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Title: *Student Perceptions of Interprofessional Education in Ambulatory Care and Medicine Advanced Pharmacy Practice Experience (APPE) Settings*

Objective: To determine if interprofessional education activities documented by students during APPEs meet Accreditation Council for Pharmacy Education (ACPE) Standards 2016 and to evaluate student perceptions of IPE-related strengths and areas for curriculum improvement.

Methods: Southern Illinois University Edwardsville pharmacy students completed an electronic IPE documentation tool reflecting on one interprofessional experience during their medicine and ambulatory care rotations. Students were asked to document one specific IPE experience where multiple disciplines were involved in caring for a patient. Students also reflected on their strengths and limitations during the experience. An inductive thematic analysis was performed by 2 independent researchers to code responses and determine common themes.

Results: 112 IPE documentation submissions were completed by pharmacy students. The most prevalent IPE activities that students described included medication therapy recommendations (44.9%) and rounding (33.3%). Most students (83.6%) listed that a physician was involved in the interprofessional experience. Nurses (32.7%), medical residents (30.9%), medical students (22.7%), and social workers (18.2%) were also often involved. Students commonly believed their strength was contributing pharmacotherapeutic knowledge (56.9%), communicating (36.7%), and showing respect/professionalism (21.1%). Students commonly felt they could have improved their communication (37.6%) and preparedness (35.8%). Yes/no responses revealed that the majority of students were involved in face-to-face interactions where team collaboration led to a decision that directly affected and enhanced patient care.

Conclusion: Students generally meet the ACPE standards related to IPE. Areas for improvement include communication, documentation, and preparedness.