

TITLE: Students' Perspective on an Integrative Interprofessional Practicum Experience.

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BACKGROUND AND PURPOSE: The 1998 PEW Health Professions Commission lists interdisciplinary team competence as one of its 21 recommended professional competencies. It is difficult for health professionals to work collaboratively if they do not have exposure to interprofessional teamwork during their formative education. As Physical Therapy (PT), Nursing (NURS), and Occupational Therapy (OT) students, we were given the opportunity to participate in a pilot project for the *Integrative Interprofessional Practicum Experience*, a capstone course for the Interprofessional Education Curriculum. The purpose of this case report is to describe students' perspective of an interprofessional approach to a capstone experience. The focus will be on our interactions as we collaborated as an interprofessional team. **CASE**

DESCRIPTION: Eleven students volunteered [PT (n = 4); NURS (n = 4); OT (n = 3)] to participate in this pilot project. We attended four, two-hour preparatory seminars and a three-hour workshop entitled, "Protecting God's Children." The seminars focused on team development, conflict resolution, and program development. In addition, we met outside of class time to coordinate and collaborate.

Intercommunity Housing Association (IHA), a low-income community setting, was chosen as the interprofessional practice site. The families at IHA depend mainly upon the Emergency Department for access to health care and have little or no health promotion/illness prevention activities. We analyzed IHA community assessment data that was collected previously as part of the VOICES grant. We collaborated to identify health care priorities and develop health promotion/prevention programs. The programs we developed were focused on stress management, health literacy, and health care empowerment. **OUTCOMES:** Benefits of this experience were: 1) identifying interactions that influenced the team's collaborative efforts; 2) experiencing interprofessional teamwork in the "real world"; 3) developing and implementing a health promotion/prevention project for a low-income urban community; and 4) an exposure to the reality of cost containment/management when implementing a health promotion/prevention program. **DISCUSSION:** This case report describes students' interactions as we collaborated as an interprofessional team in the development of programs addressing health care needs of residents living in a low-income community setting. By developing and implementing this project with other health care professional students we were given the opportunity to expand our own learning experience. Health care professionals need to learn to work collaboratively. Our participation in the pilot project will assist in the development of an *Integrative Interprofessional Practicum Experience* that will contribute to the preparation of students for clinical practice.

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