

PERSPECTIVE: INTERPROFESSIONAL EDUCATION: SKILLS TRAINING (IPST) TEAM PROJECTS, PROCESSES, AND REACTIONS

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ABSTRACT: Poster (P-14)

Purpose: Along with their peers in the Schools of Pharmacy, Nursing, Social Work, Human Kinetics and Recreation, and the Doctor of Psychology Program, Medicine students at Memorial complete the Interprofessional Education: Skills Training (IPST) program. As part of the first IPST topic (Team Functioning), interprofessional student teams must collaborate on a project that will demonstrate their understanding of interprofessional roles and team dynamics. The purposes of this poster presentation are:

1. to describe the IPST team project structure using examples from four cohorts of IPST students,
2. to present and discuss one such team project which incorporated an innovative, creative arts-based approach seldom adopted, and
3. to describe and compare across professions the feedback provided by and to IPST participants.

Methods: Faculty facilitators for each team informed their students that the format of each project was left deliberately open to the team's discretion to allow students to experience and learn from the team's collaborative and creative processes.

Student teams presented their projects to a panel comprising IPST facilitators and peers, who provided structured feedback. Team projects were rated along three dimensions - *interprofessional team member representation, demonstration of professional and cultural respect, and evidence of student teamwork.*

Results: IPST student teams have chosen a variety of formats for their presentations, frequently choosing PowerPoint lectures, interactive game-shows, video and live role-plays. In this case, the team demonstrated their knowledge using a collection of interconnected abstract paintings. When assembled, the paintings portrayed the image of a whole person in the centre; as the team submitted, "all the paintings come together to showcase the most important aspect of all of our healthcare-related professions, patient centred care." Assessment and evaluation feedback indicated a positive reaction to the creative and curricular components of the project(s).

Conclusion: IPST student teams overcome a desire for more structured curricular assignments to produce their team projects. Through this assignment, interprofessional teams undergo a process through which they learn with, from and about each other to demonstrate their understanding of collaboration skills and knowledge. Creativity in this process can deepen and enhance learning for this and other programs.