The T.E.A.M Approach to Interprofessional Education for Pre-Professional and Professional Health Students

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The W.K. Kellogg Foundation Logic Model was utilized to systematically synthesize data and identify key components to consider for planning and implementing IPE curriculum for pre-professional and professional health students (see Figure 1). Relevant evidence collected from a literature review and analysis of pre- and post-program surveys were used to build a model comprised of six categories including:

1) The existing Problem or Issue
2) Program specific Needs or Assets that will assist with sustainability of programming
3) The desired Results/Outcomes with implementation of IPE events/activities
4) Potential Influential Factors that may hinder or support efforts for IPE implementation
5) Example Strategies to ensure successful implementation, and
6) Identification of Assumptions for why solving the problem/issue is important

Components from previous IPE events and activities were then compiled into the T.E.A.M. reporting tool to more equitably assess programmatic success with graduate health professional students, including data synthesized from pre- and post-IPE program surveys.

Using the evidence-based framework, as depicted in the W.K. Kellogg Logic Model, a consistent vision and understanding of IPE can be shared among students, regardless of the level of learner.

In addition, the T.E.A.M. reporting tool can highlight and compare key components to consider to build a sustainable model for IPE for pre-professional and health professional students that will most optimally impact student learning.