

## **Sigma Congress July 2025**

Oral Presentation – William E. Somerall, Jr., Allison Shorten, Shelly E. Camp, David T. House, Peter E. Bosworth, Brett E. Shorten, Penni Watts, Tera L. Webb, Interprofessional Team Training: In-person or Online, Does the Learning Environment Matter? July 17-20, 2025, Seattle, WA.

### **Abstract:**

Interprofessional education (IPE) prepares students from different health professions to work collaboratively within interprofessional care teams. Based on a post-event survey, this presentation compares student experience and satisfaction with an in-person experience with an online experience.

In the decade before the COVID-19 pandemic, over 4000 graduate and undergraduate students from an urban medical educational institution including nursing, medicine, dentistry, optometry, physical therapy, social work, nutrition, pharmacy, occupational therapy, laboratory science, public health, and physician assistants participated in a half-day in-person Interprofessional Team Training (IPTT) event. Following the presentation of a simulated patient in a large auditorium, 15-18 groups of 20-25 students, along with trained facilitators, moved to classrooms to discuss the medical, environmental, economic, and social factors related to the care of the patient. Each profession described their role in patient care and then collaboratively prepared a care plan based on their individual experience, training, values, attitudes, and perspectives of their disciplines.

During the COVID-19 pandemic, in-person meeting restrictions necessitated moving to online IPTT. In contrast to the in-person experience, 20-25 students from different professions met for 1.5 hours online. After presenting a recorded standardized patient scenario, 4-6 students from various disciplines were placed in breakout rooms where discussions reflecting the above in-person experience occurred. Afterward, students returned to the main room for further discussion. For both experiences, the most important goal was developing communication with students from other health professions.

A pre-/post reflective survey using the revised Interprofessional Collaborative Competency Attainment Scale (ICCAS) assessed student perceptions of their ability to collaborate within interprofessional teams. A comparison of mean ICCAS scores indicated a greater increase with in-person (0.81) compared to online delivery (0.69,  $p=0.038$ ). Students across all professions indicated increased competence and confidence to communicate, function, and problem-solve with other professions.

The logistics of in-person IPTT moving large numbers of people versus the logistics of online IPTT using breakout rooms provides greater efficiency with online IPTT, making online delivery practical and sustainable.