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Please select the theme that is reflected in your abstract	Advancing Innovative Interprofessional Collaboration
Submission Type	Platform/Oral Presentations - 15 Min
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Session Title (Enter the abstract title exactly as you would like it to appear in the program materials)	Implementing a faculty-student partnership to build a virtual interprofessional learning community: Team-based learning in 'real-time'
Check here if you are interested in presenting a poster if your abstract is not selected for an educational session.	Check here if you are interested in presenting a poster if your abstract is not selected for an educational session.
Session Description (Please enter your abstract description of 150 words or less exactly as you would like it to appear in the program materials)	During this session, we will describe how our team of students and faculty worked together to create an interprofessional on-line “collaboratory” course. This new web-based learning environment was purposefully designed to foster interprofessional teamwork in healthcare education. This course uses a case-based format centered on a virtual “Family-Tree” to engage interprofessional teams working together to plan care for a featured patient within his social context. We will describe the key elements in

designing a “collaboratory” using the student-faculty partnership model. Many strategies were used to engage the student and faculty developers as they worked through the process of course design. The “collaboratory” can be beneficial to interprofessional teams in offering an asynchronous format to learn team concepts, roles, and communication strategies. Developing a web-based course for multiple professions presents many challenges. We will discuss how we worked through those challenges and share lessons learned

Presenters (Please list who will present the poster at the Forum if selected. First Name, Last Name, Credentials, Institution, Profession)

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Please list all professions involved in this abstract

Nursing, Occupational Therapy, Dentistry, Social Work, Public Health, Program Manager, Librarian

Three Behavioral Goals and Objectives

1) The participant will describe the key elements in designing a virtual "collaboratory" course. 2) The participant will discuss the benefits of developing a multi professional virtual course for health profession students. 3) The participant will explain strategies to overcome the challenges in developing a "collaboratory" using a faculty-student partnership model.

Background or Rationale

Numerous national and international professional organizations have acknowledged that interprofessional collaboration is critical to the safety, effectiveness, timeliness, and efficiency of health care. Therefore education across health professions, rather than in siloed environments, is essential to preparing future healthcare providers for

the reality of interprofessional team-based healthcare. Current accreditation standards for multiple health professions similarly acknowledge the importance of interprofessional relationships, citing standards that aim to strengthen the effectiveness of these relationships. Developing innovative methods for interprofessional collaboration and education is imperative to the future of improving health care teams' performance.

Methods or Methodology

In keeping with a national and professional focus on interprofessional health provider education, our institution's Office of Interprofessional Curriculum created a web-based learning collaboratory to foster interprofessional teamwork in healthcare education. Representatives from six healthcare programs including medicine, public health, dentistry, occupational therapy, social work, and nursing, partnered with instructional designers to develop the course. Using a case-based format as the frame for engagement across professions, key interprofessional education objectives related to teamwork, communication, roles and responsibilities, and values and ethics provide the course foundation. The case is presented in modules representing four specific life stages with a family history presented as a "Family Tree" using pop ups with brief histories to introduce intergenerational family members. Students will view the case at each life stage and be provided with profession-specific questions and interprofessional activities to guide their steps in care planning across the lifespan.

Results or Findings

Benefits to partnering with interprofessional students for course development include valuable insight into logistical challenges and learner engagement strategies from the perspective of learners. The complexity of bringing together students from five different schools across a large urban campus to learn together in a virtual team environment presents challenges. These have included; identifying a diagnosis that incorporated all disciplines; sequencing discussion boards so that students can develop their discipline-specific plans prior to presenting information to the larger community of health profession students in the course; and the process of overseeing interprofessional discussion boards

Conclusions or Implications

Creating and implementing a virtual "collaboratory" has required considerable reflection beyond course logistics. The ability to communicate professional values and roles is complex; enabling health profession students to work out ways to do this while in their formative education should lay the groundwork for future interprofessional collaboration.

Teaching Methods (Workshops Only)

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HCR ManorCare Disclosure Forms

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Brief Bios

CVs

Attestation: My abstract includes
interprofessional collaboration of at least two
disciplines or professions reflected in
authorship.

Interprofessional Education Collaborative (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington DC: Interprofessional Education Collaborative. Zaudke, J.K., Chestnut, C., Paolo, A., Shrader, S. (2016). The impact of an interprofessional practice experience on student behaviors related to interprofessional communication and teamwork. Journal of Interprofessional Education and Practice, 4, 9-13. Congdon, H.B. (2016). Interprofessional education (IPE) practices at universities across the United States with an established IPE infrastructure in place. Journal of Interprofessional Education and Practice, 5, 53-58. Homeyer, S., Hoffmann, W., Hingst, P. et al. Effects of interprofessional education for medical and nursing students: enablers, barriers and expectations for optimizing future interprofessional collaboration – a qualitative study. BMC Nurs 17, 13 (2018)., P.S. & Scupelli (2017). An online learning collaboratory to address multidisciplinary learning challenges at scale. Interaction Design and Architecture Journal, 33, 11-32.

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Should you have any questions, please contact NAP Headquarters at 859-514-9184