TUFH 2020 Abstracts

Title	**Readiness for Interprofessional Education among different cycles of eight undergraduation courses in a Brazilian public University.**
Type	Oral Presentation *Building the Capacity of Future Leaders in a Socially Accountable World*
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Content	Background: Interprofessional Education (IPE) develops collaborative skills and improves patient safety with greater quality of health care. The readiness to learn together has a direct bearing on attitudes. Objective: to analyze the readiness of students from eight courses for IPE and to compare the scores of students from different cycles. Methods: Cross-sectional, descriptive study with a quantitative approach. Used the Readiness for Interprofessional Learning Scale (RIPLS) via electronic form. The courses and cycles were compared using the Kruskal-Wallis test with statistical significance $p< 0.05$. Results: 506 students (32.6% response rate) enrolled in the undergraduate courses of Nursing, Pharmacy, Physiotherapy, Speech Therapy, Medicine, Nutrition, Dentistry and Occupational Therapy on the campus of a Brazilian public university. None statistically significant difference was found when comparing all cycles in relation to Factors 1-Teamwork and collaboration ($p=0.561$), 2-Professional identity ($p=0.121$), 3 (Patient-centered health care ($p=0.836$) and RIPLS global score ($p=0.601$), without discriminating by courses. Conclusion: The first cycle of all eight courses surveyed is common, formed by mixed classes with 10 to 12 students from different professions, using active methods of learning, especially Problem-Based Learning, and Problematization, it is assumed that these curricular characteristics are favorably influencing the readiness for Interprofessional Education, possibly contributing to enhance collaborative skills for an effective teamwork.