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

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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.
Transition to Online IPE amid the covid-19 pandemic
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
### Participants

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<th>10-day IPECP program</th>
<th>Online Asynchronous and Synchronous sessions</th>
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| Chinese Medicine, Medicine, Nursing, Pharmacy, Undergraduate Social Work, and Master’s Social Work | 10 High-performing teams \((n=69)\)  
7 Low-performing teams \((n=50)\) |
Procedures

Grouping criteria

1\textsuperscript{st} (Lower)/ 3\textsuperscript{rd} (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