**BACKGROUND**

- The “Active Living Study” is part of a multi-site international study that explores physical activity, exercise, and physical fitness of HIV-infected people in the context of the social determinants of health including neighborhood environment, self-image, stigma, insurance status, among other variables.

- HIV positive status is associated with earlier onset and frequency of co-morbidities, such as type-2 diabetes, cardiovascular disease, and obesity, which are also associated with sedentary lifestyles.

- A commitment to the principles inherent in team-based science is at the core of all “Active Living” Study team activities.

- Team-based science is defined as a collaborative effort to address a scientific challenge that leverages the strengths and expertise of professionals trained in different fields (National Cancer Institute).

**AIM**

To build the capacity of “Active Living” team members from diverse educational and professional backgrounds to function as a productive and successful research team.

**DESIGN**

We engaged in a formal team design and development process.

**Team Construction Strategies**

1. Considered the project purpose and project-related needs for disciplinary expertise.

2. Analyzed strengths of potential team members; a) disciplinary perspective, b) knowledge, c) skill-set, and d) prior experience with interprofessional teamwork.

3. Reflected on professional needs of potential team members; a) potential professional trajectory, b) gaps in knowledge and skills, and c) current rank in the academic setting.

**Process Strategies**

1. Conducted standardized training for all team members.

2. Instituted regular team meetings; a) to build capacity for collaboration, b) keep energy up, and c) facilitate commitment.

3. Regularly communicated contributions of team members regarding; a) efficiency, b) productivity, c) collegiality, and d) overall effective team functioning.

4. Established systems for; a) coordinating data collection calendars, b) performing data collection, and c) balancing the developmental needs of team members.

**RESULTS**

- Team members include undergraduate and graduate students and faculty representatives from athletic training, biology, health services research, medicine, nursing, physical therapy, and public health.

- Team completed eligibility screenings and/or collected data from 72 participants.

- Presented at 4 meetings with 2 upcoming meetings.

- One student was nominated and selected for the Sigma Theta Tau International “Rising Star” award.

- Manuscripts planned and/or in progress on study results, interprofessional collaboration, team building, and geographic specific barriers to participant recruitment.

**CONCLUSIONS**

Students and faculty were interviewed regarding their overall interprofessional experience including the achievement of their personal goals and future plans. All four student team members graduated from their disciplinary programs.

- **Student A**: I’m proud of our outcomes. We accomplished what we set out to do.

- **Student B**: This experience prepared me for coursework in nursing research class. It helped to make it real. It helped change the way I think... how to improve practice.

- **Student C**: I had no previous experience in clinical interactions or research. I learned the procedures involved with clinical research, such as the IRB process, conducting participant visits, obtaining various measurements, and practicing general interactions with participants in clinical settings.

- **Faculty A**: The utility of an interprofessional approach to addressing complex challenges such as social determinants of health was really illuminated for me.

- **Faculty B**: I had the opportunity to engage in team writing, collaborative problem-solving, and development of relationships with faculty. Most importantly, I highly value the opportunity to engage with undergraduate students and watch them accomplish something they didn’t previously believe was in their wheelhouse.

- **Faculty C**: I really appreciated being part of an interprofessional team. The different disciplinary perspectives helped us to produce a better quality product.

Students expressed that they would have liked more time for reflection especially during the process of preparing posters for dissemination.

National Cancer Institute

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**1**=ODU **2**=EVMS