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Student Perceptions of an Interprofessional Collaboration in an Experiential Learning Setting

Briana J. Spicer^a, Brooke N. Burk^b, and Megan Mahowald^b

^aLa Crosse Area Family YMCA; ^bMinnesota State University, Mankato

ABSTRACT

Interprofessional collaboration (IPC) in an experiential learning setting can provide undergraduate and graduate students opportunities to learn about other professional practices, address patient/individual needs, and learn to work in a team setting that is respective of many disciplines. The current study examined the impact of an interprofessional summer camp, Camp Maverick: Rec N' Read, on undergraduate and graduate students' perceptions of their learning. The students participated in focus groups after the IPC experience to reflect on their learning throughout the camp. Our findings suggest that a camp setting, outside of clinical practice, can provide a unique learning experience for individuals in a variety of disciplines related to health, especially those in recreation and leisure sciences. We conclude that the additional IPC learning experiences are needed to bring students the opportunity to learn professional practices in clinical sciences, humanities, and education. It will better prepare students for professional practice.

KEYWORDS

Interprofessional collaboration; experiential learning; interprofessional education

Interprofessional collaboration is important for parks and recreation professionals in a variety of settings. In community, clinical, or nonprofit settings, professionals frequently find themselves working in multi-disciplinary teams to meet the needs of residents, clients, and participants. Thus, it is important for students in parks and recreation programs to be provided with opportunities to learn with and from one another prior to stepping into a professional career setting. To both prepare students for these multi-disciplinary teams and also meet a growing need in the community for engaging literacy interventions, the authors developed a camp program to teach graduate and undergraduate students to work in interprofessional teams while simultaneously helping children who are struggling with reading and writing to make needed improvements for academic and emotional wellbeing. This study is focused specifically on an examination of the perceptions of the interprofessional and experiential learning program for graduate and undergraduate students. We argue that students in parks and recreation academic programs would benefit from more interprofessional learning opportunities.

Interprofessional collaboration

According to the American Interprofessional Health Collaborative, interprofessional collaboration (IPC) is the process of developing and maintaining effective working relationships with learners, practitioners, patients/clients/families, and communities to enable optimal outcomes. Elements of IPC include respect, trust, shared decision making and problem-solving, as well as teamwork and partnership (AIHC, 2021) among disciplines on a care team and within healthcare and

community settings. Students, educators, clinicians, managers, and researchers believe that the competencies for interprofessional collaboration are essential for current and future professionals to understand and embrace (Botten, 2012). Previous research also suggests that interprofessional collaboration has necessary patient benefits as well (Global Forum on Innovation in Health Professional Education, Board on Global Health, Medicine, I. o., National Academies, National Academy of Sciences, & National Academies, Institute of Medicine, 2013). This is important to note because the organization of the university and college setting leads to natural separations of disciplines even when many professions and areas of study share theories, concepts, and practices (Hall & Hall, 2005). Students of a variety of human service professions could benefit from collaboration with other disciplines within and outside of healthcare, including the humanities, in their academic preparation (Hall & Hall, 2005).

IPC includes “active participation in situations directly involving an individual’s perspectives from more than one profession/occupation” (Pollard, 2009, pp. 2847). It is through interprofessional collaboration that professionals and students begin to learn, with, from, and about one another (Pollard, 2009) and this is an important value of IPC. Synergy is found throughout the process of IPC which is the combining of single entities into one greater entity. In practice, this can lead to more creative solutions to challenges presented by the patient (Drinka et al., 1996). The collaboration of more than one discipline creates a cohesive group that brings about an effective outcome, better care for patients and clients. It is through this synergy, the strengths and skills of each contributing professional are maximized, thus increasing the quality of patient/service user care (Botten, 2012). Beyond increasing patient care, IPC provides advantages for the professional as well by fostering the development of new sets of skills and knowledge, as well as, improving communication and problem-solving skills of those working in an IPC setting (Bridges et al., 2011). Another value to creating an interprofessional collaborative team is that each professional comes from a complementary background and provides their own set of skills to share with the team (Hall & Hall, 2005). However, if professionals do not have general working knowledge and understanding of the other discipline, the collaboration will not be as effective. Therefore, interprofessional *education* that is both didactic and clinical is needed to create a robust learning environment where the improved patient outcomes can be seen.

