

PProviding Exemplary Student Interprofessional Graduate Education (PRESTIGE)
Interprofessional Collaboration Team (ICT)
Progress (Formative) Report

After receiving the announcement of funding, on May 11, 2018, for the 2018-19 Wisdom Family Foundation Interprofessional Education Research Seed Grant, PI, Sandra Arnold, PT, PhD, conducted the first PRESTIGE Interprofessional Collaboration Team (ICT) meeting on May 30, 2018. During that initial meeting, the PI provided a summary of the PRESTIGE grant, and the ICT discussed the PRESTIGE timelines and goals to ensure ICT knowledge, answer questions, share ideas, and plan for grant year. The ICT considered immediate tasks including student and family recruitment for the fall semester, date selection for student activities, school location for teletherapy, IRB processes, and regular meetings for the ICT. The ICT met formally twice in June and July to prepare for the PRESTIGE initiation in concurrence with the August start of the OUHSC Fall 2018 semester. In addition, the ICT met informally as needed over the summer semester, and ICT members met with the College of Allied Health (CAH) IT and the OUHSC IRB to discuss options for the technology and IRB requirements, respectively. The IRB indicated that an IRB was not needed to assess the students, but would be needed to collect any family data. Co-PI Julie Smith, MS, OTRL initiated the IRB process for families, and Co-PI Mona Ryan, MS, CCC-SLP initiated the teletherapy/IT support at the school.

The ICT began the PRESTIGE education component with two students from each of the following disciplines; 1) occupational therapy, 2) physical therapy, and 3) speech-language pathology. Families were also recruited to participate in the parent training component. Over the Fall '18 semester, Arnold and Ryan conducted the four 'formal' class periods with topics related to the IPEC Competencies, and Ryan conducted the teletherapy. Students attended four formal classes and at least two teletherapy sessions. Students came prepared to class/sessions by completing required assignments, engaging in-group discussion, and completing reflection papers after each encounter. Students shared with one another, their current knowledge on interprofessional education (IPE), expressing strengths, needs, and further interest/directions.

Unfortunately, only one family agreed to participate in the parent training and did not have viable IT connection, thus the ICT agreed to modify the student's experience. Smith and Rene Daman, PT, MS, BCBA, LBA provided family training to the six students. During these discussions, students learned about families and shared what they did and did not understand about the families' role in IPE. Smith and Daman were able to guide the students in understanding IPE through the eyes of the family. As with the formal classes, the students completed pre class assignments and post class reflections. The modified family activity, although not originally planned, proved to provide positive outcomes for the students.

The ICT met informally during the semester to evaluate PRESTIGE and student performance. Students completed an initial IPA survey, the IPEC competency Module #1 and quiz, pre-class assignments, and post-class reflections. All students attended all classes. The ICT met formally in December to review the semester, discussing strengths, needs, and follow-up for end of class and plans for dissemination. The ICT agreed that student application to the 2019 CAH Research Day would be the most appropriate first dissemination. Arnold mentored the students on Abstract submission. The students worked together on their abstract and agreed upon the 'presenter.' The student presenter submitted the abstract and just found out that the abstract accepted as a poster presentation to the 2019 CAH Research Day.

To date, the PRESTIGE ICT has followed their timeline, and stayed within budget. The final outcomes will be presented in the Summative and Final reports in May/summer 2019.