

**“Enhancing Interprofessional  
Collaboration and Learning for  
Strengthening Primary Health Care”**

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## TUFH 2021 ABSTRACTS

Title	CAN CHANGE BEGIN WITH A RIPLE: RELATIONAL INTERPROFESSIONAL LONGITUDINAL EDUCATION
Type	<b>Oral Presentation</b> <i>Community-Based Education for Health and Social Care Students</i>
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Abstract N <sup>o</sup>	<b>TUFH577</b>
Content	<p>Background - Collaborative practice improves population health outcomes and management, but educators have yet to define the most effective shared educational structures. We created a longitudinal clerkship interweaving medical and physician assistant (PA) students, with MD and PA faculty preceptors to support interprofessional education. Methods – Over six months, two PA students completed longitudinal rotations in Obstetrics &amp; Gynecology, Pediatrics, Family Medicine, Internal Medicine, and an elective rotation, at CHA. PA and medical students participated in combined tutorial sessions, and purposefully co-managed patients clinically. We surveyed faculty preceptors regarding their experience with the PA students, interprofessional experiences, and student exposure to interprofessional teams. Results – One hundred percent of faculty responded that PA students 1) had the opportunity to observe PAs and MDs in collaborative practice, 2) worked with both MDs, PAs, and other students in their discipline, and 3) had the opportunity to discuss interprofessional workplace collaborations. One hundred percent of faculty found the six-month experience enjoyable. Sixty-seven percent responded that in working with PA students they thought more about interprofessional collaboration and how it affects patient care. Short answer responses will be shared in the presentation. Discussion – Faculty support for this model can help build longitudinal and interprofessional educational experiences that transform how professional students learn, feel, and ultimately practice on interprofessional teams.</p>