

The Interprofessional and Inter- Institutional Journey of Team Arizona: Advancing Integration and Impact through a Health Care Team Summit

Collaborating Across Borders V
Roanoke, Virginia
September 30, 2015

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Team Arizona Participants

Faculty and students from:

- *University of Arizona*
 - Medicine
 - Pharmacy
- *Arizona State University*
 - Nursing
 - Social Work
 - Nutrition
- *Northern Arizona University*
 - Physician Assistant
 - Physical Therapy
 - Occupational Therapy

Goals of Team Arizona

- Improve students' understanding of the role and training requirements of their interprofessional colleagues.
- Strengthen students' linkage of effective interprofessional collaboration to positive team and patient outcomes.
- Provide opportunity for students to collaborate with students from other professions through case-based discussion.

Team Arizona Agenda

Format: Half-day workshop/exercise

11:30-12:45 Lunch/Faculty introductions & development

12:45-1:00 Student registration and introductions to each other in their assigned groups

1:00-2:30 Introduction/Brief synopsis by each profession/Q & A

2:30-4:00 Case-based exercise in small groups with guided questions and development of a patient care plan

4:00-5:00 Faculty debrief

Interprofessional Student Groups

- Three large groups for the introductory curricular sessions were held in Learning Studios.
- Within the Learning Studios, students were organized by their assigned small groups and were with their assigned faculty facilitator.
- Small groups were comprised of 7-8 students from varying professions with 1-2 faculty prioritized to represent any profession not contained in the student group composition.

Team Arizona Challenges

- Student schedules
- Faculty availability
- Curricular design and content
- Faculty development
- Communication with the students

Interprofessional Curriculum Evaluation

- Pre-assessment completed prior to the event: both electronically and paper copies
- Post-assessment completed by each student at the end of the Team Arizona Workshop
- 242 students participated and 164 completed BOTH the pre and the post assessment
- 70% response rate
- 10 questions about attitudes and values toward interprofessional collaboration; 10 questions about team member roles and training requirements

Statistical Analysis

- Attitude and value questions utilize 5-point Likert-like scale:
- 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree
- Results were not normally distributed and negative skew could not be corrected through typical data transformations.
- Wilcoxon signed rank test for related samples used to determine changes from pre-test to post-test.

Results: Demographics

- 70.7% female
- 66.5% Caucasian; 13.4 % Latino
- Majority 20-24 years old (45 %)
- Medicine (31.7%)
- Nursing (14 %)
- Physical Therapy (14%)

Results: Attitudes and Values

- Students made statistically significant gains in 7 out of 10 attitudes and values toward interprofessional collaboration.
- Largest gains made in the following areas:
 - *Health professionals working on teams are more responsive than others to the emotional and financial needs of patients (-.45 mean difference, $p < .001$)*
 - *Patients receiving team care are more likely than other patients to be treated as whole persons (-.32 mean difference, $p < .001$)*
 - *Working in teams unnecessarily complicates things most of the time (-.32 mean difference, $p < .001$)*
- Medical students more likely than other students to agree that physicians should have the final word in team decisions (1.12 mean difference; $p < .01$)

Results: Roles and Training Requirements

- Student match role descriptions and training requirements with correct professional.
- Statistically significant gains in understanding of other professionals' roles (pre-test mean = 2.63; post-test mean = 3.91; $p < .001$).
- Statistically significant gains in understanding of other professionals' training requirements (pre-test mean = 4.33; post-test mean = 6.07; $p < .001$).
- Greatest gains made in their understanding of the roles of physical therapy and occupational therapy and the social workers' training requirements.

Implications

- Participation in Team Arizona associated with:
 - More positive attitudes and values toward interprofessional collaboration.
 - Greater understanding of other professionals' roles.
 - Greater understanding of other professionals' training requirements.
- More attention to the importance of shared decision-making and to medical students' concerns about professional liability may improve disciplinary variability on this area.