

Title: *Interprofessional Essentials for Learners: Online Modules Addressing the IPEC Competencies*

Learners enter professional training via many different paths. Before undertaking advanced training with other professions, it is essential that learners have a sound understanding of foundational interprofessional (IP) knowledge and skills. To meet learner needs, an interprofessional team of educators developed four self-paced online modules, titled *IP Core-4*. These modules introduce students to the four interprofessional (IP) competency sub-domains, addressing effective IP communication and teamwork, understanding roles and responsibilities, demonstrating shared values, and professional ethics.

In order to deliver a true interprofessional experience, we recruited a team of module developers, who in their own right, are an Interprofessional team. Modelling skills and behaviors of an interprofessional team, our development team included educators from Nursing, Medicine, Public Health, Social Work, and Clinical Laboratory Sciences.

Starting with building knowledge about *Teams and Teamwork* our development team devised an overall storyline based on a community-based health crisis. Setting the story in a community context allowed the team to build upon Social Determinants of Health and draw in “non-clinical” professions that can impact healthcare decision making.

The initial module was pilot tested prior to the remaining three modules being developed. The modules have been well received by learners from a variety of professions including nursing, medicine, public health and social work. A total of 197 learners have completed evaluations, with 96% indicating that after completing the module, their ability to collaborate with other professions is good, very good, or excellent. Future strategies to increase student engagement include integration of electronic badging and gamification activities. The IP Core-4 modules are flexible and easily integrated into any platform as a ‘plug and play’ modality. Learner feedback indicates they support learners to establish an essential foundation in IP knowledge, necessary to engage with more immersive IP team-based learning in clinical practicums and more advanced IP curricular activities.