

### Supplement 1. Characteristics of Studies Retrieved

Authors Year Country	Aims and Purpose	Population and Sample Size	Methodology Intervention Duration	Key Findings	Gaps in Research Identified
Phillips & Keys <sup>31</sup> 2018  USA	To explore a classroom based elective IPECP course centred on teaching Primary Care (PC) principles and practice considerations to students from 7 different health professions.	84 students across 3 academic course years (Dentistry, n=7; Medicine, n=16; Nursing, n=11; Pharmacy, n=14; Physician assisting, 9; Public health, n=17; Social work, n=2; 'Other', n=2)	Quantitative; <b>IPECP model:</b> Classroom-based lecture/discussion, problem-solving activities and a PC clinician observation experience. <b>Duration:</b> 12-week course; single half-day practice observation	Ninety-nine percent of students reported practice observation to be the highlight of their IPECP experience. Seeing primary care principles, real patient scenarios, practice challenges and witnessing care teams at work were most impactful for learning the value of collaborative teamwork. Students from disciplines outside of traditional 'primary care' (DDS) expressed concerns that their siloed training does not adequately prepare them for IPC and desired more opportunities to learn with other health professions students in their education.	There is a need to develop IPECP that is inclusive of a diverse array of health professions and embedded into the student curriculum.  Research exploring long-term impacts of IPECP on student' readiness for interprofessional collaboration upon entry to practice are needed.
Heath et al. <sup>32</sup> 2019 USA	To implement and evaluate outcomes of a pilot program/clinical service-learning experience for	113 students (DDS, n=65; Nursing, n=33, 'Other', n=14 (Pharmacy, Social Work, Public Health,	Quantitative; <b>IPECP model:</b> Team-building session (1) and Collaborative service-	Opportunities within IPECP to use their professional skills in an authentic setting and to see and learn the roles of others were impactful for developing understanding of professional roles and responsibilities and	Early and routine IPECP experiences that provide authentic and immersive scenarios for students are needed. Increasing hands-on and immersive clinical

	dental and health professions students on students' development of competencies for IPC.	Physical Therapy, Health Communication)	learning experience <b>Duration:</b> 2.5 days	contributions of other health professionals to patient care. Some students reported feeling like an 'add on' to the IPECP curriculum and could not recognize their role or value to the interprofessional team.	experiences are recommended to bridge gaps between IPECP theory and clinical practice.
Barker et al. <sup>43</sup> 2018 USA	To apply a quality improvement model to the development of an intraprofessional education experience between DH and DDS targeted at preparing students for collaborative practice.	31 DH students (paired with third-year DDS students)	Quantitative; <b>IPECP model:</b> Paired (DH and DDS) clinical experience performing oral assessments and treatment planning oral care needs for patients. <b>Duration:</b> Single-day clinic rotation	DH students the IPECP experience as valuable to their learning and developing mutual understanding with their DDS peers. The IPECP also increased DH students' confidence in communicating and working with other professionals in the future. The experience enabled understanding of the the need and value of collaborative team-based care but DH students desired more active participation in patient evaluation and assessment.	IPECP research needs to include the perspectives of both DH and DDS student groups to inform development of meaningful IPECP experiences. IPECP experiences for students throughout their education, that are aligned lwith authentic expectations of healthcare practice are needed.
Gambacorta et al. <sup>44</sup> 2022 USA	To evaluate dental students' perceived competence in interprofessional collaborative practice (IPCP) skills following participation in	185 DDS students (2 cohorts-Fall 2018/19 and Spring 2019/20)	Quantitative; <b>IPECP model:</b> Interprofession al forum discussions and collaborative problem-	Students reported substantial gains in interprofessional skills following participation in the first (Fall) IP Forum. However significant declines (70%) of perceived gains in skills were reported by students in the interim time between Fall and Spring sessions. DDS students	Consistent, long-term IPE activities and opportunities for interprofessional collaboration need to be embedded within students' curriculum to optimize students' IPC skills development.