Despite the positive outcomes of IPC, there are potential consequences that must be acknowledged. In an IPC setting, communication among the members of the team is essential (Hall & Hall, 2005). Education on communication practices often includes strategies to communicate with patients or clients and also communication among individuals in the same discipline. However, a key element of IPC is interprofessional communication and this is important to discuss care options and determine roles within the team. Thus, interprofessional education must include communication before IPC teams are formed (Hall & Hall, 2005).

Interprofessional education

According to Congdon (2016), as students become more immersed in their professions, they become more reluctant to break out of their fixed professional silos. Disciplinary-specific training in “professional silos,” can lead to difficulties when creating interprofessional teams. Therefore, many argue that developing collaborative teams after educational training should not be standard practice. Rather, as educators and proponents of interprofessional education (IPE), we must provide a workforce prepared to practice within an interprofessional team. In fact, curricular standards for most profession education programs now include interprofessional education as a required curricular element (Sexton & Baessler, 2016). Unfortunately, the realization of the benefits of interprofessional education in practice has been slow to develop and often universities struggle to facilitate IPE due to a lack of resources to provide experiential learning opportunities that incorporate interprofessional collaboration (Sexton & Baessler, 2016).

Nonetheless, an increased number of experiential IPE experiences are warranted in several universities across the United States to prepare students for their profession (Congdon, 2016) both in and outside of healthcare practices. Research also suggests that policymakers from Canada, United Kingdom, and the United States are recommending improving professional curricula to ensure students are prepared well enough for collaborative practices (Congdon, 2016; Park et al., 2014). As such, universities across the United States have begun to build and enhance the infrastructure to support IPE. Students educated in IPE through courses are more likely to become collaborative professionals who show respect and positive attitudes toward professionals in contrasting disciplines improving patient/client outcomes (Costanza, 2015). Altogether, the findings indicate that IPE, which is the process of preparing people for collaborative practice, and IPC itself, is used more frequently in professional education which has led to improved outcomes in patient and client care in a variety of settings (Reeves et al., 2013).

Experiential learning in higher education

Experiential learning (EL) means to learn and reflect from experiences. Experiential Learning Theory (Kolb & Kolb, 2005) indicates that to gain knowledge from an experience the learner must; 1) be actively involved in the experience, 2) be able to reflect on the experience, 3) use analytical skills to understand the experience and, 4) possess the decision making and problem-solving skills in order to use the new ideas gained from the experience (Kolb & Kolb, 2005).

In many settings, EL has led to improvements in teaching and learning and also guides inter-professional collaborations and education. The primary focus in EL is engaging students in a process by learning through experiences and providing students with the opportunity to reflect on those experiences. Students construct new knowledge and understanding from what they already know and believe, based on their past experiences; therefore, higher education can be more effective when it builds on the exploration of what students already know and believe by providing them with new, related experiences (Kolb & Kolb, 2005). Currently, health-related programs at universities are focused on providing information in a restrictive classroom setting rather than providing experiential opportunities for students to take action and express what they have learned (Kolb & Kolb, 2005).

Even though a connection between experiential learning opportunities and improved learning outcomes makes intuitive and theoretical sense, only a few studies have been conducted to demonstrate its effectiveness. Documenting its effectiveness presents challenges identified by Easton and Kelley (1981), including instructor attitudes (toward the course, the teaching methodology, the students), student values, the teacher-student relationship, and classroom size. Lastly, EL may not be the most effective learning style in any given situation, at times didactic methods are effective when factors including instructional goals, course content, instructor characteristics, learner characteristics, organizational support for the instructional method in question, and instructor-learner compatibility come into play (Gosen & Washbush, 2004). Ultimately, Bowen and Grunberg (1987) believes the most effective way to teach new-found knowledge is to utilize more than one teaching strategy.

