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Perceptions, Knowledge, and Attitudes of Inter-professional Education and Collaboration

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PURPOSE: To assess perceptions, knowledge, and attitudes of inter-professional education (IPE) and inter-professional collaboration (IPC) of students in health care programs at one institution. **METHODS:** Senior and select graduate students from community health, exercise science, medical laboratory science, nursing, respiratory therapy, and social work were invited to participate in a one day interdisciplinary conference that included a guest speaker and interdisciplinary break-out discussions on two hypothetical case studies. One case involved a student athlete in a car crash with traumatic brain injury, while the other case was a mother that sustained a back injury with a history of lung disease and opioid addiction. Perceptions, knowledge, and attitudes related to IPE and IPC were assessed utilizing the Inter-professional Perception, Knowledge, and Attitudes Scale (IPKAS) pre and post conference. Participants also completed an open-ended three-question feedback survey. Pre and posttest scores on the IPKAS were compared using a paired t-test. Differences among programs and survey questions were analyzed with the chi-square statistic. Common themes were identified in the answers to open-ended questions. **RESULTS:** Significant differences were found in IPKAS subscales scores. Scores increased on overall perception ($t=5.61$, $df=91$, $p<.001$), inter-professional education ($t=5.53$, $df=91$, $p<.001$), roles and responsibilities ($t=5.36$, $df=91$, $p<.001$), and communication ($t=4.61$, $df=91$, $p<.001$). Pre-conference differences were found between programs and their agreement with the statement that my discipline encourages teamwork between professionals ($\chi_4=11.62$, $P=.02$). Both pre ($\chi_{12}=26.42$, $p=.01$) and post ($\chi_8=18.10$, $p=.02$) conference differences were found between programs and how much they agreed with the statement that other disciplines think highly of my discipline. Open-ended responses show participants felt learning about others was a valuable experience of the conference. They wanted more case studies and inclusion of additional programs from across campus. Teamwork was identified as important in improving practice. **CONCLUSION:** A one-day conference on IPE and IPC was effective in changing perceptions, knowledge, and attitudes of students from a variety of health care programs.