

EVALUATION RESULTS FROM THREE STUDENT COHORTS IN THE INTERPROFESSIONAL EDUCATION: SKILLS TRAINING (IPST) PROGRAM

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ABSTRACT: Oral Presentation

- Purpose:** The Interprofessional Education: Skills Training program (IPST) brings learners from Medicine and six other health/social care faculties/schools together in small and consistent interprofessional teams to learn with, from and about each other how to provide effective patient/client centred care. This oral presentation summarizes evaluation feedback from the first three cohorts of learners to complete the IPST program and outlines how feedback led to measurable changes in the IPST curriculum.
- Methods:** Learners enrolled in the IPST program were invited to complete pen-and-paper surveys before and after the two-year long program, and after each of the eight IPST sessions. Pre-post surveys included measures of learners' attitudes towards interprofessional health care, self-reported teamwork skills, and interprofessional socialization factors. Mixed-methods post-session surveys captured reactions to learning activities and experiences. This evaluation framework enabled means comparisons across sessions, cohorts and learner professions.
- Results:** Post-session feedback from students was generally positive in terms of the reaction to the overall curriculum. Significant differences between learner's reactions to the individual sessions were often driven by contextual factors outside of IPST that may have influenced their experiences, such as scheduling conflicts and assessment structures. Pre-post attitudinal and knowledge measure comparisons produced mixed results, providing evidence of skill and knowledge growth in the face of educational fatigue and perceived artificiality of interactions. Where necessary, these results provided the impetus for program adjustments.
- Conclusion:** Evaluation of the IPST program provided evidence that learning outcomes were consistent with IPE objectives. Feedback also reinforced the need for the program to evolve and incorporate new curriculum and assessment components to align with the needs and contexts of learners from diverse professional schools. During the presentation we discuss Memorial's new interprofessional education portfolio that is founded on the feedback from learners, best teaching practices, involved faculty and IPST team facilitators.