



Reactions, knowledge/skill/attitude changes, and collaboration challenges of medicine students in the Interprofessional Practice-based Learning (IPPL) program

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Purpose: The Interprofessional Practice-based Learning (IPPL) program targeted medical clerks in their psychiatry clerkship rotation. The program's learning objectives include identification of interprofessional competencies, personal and professional challenges for Interprofessional Collaboration (IPC) in a practice setting. Before their rotation, clerks attended an IPPL workshop and received access to online IPC resources and an IPPL Student Guide. Clerks were also required to submit a Competency Reflection Journal (CRJ), about the IPC they observed during their rotation. The purpose of this poster is to present and discuss the evaluation results of the IPPL program. **Methods:** IPPL medicine clerks completed mixed-methods surveys at three intervals. Baseline surveys of IPC knowledge, skills and attitudes (KSAs) relating to patient safety and IPC was administered before and after clerks' psychiatry rotation ((pre-clerkship and post-clerkship). Another survey gathered feedback on the IPPL workshop content and format (post-workshop). Clerks' competency reflection journal responses were also reviewed, with commonly recurring themes identified, coded and summarized. **Results:** Clerks (N = 339) reacted positively to the IPPL curriculum, indicating a preference for face-to-face over online learning. After their IPPL rotation, clerks reported more positive attitudes toward collaborative care, rated their own collaboration skills as greater, and reported greater knowledge of IPC and patient safety. Clerks' CRJ responses contained a rich description of the observed enablers and barriers to IPC in practice and of the process by which clerks obtain IPC competencies during the clerkship phase. **Conclusions:** Evaluation of the IPPL program revealed several lessons about IPC learning in clerkship and other practice placements. The rotation experience itself had positive effects on clerks' IPC knowledge and attitudes; this IPPL intervention appears to have its effect on clerks' perceptions of their own IPC skills. The poster will also highlight how these evaluation results can inform approaches for future IPC curriculum development.