**BACKGROUND**

Interprofessional education (IPE) is the coming together of two or more health care professions to improve care and learn with, from, and about each other. (1) The development of IPE activities continues to be slow to develop and sustain in many institutions including Washington University in St. Louis and St. Louis College of Pharmacy. A pilot study was implemented between these institutions and involved students in their second year of either medical school or pharmacy school. Student perceptions on IPE were assessed with a validated tool: student perceptions of physician–pharmacist interprofessional clinical education (SPICE) instrument. (2)

**OBJECTIVE**

To evaluate the change in asthma and inhaler-related knowledge in addition to student perceptions of physician–pharmacist interprofessional collaboration, following an IPE activity.

**METHODS**

**SPICE Instrument**

The SPICE instrument consists of ten questions that are scored by students on a scale from 1 to 5 with 1 = strongly disagree and 5 = strongly agree. Questions are grouped into three factors (noted in table below).

- **Overall impressions on the post-activity SPICE questionnaire improved for each factor.**
- **All students selected “strongly agree” that participating in IPE activities enhanced their future ability to work on interdisciplinary teams and that IPE activities should be used in education.**
- **Students from both programs either agreed or strongly agreed that this session should be part of the current curricula.**

**RESULTS**

**Medical and Pharmacy Students combined had a higher mean score on the post-activity asthma quiz (p<0.004).**

**CONCLUSIONS**

Incorporation of an IPE activity that focused on an asthma case was perceived as being beneficial to pharmacy and medical students for each factor as assessed with the SPICE Instrument.

**FUTURE WORK**

We plan to launch this IPE asthma activity in a full class setting. However, finding a mutually agreeable time between the two curricula is a barrier.

- Future iterations will utilize an updated SPICE-R2 instrument and provide students with more time for the IPE activity.
- The ultimate goal is to implement similar activities with other diseases to create regular opportunities for IPE prior to the experiential curriculum.

**DISCLOSURES**

The authors of this presentation have no relevant financial or personal conflicts of interest to disclose.

**REFERENCES**