Title: Understanding an Evaluation of Teams-Based Interprofessional Clinical Dental Education at Griffith University through Student Perceptions

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Introduction/Background
The School of Dentistry and Oral Health (DOH) uses an interprofessional teams-based process focussed on peer teaching through increased collaboration between students from three separate oral health programmes. The validation of a scale to evaluate the clinical educational effectiveness of this process has been previously reported.1 This presentation will report on the qualitative research findings providing meaning to the quantitative results.

Purpose/Objectives
To identify student perceptions of aspects of the teams-based process that enhanced or negatively impacted on the quality of their clinical dental education.

Issues/Questions for exploration or ideas for discussion
What are the effects of interprofessional student teams-based processes on the quality of clinical dental education?

Results
Eighty-five of the 189 (45%) participating students supplied qualitative responses. A thematic analysis identified three factors that contributed to the success of the teams-based process: collaborating with other disciplines during treatment planning, implementing effective inter-disciplinary referrals and discussing interprofessional aspects of particular cases. Facets of the teams-based process that inhibited success related to the amount of paper-work and lack of understanding amongst junior students.

Discussion
The qualitative analysis provided a meaningful explanation of the quantitative analysis and insights into how the teams-based processes impacted on student perception of dental clinical education. This evidence has contributed to ongoing improvements to the teams-based process.

Conclusion
Both quantitative and qualitative findings from this evaluation provided understanding about the teams-based model and its impact upon quality in clinical dental education.