Effects of IPE on Early Exposure to Clinical Experience
Within ATSU-SOMA’s Unique Curriculum
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Background
• In recent years, emphasis on Interprofessional Education (IPE) has become an increasingly crucial component of medical education.
• As healthcare becomes more patient-centered, effective collaboration among different health professionals plays a larger role in ensuring quality care.
• Factors contributing to better patient health outcome and increased patient safety are influenced through improved communication, appropriate training, standardized protocols and cooperation amongst disciplines.
• A.T. Still University - School of Osteopathic Medicine in Arizona (ATSU-SOMA) has a unique curriculum that utilizes the 1+3 model (1 year of didactics and 3 years of clinicals).
• Academic curriculum for year 1 students includes IPE, collaborating with dental, physician assistant, occupational therapy and athletic training programs on campus.
• Students are relocated during their second year to team-based clinical training in federal qualified community health centers (FQHCs) throughout the country.
• We aim to evaluate the effects and perception of students towards IPE in the setting of the unique curriculum of ATSU-SOMA.
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Objectives
• Examine and compare the results of students with previous personal background of interprofessional education to the other students, regarding their attitudes toward interprofessional education.
• Examine the level of student preparedness for working in interdisciplinary teams upon completing each advancing year and compare to previous results.
• Examine the student perceptions of the effect of interprofessional education on patient health outcome.

Methods
• Longitudinal survey-based study from July 2016 to end of April 2019.
• Survey data collected from osteopathic medical student (OMS) in class of 2017 to 2022.
• Four data collection tools were utilized: demographic survey, IPE effects survey and 2 validated surveys: Readiness for Interprofessional Learning Scale (RIPLS) and Interdisciplinary Education Perception Scale (IEPS).
• OMS 1 received surveys at time of matriculation (initial) and during spring of the academic year (end).
• OMS 2-4 received surveys during spring of the same academic year.
• Three versions of the survey were distributed electronically through Qualtrics. All surveys have demographic component plus one of the following: RIPLS (OMS 1–initial), RIPLS and IPE (OMS 1–end), and IEPS and IPE (OMS 2-4).
• Data analysis was conducted by ATSU Statisticians.

Results
• A total of 327 students have completed the surveys to date
• There is a positive correlation between first year students with previous healthcare experience prior to matriculation and their opinion of IPE (p=0.005)

Conclusions
• Exposure to IPE prior to medical school may positively influence attitudes toward interprofessional collaboration.
• IPE in ATSU-SOMA’s curriculum may positively influence the students’ understanding of the effectiveness of multidisciplinary healthcare teams in the clinical setting.
• Study is pending completion in April of 2019
• Full analysis of all data will be conducted to identify additional benefits of IPE