ID:16339

Title: Preparing Early Undergraduate Students for Interprofessional Learning through the use of an Online Video Learning Package

Pit Chan, Emma Kerkow, Gary Rogers

Background
There has been debate about when is the most effective time to introduce interprofessional learning (IPL) to health students. We suggest that the development of a student’s 'health professions literacy' early in a degree program will underpin their receptiveness and understanding of future IPL opportunities. Health professions literacy is an understanding of the history, theoretical underpinnings, philosophy, roles and contributions of each of the major health professions.

Objective
Introduce health professions literacy to first year health program students through the use of an online video learning package.

Methods
We created a highly-engaging, stylized video case analysis of a patient with multiple risk-factors who, on his journey to better health, encounters 19 differing health professions. Material was presented to first year students from a range of different health programs over two large group sessions. Students then completed an online learning component where each profession provides an introduction to its own health literacy components. Student health professional literacy was assessed through scenario-based multiple-choice tests, before and after undertaking the package. The cohort was randomly divided into two groups, each receiving alternative pre- and post-tests.

Results
A total of 279 students completed both pre- and post-test. The two tests were found to be equivalent on the split halves analysis. The median pre-test score was 14/20 compared to the median post-test score of 17/20. (P<0.0001 by Wilcoxon matched-pairs signed-ranks test).

Conclusion
The video-learning package significantly increased student health professions literacy. Further investigation into the impact of the first year introduction of health professional literacy on subsequent IPL activities is warranted.