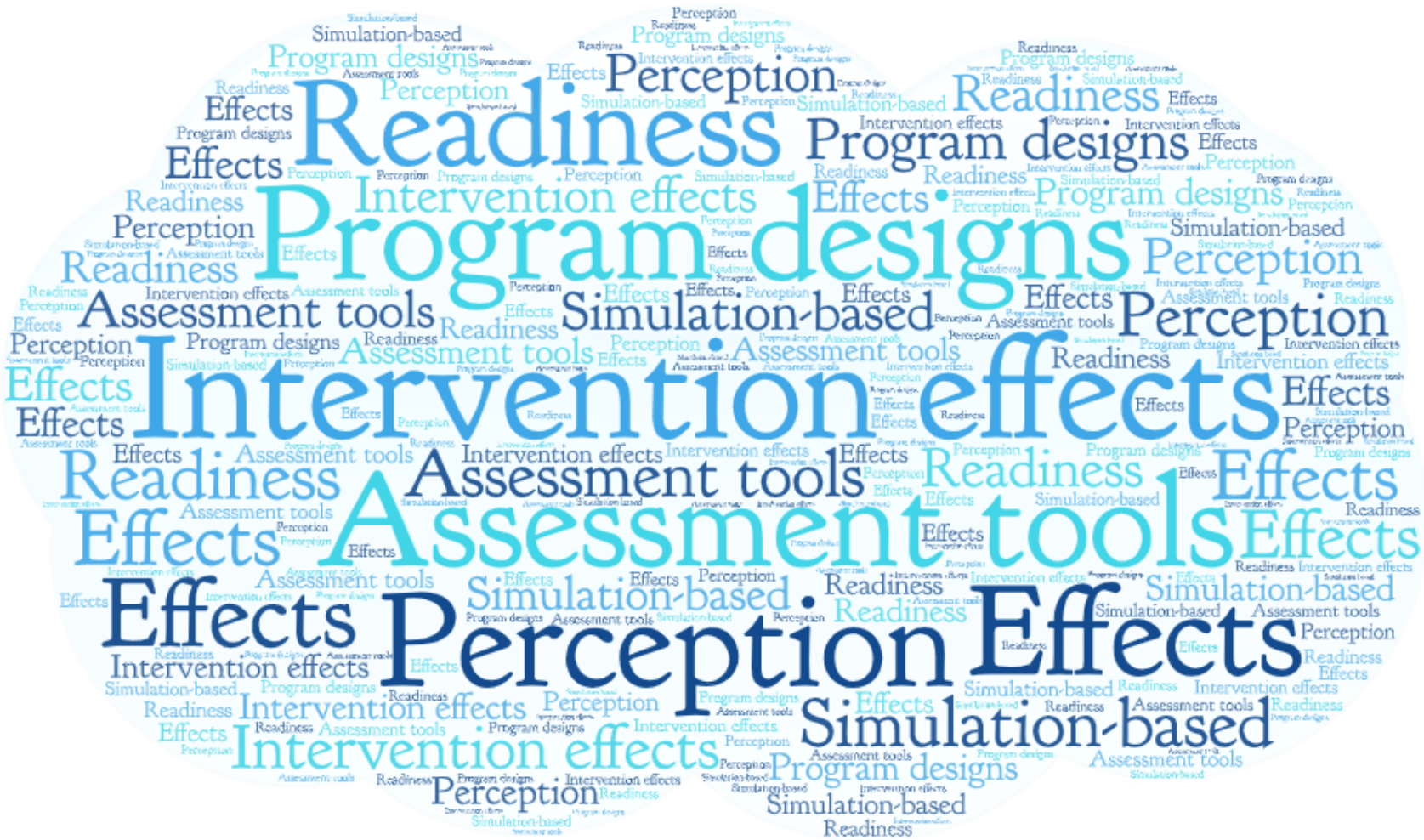
“Interprofessional education (IPE) is organized to break down silos in education by training students from diverse specialization to become collaborative-practice ready through learning *with*, *from*, and *about* each other.”

It is important to advance our understanding about how IPE is organized, designed and implemented.

The online IPE model



Transition to Online IPE amid the covid-19 pandemic


Readiness
Program designs
Intervention effects
Assessment tools
Perception
Simulation-based
Effects

Characterizing High-performing IPE teams

Practically

Is important for improving conditions to facilitate and excellent interprofessional collaborative team and to inform suitable interventions for the low achieving teams.

Theoretically

Is important to the conceptualization of the high-performing teams in IPE.

Objectives

- To **identify** high- and low-performing teams in terms of their scores on interprofessional collaborative outcomes: team effectiveness, goal achievement, and readiness assurance process
- To **differentiate** and **describe** the high- and low-performing teams' interprofessional attitudes in terms of teamwork, roles and responsibilities, patient-centeredness, diversity and ethics, community centeredness, and scores on the application exercise.