Creating interprofessional collaboration in experiential learning

However, a study conducted at Rosalind Franklin University demonstrated the successful incorporation of IPC values in an EL setting. Experiential Learning Theory (ELT) has steadily gained acceptance and recognition as useful tools to improve teaching and learning in higher education (Kolb & Kolb, 2005). According to Barnsteiner (2007), “there are few opportunities to bring faculty and students from multiple disciplines together to learn together about each other’s roles and practicing collaboration and teamwork (pp. 144).

Modules	Topics	Assignments
1 Recreation	Leadership Activity Facilitation Crisis Management Supervision First Aid	Quizzes (30pts) Discussion (10pts) Activity Facilitation assignment (50pts) Risk Management assignment (20pts)
2 Literacy	Literacy Assessment Basics Literacy Intervention Basics Guiding Principles for Camp Literacy Design Camp Protocol	Quizzes (30pts) -Discussion (10pts) -Review of camper files and data -Practice and coaching on camp protocol
3 Behavior Management	Basic Behavior Management Universal Behavior Strategies Targeted Behavior Strategies	Discussion Quiz (10pts)
4 Interprofessional Practices	Purpose of Interprofessional Practices Research in Interprofessional Practices	Discussion (10pts) Quiz (10pts)

Figure 1. Interprofessional practices training schedule.

An EL setting that successfully incorporated the values of IPC is found in the following study at Rosalind Franklin University. The university designed a required course as an experiential learning opportunity where students interact in interprofessional healthcare teams. Students focused on collaborative approaches to help maintain client care while emphasizing team interaction, communication, and professional development (Bridges et al., 2011). The structure of the course allowed students from the 16-member interprofessional teams to implement what they have learned from previous coursework into a real healthcare team experience. The course provided an opportunity to explore the boundaries of each profession, which helped students better understand the duties for his/her profession (Bridges et al., 2011). The university not only provided EL for their students but also brought in the elements of IPC to increase students' educational development. Altogether, Bridges (2011) suggests that continuing to incorporate IPC in EL as teaching strategies in higher education can be a valuable tool.

Methods

Interprofessional education opportunity

Camp maverick: Rec N' read

During the summers of 2017–2019, an interprofessional practice and education program provided an opportunity for undergraduate and graduate students from multiple disciplines including speech-language pathology, education, school psychology, parks and recreation, and social work to apply as to be camp counselors for a new interprofessional program known as Camp Maverick: Rec N' Read. Camp Maverick, led by preceptors in Communication Sciences and Disorders and Parks and Recreation, is a therapeutic recreation-based camp that offers literacy interventions and recreational opportunities for children who have completed kindergarten through fifth grades and were struggling with reading and writing. The camp provided an eight-hour day, that included three hours of literacy interventions and five hours of recreational activities. Each day, the campers focused on boosting their literacy skills by working with counselors on decoding, spelling, and comprehension. The campers were also allowed to participate in recreation activities specifically designed to enhance their self-efficacy and persistence as well as to create a positive environment for the campers to socialize. All counselors were cross-trained in

both content knowledge from both disciplines (literacy and recreation) through online tutorials and face-to-face instruction.

Overall, Camp Maverick is a unique credit-bearing interprofessional education and practice learning opportunity at the institution because it provides an opportunity for students from different disciplines to collaborate in an experiential setting. Students were enrolled in a 1-credit summer course, called Interprofessional Practices. During the course, students completed an intensive training that followed the course schedule in [Figure 1](#).

After completing the training, students implemented camp activities for 20 h each week per student at varying times under the supervision of the faculty preceptors. Students were assigned to work in interprofessional teams during the duration of the Camp to develop and implement activities. The student teams met with one another before and after each camp shift to discuss activities and strategies to solve problems facing the students and creative solutions to meeting the youths reading and recreation goals.

