

Abstract

Background and Purpose: This study aimed to assess the effects of an evidence-based interprofessional team-based learning (IPTBL) curriculum on interprofessional collaboration (IPC) attitudes of pre-health professional students enrolled in a 3-credit service-learning seminar course.

Methods: This study utilized a pre- and post-test design of self-reported student measures. The target population was pre-health professional students in a service-learning seminar course. The intervention was a care coordination module taught with IPTBL methods. Students' individual versus team readiness was measured for the activity using previously validated knowledge assessments known as individual and team readiness assurance tests (iRAT & tRAT).

Interprofessional collaboration attitudes were also measured pre- and post-intervention utilizing the Readiness for Interprofessional Learning Scale (RIPLS) questionnaire.

Results: 15 participants were included in the study analysis. The mean age of participants was 20.67 years (SD 1.047), 73.3% identified as women, 40% were pre-med students, 20% were Psychology majors, and 86.66% were upper-class students (juniors and seniors). Overall, from pre-test to post-test there was a non-significant median 1-point decline (IQR: 10) in scores assessing self-reported readiness for interprofessional learning. However, the RIPLS subscale items showed a non-significant median 1-point increase (IQR: 5) in students' self-reported readiness for teamwork and collaboration. From the iRAT to the tRAT, there was a median 2-point increase in test scores, suggesting higher readiness assurance for team learning in comparison to individual learning.

Conclusions: Although this study revealed that IPTBL instruction may have no statistically significant effects on students' readiness for interprofessional learning, benefits may include

higher readiness assurance for team learning compared to individual learning and more positive perceptions of interprofessional teamwork and collaboration.

Implications: IPTBL instruction may be a resource-efficient tool to develop pre-health professional students' collaborative practice skills and improve group learning experiences.

Keywords: IPE, teamwork, interprofessional, collaboration, education, interdisciplinary