Hypotheses

- **High-performing teams would have a higher interprofessional competency as indicated by their higher value they placed on teamwork, roles and responsibilities, patient-centredness, diversity and ethics, and community-centeredness compared with the low-performing teams.**
- **They are also those who score higher in application exercise.**

Methods

Preparation	Readiness Assurance Process	Application Exercise	Enrichment Activity
Study pre-class materials	Answer questions to check readiness	Work as a team to solve complex problem	Discuss and review
Asynchronous	*Asynchronous*	*Asynchronous*	*Synchronous*

Day 1-3

- Independent study
- Pre-evaluation survey, Team naming, Online discussion, MCQ writing*

Day 4-5

- Team Readiness Assurance Teats tRAT
- Appeal

Day 6-9

- Case based learning
- Care plan writing
- Independent team meeting
- MCQ activity

Day 10 (75 mins)

- RAT Appeal Care Plan
- Break-out meeting
- Peer evaluation
- Post-evaluation

Participants

10-day IPECP program

Online Asynchronous and Synchronous sessions

Chinese Medicine, Medicine, Nursing, Pharmacy, Undergraduate Social Work, and Master's Social Work
n=274

10 High-performing teams (*n*=69)
7 Low-performing teams (*n*=50)

Procedures

Grouping criteria

1st (Lower)/ 3th (Upper)quartile on

(a) Behavioral dimensions favorable attitude on team effectiveness and goal achievement

(b) Cognitive dimensions: scores on the team readiness assurance test (tRAT).

Measures

The Interprofessional Attitude Scale (IPAS)

Five dimensions measuring how the students value the following:

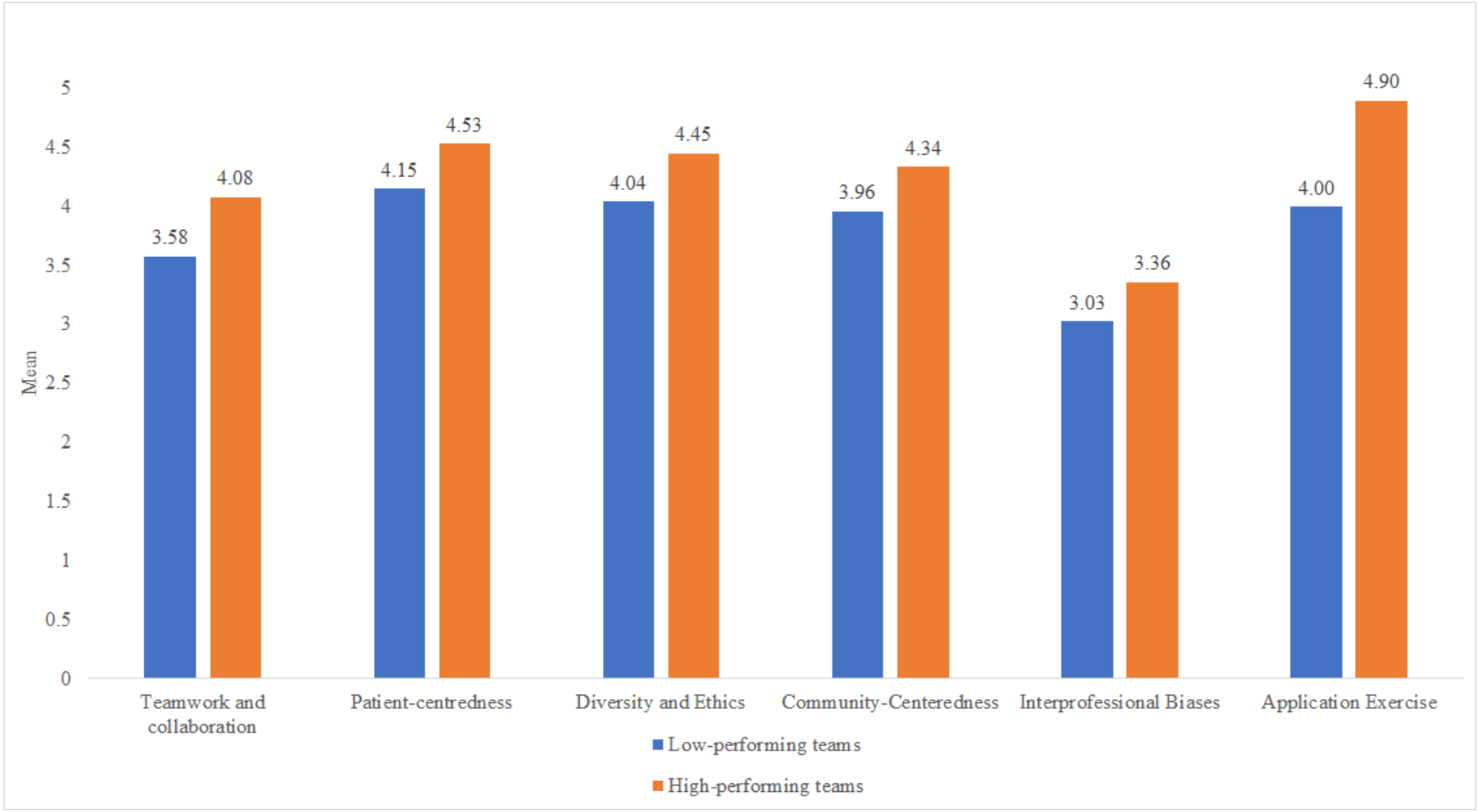
1. teamwork, roles, and responsibilities
2. patient-centeredness
3. interprofessional biases
4. diversity and ethics
5. community-centeredness

Application Exercise

MCQs written by content experts based on a clinical case scenario which is the heart of team-based learning

Results

Mean scores on competencies for interprofessional learning between high-performing and low-performing teams.



Discussion

- ✓ **Provided support to earlier study where greater interprofessional collaboration distinguish high from low functioning teams in IPE**
- ✓ **Closer examination to high performing teams enable us to contribute in the discussion of the antecedents and consequences their learning.**
- ✓ **Identification of the low-performing teams serves as a challenge for teachers to think about supplemental support program design to help them achieve the competencies needed**

Future directions

- Teacher’s involving in rating high and low performing teams
- Analysis of discourse in the online environment to investigate interaction patterns in both groups

Strive for excellence in
Interprofessional education