The course objectives included:

1. Apply communication and problem-solving strategies to an experiential interprofessional learning opportunity for undergraduate and graduate students.
2. Demonstrate the ability to deliver literacy and recreation activities in cooperation with other professionals.
3. Compare and contrast the roles of health-related professionals and roles in interprofessional practice.
4. Analyze research on education in interprofessional practices.
5. Develop materials for an interprofessional training manual.

While enrolled in this course, they were encouraged to use their disciplinary knowledge to lead, coach, and inform their peers as they progressed through the Camp Maverick learning process. This leadership opportunity allowed the students to go beyond their educational curriculum by applying what they have learned in their particular discipline as well as collaborate with students from other disciplines. Ultimately, Camp Maverick is an interprofessional educational program designed to give students experience outside of the traditional classroom setting. The purpose of this study was to examine the perceptions of the students' experience during the interprofessional education and practice experience known as Camp Maverick. The following research questions guided this purpose:

- How did the interprofessional education experience of Camp Maverick: Rec N' Read benefit the students?
- How did the experiential setting of Camp Maverick: Rec N' Read enhance the students' future professional goals?

Participants

Participants included 11 college students: seven were graduate students enrolled in a Communication Sciences and Disorders to become speech-language pathologists and four students studying Recreation, Parks, and Leisure Services to become recreation therapists and program directors. Each student was a camp counselor at the summer program Camp Maverick: Rec N' Read for one or more summers.

Design

A qualitative approach, through volunteer sampling (Cozby & Bates, 2011) was taken to study the counselors' perceptions of interprofessional collaboration and the benefits they found working in

the experiential learning setting. The integration of qualitative research into clinical research in the 1970s and 1980s introduced many distinct formats of qualitative interviews that greatly expanded the process of data collection and the depth of information being gathered (DiCicco-Bloom & Crabtree, 2006). According to Dilshad and Latif (2013), qualitative methods, such as interviews, are believed to provide a deeper understanding of social phenomena than would be obtained from purely quantitative methods. Focus groups were chosen to collect data because focus groups provide a rich and detailed set of data about perceptions, thoughts, feelings, and impressions of people in their own words. Focus groups are predominantly beneficial when the intention is to describe participants' experiences about the issue and reasons behind their particular pattern of thinking (Dilshad & Latif, 2013). According to Vaughn et al., (1996) focus groups are useful because they acknowledge that people are valuable sources of information because they are both capable of reporting factual data and interpreting these data, and they are articulating enough to discuss opinions, feelings, and perceptions. Focus group discussion questions were designed to highlight the student's experiences and perceptions throughout their time spent at Camp Maverick.

Procedure

The study received IRB approval. Three weeks after Camp Maverick ended, emails were sent out to all counselors inviting them to participate in focus groups. Those students who consented to participate were scheduled for the focus group. Focus groups were conducted face-to-face, over Google Hangouts and on the phone to accommodate student schedules and locations. The use of technology to collect data has allowed those that may otherwise not participate the opportunity to share their experiences and perceptions (Stancanelli, 2010).

The size of the focus groups varied from three to four participants with a total of three focus groups conducted. A semi-structured interview protocol was utilized, the same questions were given to each group but follow up questions were allowable. An audio recorder was used during the focus groups were conducted via Google Hangouts, and/or over the phone. Each focus group was recorded and then transcribed. All personal information was removed from the transcripts and participants were given pseudonyms.

Data collection

The following questions were asked during the focus groups:

- Tell me about your interprofessional personal experience with Camp Maverick.
- What professional experience did you bring to camp?
- What professional experience did you take/learn from camp?
- What information or training would have helped you be more successful at camp?
- What interprofessional education/training helped you be successful?
- What did you like best/least about camp?
- How did you feel about working with students from other disciplines?

