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The Impact of a Parkinson's Disease Workshop on Student's Attitudes and Competencies Towards Interprofessional Collaboration

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PURPOSE: To evaluate the perceptions and experiences of undergraduate and graduate students participating in an interprofessional workshop aimed at addressing the various facets of Parkinson's Disease (PD) from an interprofessional, patient-centered approach. **METHODS:** Thirty students from various health sciences' majors (18-60 y) participated in a two-hour workshop where they interacted with six individuals diagnosed with PD, professional healthcare providers and other students. Student's knowledge of PD, attitudes towards health care teams, and competencies related to collaborative practice were evaluated using a PD Knowledge Quiz, Attitudes Towards Health Care Teams Scale (ATHCS), and Interprofessional Education Collaborative Competency (IPECC) Self-Assessment Tool pre and post workshop engagement. Within 1 month after completing the workshop, students completed a survey with open-ended questions prompting them to reflect on their perceptions, participation, and their attitudes towards working with the participants with PD and other health professions. Independent samples t-tests were used to identify whether students performance on the PD Knowledge Quiz, ATHCS and IPECC improved pre-to-post workshop. Two authors independently reviewed the students' responses to open-ended post-workshop questions and engaged in open-coding to identify reoccurring terms, concepts and common themes nested within the student's responses. **RESULTS:** Students significantly improved their performance on the Parkinson's Knowledge Quiz ($t(46) = -1.99, p = 0.05$) while no significant changes in students' attitudes towards health care teams ($t(47) = -0.28$) or competencies related to collaborative practice (Overall: $t(46) = -0.86$; Values: $t(47) = -1.07$; Interaction: $t(47) = -1.19$) were observed ($p = >0.05$). **CONCLUSION:** Improved scores on the PD knowledge quiz demonstrates that engagement in an interprofessional, patient-centered workshop led to considerable gains in knowledge related to this clinical population. While scores in attitudes and competencies were not statistically significant, we did observe measurable improvements on each of these scales. Furthermore, responses from the post workshop survey suggests that students the workshop had a positive impact on students in these areas.