1. **Presentation Title**
Attitudes and beliefs about Interprofessional Education (IPE) in health faculty staff and students

2. **Introduction/background:**
   IPE is increasingly recognised as an essential part of health professional education, yet data are lacking on the attitudes and beliefs about IPE, views of other professionals, and preferred learning and teaching strategies.

3. **Purpose/objectives:**
   There is a need for data about attitudes and beliefs about IPE and associated learning and teaching strategies to provide evidence to support the implementation of IPE curricula.

4. **Results:**
   Semi-structured interviews were conducted with 15 degree program convenors about their understanding of IPE, implementing an IPE curriculum, communication in health care teams and perceived attributes of other health professions. Surveys covering the same topics (based upon available instruments in the literature and focus groups) were conducted with 737 first year health faculty students. Staff had a variable understanding of IPE and recognised the importance of professional development for IPE educators. The majority of staff saw benefits to the early introduction of IPE in undergraduate curricula, while 39% of students indicated that they needed to learn about their own role first, before learning about others. Staff and students were most positive about authentic, team-based learning activities, with online discussion groups being the least favoured strategy. Results will be presented about the views of other professions held by both staff and students.

5. **Conclusion**
   We have found variable levels of knowledge and understanding about IPE and relevant curriculum and learning and teaching strategies. Staff who participate in IPE need professional development, particularly about other professions’ roles and theoretical perspectives, before teaching students. Students are interested in authentic learning experiences but not all will be ready for IPE in first year. Staff and students hold strong and varied views on the characteristics of other health professions.