Data analysis

Each session was recorded and then transcribed verbatim utilizing a transcription service. Themes were identified throughout the transcription review process, and quotes relating to those themes were organized and reviewed. The transcriptions were reviewed by two readers to provide reliability on the commonality of themes discovered. For confidentiality, participants were given pseudonyms. Grounded theory coding (Thornberg & Charmaz, 2014) was used to analyze the data. The

data analysis started once all focus groups were conducted and transcribed. Trustworthiness of the transcript codes was evaluated by using Thornberg and Charmaz's (2014) criteria: credibility, originality, resonance, and usefulness. The authors reviewed relevant literature to develop a high level of understanding in interprofessional education and ensure the originality of its focus, by looking for examples of IPC and whether EL enhanced the IPC experience.

Results

The following themes emerged from the data analysis: 1) benefits of IPC and 2) influence of IPC on future career goals.

Benefits of IPC

Student identified several benefits to participating in Camp Maverick as learning opportunity including being able to collaborate with peers and having opportunities to reflect on their positive experiences. Interprofessional collaboration is defined as the process of developing and maintaining effective working relationships with professionals from contrasting backgrounds of knowledge as well as disciplines. Camp Maverick: Rec N' Read provided an interprofessional collaboration setting where the students were active participants in a program that incorporates different perspectives and domains of knowledge from Communication Sciences and Disorders (CDIS) and Recreation, Parks and Leisure Services (RPLS). The structure of Camp Maverick allowed students to learn from one another to meet the goals and purpose of the Camp which was to improve outcomes in literacy gains and recreational opportunities. Samantha, a CDIS student, shared, "It was definitely more of a positive experience ... getting to learn from each other, it grew all of us, I feel like we all learned from each other and grew through working together. Yea it was definitely more of a strength than a challenge. I was nervous and excited. But in the future, I think I will have to work with other professions, so I think it was a good start."

Students stated that the interprofessional collaboration and education was the strength of Camp Maverick: Rec N' Read when asked if there were any challenges to working with students from a different discipline, for example, Jackie, a CDIS student, explained, "Honestly, I didn't think it was one of the challenges of the camp, I thought it was one of the strengths. All eleven students shared positive emotions toward their experience in the interprofessional collaboration and education at Camp Maverick, much like Theresa's (CDIS student) comment, "I think if it was just our field, communication disorders, or just recreation people I don't think it would have been the same at all. So that is one of the things that I loved about the camp." Becca, an RPLS student, shared a similar thought, "I feel as though overall, we were there for the same purpose and reason and we all understood that really well regardless of coming from a different discipline, or profession, you know we were there for the kids, and if somebody did something a little bit differently then so be it. It was what made camp work."

Students found Camp Maverick to be beneficial to their learning because of the opportunity to engage in interprofessional collaboration with other students. It was also found that the collaboration was valuable to more than just the Camp's success but also the students felt that the experience would play a positive role in their future successes in their own discipline and when working with those in other disciplines as well.

Another benefit the IPC experience was cross-disciplinary collaboration. Nine of the students stated that the collaboration with other students brought about new ideas and perspectives, and enhanced their own wealth of skills and knowledge, for example, Taylor (CDIS student) indicated, "It was awesome, I really liked being able to collaborate with like parks and rec, school psych, and education because I feel like we all brought a very different, like, ideas to certain activities

that were awesome or something that I would have never thought of. But something now that I, maybe, want to use in the future, I think we worked really well together honestly.

Theresa, a CDIS student, also mentioned collaboration as a benefit of her experience, “It was great because it was looking at literacy in a whole new way since it was tying in a recreational aspect to that and I don’t know, so that was good ... it was great to collaborate with people with different backgrounds because they have a whole different way of processing and thinking about decisions.” John, an RPLS student shared similar thoughts about collaboration, “I gained a lot of experience that I don’t think I would have gotten anywhere else besides this program. The aspect of getting to work with people from different majors, I think that definitely helped us professionally as well. And getting to know other people and their discipline.”

Samantha, CDIS student, found collaboration important for her learning, “I learned how to collaborate better with others from different academic areas, I don’t know, disciplines, and how all of those can work together, and how to share the role and a common goal.” As did Jackie (CDIS student), who stated, “Learning new things, like all of the different activities that [RPLS Students] know and that we have no idea ... even how some of those things can be changed into therapy ideas for us, and they have such a different perspective then we do about working with kids so like different strategies or different ideas about things so it was really cool working with other majors and collaborating.”

