**Appendix B – Supplemental Online Material**

Summary of IDE intervention outcomes and identified challenges.

| Positive Outcomes of IDE | Challenges to IDE |
|---|---|
| **Knowledge**<br><br>IDE<br><br>• Students reported increased understanding of the importance of ID collaboration (Robeva, 2009)<br><br>• Students reported a greater understanding of the importance of IP collaboration (Hinderer & Joyner, 2014)<br><br>• Students reported that they learned about IP collaboration and how to collaborate effectively (Hoffman & Cowdery, 2022)<br><br>• Students reported that they increased their IP awareness and understanding (Hoffman & Cowdery, 2022)<br><br>• Students improved understanding of IPE (Kenaszchuk et al., 2012; Sponselee & Van Hoof, 2017)<br><br>• Authors stated that when exposed to ID problems, the students were able to better grasp concepts compared to being taught each discipline separately (Robeva, 2009)<br><br>Roles<br><br>• Students increased their understanding of their own roles and the roles of other professions in an IP care team (LaDuca et al., 2019; Parker et al., 2022; | **Support for IDE**<br><br>• Authors reported that the departments and faculty were originally not supportive of the intervention (Hinderer & Joyner, 2014)<br><br>**Resources & Logistics**<br><br>• Authors reported that there were a limited number of disciplines that could participate in the intervention (Cino et al., 2018; Parker et al., 2022)<br><br>• Authors reported that recruitment from each discipline was limited due to curriculum requirements, timetabling, interest, and/or competition from other elective courses (Hinderer & Joyner, 2014; Parker et al., 2022)<br><br>• Authors reported significant logistical issues with coordinating between disciplines/professions (Hinderer & Joyner, 2014) or implementing a competency-based IPE approach into a time-based system (Snyder et al., 2017)<br><br>• Authors reported a lack of resources to support intervention (Hinderer & Joyner, 2014) |

Reitsma et al., 2019; Williams et al., 2008)

- Students reported that they learned about health professional roles, responsibilities, or practice scopes (Hoffman & Cowdery, 2022;  LaDuca et al., 2019; Rodrigues da Silva Noll Gonçalves et al., 2021)

Disciplines

- Students reported that the intervention offered an opportunity to understand their course curriculum from another perspective (Hendrick et al., 2014; Malachowski, 1990; Mulligan et al., 2011)

- Students reported that the intervention stimulated their interest in one of the disciplines (Mulligan et al., 2011)

Working with others

- Students reported that the impact was learning what they could achieve, as individuals, with other students from different faculties and community members (Valaitis et al., 2016)

- Students reported learning about the complexities of working with, and in, communities, the need for time, relationship building, different agendas, and the struggle to find a unified vision (Valaitis et al., 2016)

Specific knowledge

- Students increased their knowledge of the benefits of team-based care for

- Authors reported challenges with drafting course proposal documents and obtaining curriculum approval when the course was cross-listed in two faculties (Hinderer & Joyner, 2014)

- In a campus-community partnership, scheduling/timing challenges influence ability to build strong student–community relationships (Valaitis et al., 2016)

- In a campus-community partnership, there were decision-making difficulties in the neighborhoods; lack of sustainability and follow through with neighborhoods; lack of human and financial resources to move solutions forward (Valaitis et al., 2016)

- In a campus-community partnership, community members and students expressed a need for earlier and more explicit orientation for all partners regarding course expectations and roles (Valaitis et al., 2016)

**Facilitation of IDE**

- Students reported that facilitators directed discussions towards their own profession and valued perspectives from their own disciplines over others (Reitsma et al., 2019)

patients (Cino et al., 2018; Parker et al., 2022)

- Students increased their understanding and application of adaptive leadership (Hawley, 2021)

**Skills**

- Students reported an improved ability to work with other students and faculty from other professions (Hinderer & Joyner, 2014; Noy et al., 2017)

- Students reported that IPE improved relationships and teamwork (Rodrigues da Silva Noll Gonçalves et al., 2021)

- Students reported their use of soft skills to engage with each other (Macdonald et al., 2022)

- Students improved their ability and confidence to work with other professions (Cino et al., 2018)

- Learners reported increases in their communication and professional identity-related competencies (Reitsma et al., 2019; Scrooby et al., 2019)

**Attitudes & Beliefs**

- Students held mostly positive views of IDE or the IDE interventions overall (Avrech Bar et al., 2018 - measured with a scale; Cleak & Williamson, 2007; Gilbert et al., 2000; Kenaszchuk et al., 2012; Misra et al., 2009 - measured with scale/index; Noy et al., 2017; Robeva, 2009; Satterwhite et al., 2020; Scrooby et al., 2019; Williams et al., 2008)

