

This study explored the experience of social work students who participated in an innovative interprofessional training program on the care of elders. Participating students from eight health professions completed a training module on elder care and interprofessional practice (IPP). The students were then divided into 12 interprofessional teams, each of which reviewed a unique case study regarding an elder with multiple chronic conditions. Then, each team participated in a 90-minute meeting, held via videoconference, with the goal of working collaboratively to develop a plan of care for the elder.

Students completed an online survey following the training program. Quantitative data was analyzed using descriptive statistics in the aggregate for all students and by discipline. Differences between disciplines were compared using Fisher's Exact test. Qualitative content analysis was performed on students' comments. Overall, eighty-three students (n=83) completed the survey. Aggregate results from each of the questions in the four competency areas were collapsed and greater than 60% of students strongly agreed on the value of the experience in the four domains. There were no significant differences by discipline (p values ranged from 0.14 to 0.89). Thematic analysis of open-ended questions indicated the educational value of the experience and the utility of the technology, however preference remained for in-person meetings.

Social work students also completed a brief narrative, including their perspectives on the strengths and limitations of the interprofessional education (IPE) approach, and on the role of social work in IPP. This presentation will highlight implications for both IPE and IPP.