These multiple perspectives of the benefits received were a result of the interprofessional collaborations between students. The design of Camp Maverick led to multiple benefits to students learning including the unique opportunities to collaborate with students from other disciplines, something that the participants found to be missing from disciplinary course work.

It was clear throughout each of the eleven students’ interviews that each one of them saw the experience at Camp Maverick as positive and beneficial. “I wish I could work with them more and it’s just a really awesome experience and obviously for kids or like college students who want to do this,” stated Josh, an RPLS student. Morgan, CDIS student, also shared, “I thought it was a really positive experience, I learned a lot too, it was challenging and times which was good, and you know, even though I have worked with kids in the past I definitely have some ways I can improve and so that was good.” Courtney (CDIS student) had similar feelings, “It is a fun and exciting experience, and it would give you the opportunity to work with children with different disabilities, and different professions, and it’s really fun.”

Influence of IPC on future career goals

Camp Maverick: Rec N’ Read not only offered interprofessional collaboration, but it also provided an opportunity for students to partake in experiential learning that they perceived to have an important influence on their future career goals. Experiential learning has shown to improve knowledge in higher education by engaging students in a process that best enhances their comprehension of concepts, skills, and theories. In this case, students were able to enhance their learning by becoming camp counselors at Camp Maverick. Camp Maverick provided the combination of interprofessional education which is best taught through experiential opportunities that allow students to show what they have learned, and ultimately gain new knowledge beyond the classroom setting (Bridges et al., 2011). This new knowledge is perceived to have a long-term positive impact on their career goals.

Camp Maverick was an interprofessional education opportunity conducted outside of the traditional classroom setting. It also provided opportunities for the students to apply the skills and knowledge from the classroom into a real-life professional setting. For example, communication sciences and disorders students were able to go beyond their clinic rooms and help campers accomplish literacy goals, as well as use assessments from their field to assess reading comprehension and more. Additionally, RPLS students were given the ability to assess the needs of a

program and then use this data to implement a program. The students were also able to evaluate their implementation success to determine if goals were met. Altogether, Camp Maverick occurred in an experiential setting that helped each student learn something more than what they would have in a typical classroom setting or their specific discipline. Samantha, CDIS student, stated this finding in this way, “Camp gave me more skills to be able to handle difficult situations, I know how to think logically through it and be like ‘ok here’s what we can do.’ It helped so much with my decision-making skills too.”

Camp participation also provided a sense of preparation in the student’s confidence before their internships. Taylor, CDIS student, described it this way, “It was [a] really good experience, especially for us students going into our school internships and just being able to work with big groups of kids with literacy.” Theresa, CDIS student, also talked about how the experience provided a learning opportunity that supported her future career goals. “The boost in confidence before our school internships and working with groups of kids as opposed to the one-on-one experience we get in the clinic. And, actually, my experience in the clinic was mostly with adults, and that was really great too to see different kids to get to know different kids, and different personalities and different levels of difficulty, so the confidence thing is big, and just the experience of working with them.”

Becca, an RPLS student, felt that participating in Camp Maverick provided her with confidence to as she thought about her future career. “I feel like from this experience and dealing with so many different types of personalities and kids that are at different levels. I feel as though I gained more confidence in myself overall just working with the kids and being able to think on my feet.”

Camp also helped students experience what it would be like to be a professional working in a school or community setting versus a clinical setting. Samantha shared her thoughts on this, “First to sixth grade, you know getting that wide variety of working with so many kids was a huge, awesome experience for me ... In clinic, it is very one on one, but in school, I know it is going to be lots and lots of groups. So, I think that is really going to help to know I had this experience.”

Camp Maverick: Rec N’ Read was the first-ever camp-like program developed specifically for students to advance their interprofessional knowledge and skills at the institution. Cory, an RPLS student shared, “I think the biggest thing to describing the camp is that ‘you are not going to find a job with this type of programming around here.’ You’re not going to see this at a lot of other camps or programs, it is very different, and I think that’s what is going to help someone develop as a professional.