- Students indicated a need for a multifaceted view of IP facilitator competencies (Kerry et al., 2021)

- Authors reported variation between facilitators, i.e., how a session is conducted and opportunities for IP collaboration (Reitsma et al., 2019)

**Learning**

- Students reported challenges such as amount of work for the lab experience, lack of information to prepare for lab, lack of discussion (Mulligan et al., 2011), and a lot of workload (Cleak & Williamson, 2007)

- There were mismatches between IPE curriculum content and assessment criteria (Karuguti et al., 2017)

- When an ID project had differences in assessment weighting (e.g., it is worth more in one of the courses than the course of the other discipline), challenges were reported with getting the students of the latter discipline to feel an equal sense of ownership in the ID project (Marx et al., 2021)

**Case studies of IDE**

- Some students reported that the provided case studies did not have adequate information (Reitsma et al., 2019)

- Some students reported not understanding how their profession

- Students reported that being exposed to another discipline was "eye-opening" (Marx et al., 2021)

- Students reported that they clarified misconceptions related to individual health professional roles (Hoffman & Cowdery, 2022)

- Students found working in a multidisciplinary team was enjoyable (Misra et al., 2009 - measured with an index)

- Students appreciated ID research collaboration (Misra et al., 2009 - measured with an index)

- Students reported that peer learning enables development of greater confidence in professional identity (Rodrigues da Silva Noll Gonçalves et al., 2021)

- Authors observed that students who were initially reluctant to engage in an IP course on Indigenous health then had an attitudinal change due to the new knowledge that enhanced their understanding of challenges faced by Indigenous populations (Hendrick et al., 2014)

**Behaviors**

- Students reported that the intervention allowed for valuable interactions with students from another discipline (Mulligan et al., 2011)

- Students increased their participation in the ID classroom and lab activities

was relevant to the case study provided (Reitsma et al., 2019)

- Authors and students reported that the case study (intervention) content influenced the interaction between disciplines, e.g., when the case study resulted in students from one discipline having a hard time identifying their roles and scope of practice, or seeing the relevance of their profession in the the IP team (Reitsma et al., 2019)

**ID Group Dynamics**

- Some students reported issues/conflicts when working in ID groups (Cleak & Williamson, 2007; Malachowski, 1990; Scrooby et al., 2019)

- Authors reported that the intervention was not a real-life IP interaction and all pre-existing clinical placements and practicums at this university are not IP (Reitsma et al., 2019)

- Students reported struggling to integrate their own profession's scope of practice when working with other professions (Reitsma et al., 2019)

**Attitudes & Beliefs**

- Some students had negative attitudes towards IPE; some of these correlated with one's own weakened professional identity

(Misra et al., 2009 - measured with a scale/index)

- Students reported they overcame different cultures of learning and communication (MacDonald et al., 2022)

- Despite power dynamics and interpersonal communication, all students reported that they had the opportunity to voice their opinions (Reitsma et al., 2019)

**Applicability & Relevance**

- Students reported that they applied their learning of adaptive leadership in a real-world environment (Hawley, 2021)

- Students felt the course content was applicable to future career/career skill development (Cleak & Williamson, 2007; Hawley, 2021; Roberts & Forman, 2015)

- Students reported that the course content on IP collaborative patient care was applicable to their future career (Hinderer & Joyner, 2014)

- Students reported that the ID project provided real-life experience (Marx et al., 2021)

- Students felt that IPE would be advantageous to their education and training (Williams et al., 2008)

- Students noted the importance and reward of knowing that their learning could be applied (Valaitis et al., 2016)

(Rodrigues da Silva Noll Gonçalves et al., 2021)

- Some learners did not see the value of ID sessions (Scrooby et al., 2019)

- Students felt no change in their academic attitudes about ID activities (Wingert et al., 2011)

- Students reported that the intervention provided insight into practical applications of the laboratory techniques they had learned previously within their respective discipline (Mulligan et al., 2011)

**Implementation of IDE**

- Authors stated that using a textbook (instead of multiple resources) was crucial for course completion, and may make the course more accessible and adoptable (Robeva, 2009)

- Authors stated that having used an ID team teaching approach was crucial in modeling interdisciplinarity (Robeva, 2009)

- Authors believed that enhancing the learning environment with "student mentoring" benefited students (Robeva, 2009)

- Students reported that with regard to IP facilitators, the ability of not showing professional bias; the teacher profile of explaining educational content and sharing knowledge; and the characteristic of organizational preparation are important (Kerry et al., 2021)

**Other**

- Students reported that IPE improves patient care (Rodrigues da Silva Noll Gonçalves et al., 2021)