one of 12 teams at the Minnesota competition, held in April.

The case for the national event involved a young woman of limited financial means who had been diagnosed with lupus. She died in a hospital after several “hand-offs.” That’s the term for what happens when a patient is moved to another unit or turned over to other caregivers at a shift change; in the case of the woman with lupus, her providers failed to adequately communicate to each other the severity of her illness.

While the Dartmouth team didn’t win the national competition, the participants were nonetheless pleased by what they gained from the process. “I learned so much about interdisciplinary teamwork, both inside and outside the hospital,” says Sarkar, who did the financial analysis for the team’s presentation. “I also learned about the importance of the role of different types of health professionals for patient care.”

Core: “We recognize that this competition is not a substitute for true interprofessional teaching for our health-professional students,” says Ogrinc. “We’re working to make interprofessional teamwork a core part of our students’ learning.”

Even so, Reeves feels the competition is beneficial in its own right. “One could see that the students had gained an appreciation for each others’ contributions to the team,” she says, “as well as gained comfort in talking with—and disagreeing with—each other.”

Laura Stephenson Carter