Discussion

We explored how interprofessional collaboration in an experiential setting can benefit college students as they prepare to become professionals in their field. We found that our themes align with Kolb and Kolb’s (2005) Experiential Learning Theory which suggests that experiential learning should in opportunities to 1) be actively involved in the experience, 2) be able to reflect on the experience, 3) use analytical skills to conceptualize the experience, 4) possess the decision making and problem-solving skills to use the innovative ideas gained from the experience (Kolb & Kolb, 2005). Camp Maverick: Rec N’ Read proved to be a program that helped enhance students’ professional development through an experiential setting that incorporated interprofessional collaboration. Ultimately, it was an experience that student found to be beneficial to their learning and helped them progress toward future learning goals.

The findings suggest that all eleven students felt as though Camp Maverick: Rec N’ Read was a positive experience that enhanced their knowledge and overall perception of working with students from other disciplines which supports Pollard’s definition of IPC (2009). Camp Maverick

an educational program that was designed to promote learning and team development for students studying in multiple disciplines from health and human services to education which again, supports Pollard's (2006) definition of interprofessional collaboration. Involving students in interprofessional collaboration in an educational environment allows students to develop new sets of skills and knowledge that will improve their professional development (Pollard, 2006). Our findings expand upon and support the need for universities to provide interprofessional collaboration education for their students in experiential settings.

The benefits of interprofessional collaboration were reflective of Kolb and Kolb's (2005) findings and include being actively involved in the experience, being able to reflect on the experience, using analytical skills to understand the experience and, possessing the decision-making skills and problem-solving skills in order to use the new ideas gained from the experience. Thus, interprofessional collaboration appears to be a form of experiential learning and fosters learning of essential health-related skills. When reflecting on Camp Maverick interprofessional experiences, the students in this study felt that this experiential learning experience was key to the success of the interprofessional collaboration. Our results also suggested that reflection on learning in a collaborative environment allowed students to share knowledge with others and expanded insight on their own learning experiences. Experiential learning allowed them to work together toward common goals, giving them the opportunity to see multiple ways to approach reaching those goals and thinking about how to do so together.

Interprofessional education in a collaborative environment allows students to be both learn and lead by sharing their disciplinary knowledge. The development of this learning program also served as a way to bridge disciplinary silos for both students and educators. The students were exposed to professions they may have had assumptions about and allowed them to have meaningful conversations about how to meet the needs of the youth in a space that was designed to foster respect for knowledge from many areas. For example, learning to lead a group of students or learning about ways to help students learn was important for the community and clinic-based work.

Our findings suggest that interprofessional education benefits from being delivered in an experiential learning setting. This allows students to be more actively involved in their learning and recognizing the multiple disciplines that are needed to meet individuals' needs. Often interprofessional collaboration is limited to a particular disciplinary focus such as healthcare delivery; however, our model at Camp Maverick was broader in disciplinary focus that recognized many determinants of health, including social development and education. We found that students can benefit from collaborative experiences that allow for the learning of both hard and soft skills and that students felt the soft skills were some of the most beneficial when moving to their specific profession.

The findings were limited; however, because only 11 of the 17 student counselors participated in the focus groups. The focus groups were limited in number due to a lack of time to schedule more interviews. Another limitation is the fact that the research focused on only a few different disciplines when the counselors were from nearly six different disciplines. A final limitation was the use of technology to conduct the focus groups, not seeing the participants' faces because they were on the phone or did not have their cameras on limited our ability to see the expression behind their comments.

Recommendations for further research are to conduct pre-focus group interviews to gauge how much experience the students have had with interprofessional collaborations in the past as well as to understand their first impression of working with students from different disciplines. The research should also utilize the Interprofessional Educational Worksheet after the camp is completed to collect data (CA Research Academy). More learning opportunities are needed for students to explore multiple social determinants of health to develop healthy practices that are designed with the entire person in mind.

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