	two IPECP Forums with students from other health professions.		solving/case-based activities <b>Duration:</b> Two forums across two semesters (2.5-3 hours each)	were found to not have opportunities to experience and engage in collaborative practice outside of the IP Forums.	Authentic experiences of collaboration with other professions and constructive faculty-led clinical environments are lacking.
Ostroski Olsson et al. <sup>54</sup> 2022 Brazil	To explore the effects of integrating a community-based service-learning IPECP model into the curriculum of DDS students and perceived impacts on IPC skills development and readiness for team-based healthcare practice.	38 DDS students (n=30 survey respondents; n=8 interviews)	Qualitative; <b>IPECP model:</b> interprofessional community-based service-learning clinic experience; interprofessional teams (8 students) led by two faculty members in a primary care setting with practicing professionals. <b>Duration:</b> 4 months (60 hours)	The IPECP experience allowed students to better recognize their contributions to an interprofessional team and gain an enhanced valuation of the specialized knowledge and role of other professions and teamwork overall. The IPECP facilitated socialization between oral/health professions students which allowed groups to explore conflicts and differences early on that enhanced teamwork. DDS students identified that their curriculum remains largely uni-professional and their clinical learning settings do not reflect collaborative teamwork or provide opportunities to further develop skills learned in IPECP.	There is a need for IPECP experiences that provide OH students exposure to other professions, role models/faculty and collaborative teamwork in practice settings. IPECP experiences integrated throughout OH students' curriculum is lacking and uni-professional curricula and clinical training environments persist.
Claiborne et al. <sup>45</sup> 2021 USA	To pilot an online IPECP applied learning activity (ALA) between dental	<b>Pre-test:</b> 73 students (DH, n=38; Master of	Quantitative; <b>IPECP model:</b> online team-based case study activity	Post-IPECP, DH students showed significant improvements in their self-perception as someone who engages in interprofessional	Development of online IPECP offerings requires increased focus on activities that allow students to learn about

	hygiene and public health students to understand students' socialization and values towards IPECP and interprofessional teams.	Public Health, n=35)  <b>Post-test:</b> 57 students (DH, n=33; MPH, n= 24)	centred on a community health setting and targeted population.  <b>Duration:</b> not reported	practice and as a leadership within a team. However, no changes were observed in students' valuation of the opinion of others and value of sharing research evidence across disciplines in a team setting. Core competency domains such as, roles and responsibilities, and interprofessional communication did not improve in this study.	roles/responsibilities and develop communication skills.
Price et al. <sup>7</sup> 2021 Canada	To longitudinally explore processes of professional identity development and the early expectations/perceptions interprofessional collaboration(IP C) amongst health professions students in IPECP during their first program year.	<b>Timepoint 1:</b> 44 students (first-term interviews) (DDS: n=5; Medicine: n = 12; Nursing: n= 10; Pharmacy: n= 8; Physiotherapy: n=9 <b>Timepoint 2:</b> 39 students (first-year interviews) (DDS: n=4; Medicine: n = 12; Nursing: n= 9; Pharmacy: n=	Qualitative; <b>IPECP model:</b> Multi-model and blended cohort activities; case-based and treatment planning activities; simulated practice, clinical observation and experiential clinical practice. <b>Duration:</b> varied across 1 academic year	A lack of understanding of their own chosen profession was an impediment to learning about others early in their program. By end of final year, students demonstrated increased understanding of IPC and early development of an interprofessional identity. Exposure to professional role models, socialization and collaborative experiences in clinical settings/simulation simulated experienced were most impactful for students interprofessional socialization.	Professional and interprofessional socialization and identity formation develop overtime and require attention to the timing and sequencing of students' IPECP experiences. Consistent experiences of collaboration are needed throughout students' pre-licensure education programs to developing collaborative skills, attitudes and behaviours for interprofessional practice.

		7; Physiotherapy: n=7)			
Claiborne et al. <sup>33</sup> 2020 USA	To pilot a service-learning IPECP experience targeted at pediatric oral health delivery amongst DH and Nurse Practitioner students and to assess impacts on professional socialization.	12 students (DH, n=9; Nurse Practitioner, n=3)	Quantitative; <b>IPECP model:</b> Innovative collaborative service-learning (ICSL) experience; blended format- online activities/ oral health education plan and content development followed by in-person educational plan delivery and clinical experience <b>Duration:</b> not reported	Students reported a high valuation of collaboration following their ICSL experience. Both cohorts reported working as a team and collaborative decision-making to be valuable. However, post-test responses indicated that all students scored their lowest level of agreement with the statement that practicing as member of an interprofessional team is preferred over uni-professional practice. Disagreement level was highest amongst DH students.	Further research is needed that includes longitudinal study design to understand how changes in beliefs, attitudes and values of students' changes over time and with repeated/prolonged experiences in IPECP. The types of IPECP activities used in DH education are not well-documented, limiting understanding of how IPECP is occurring and how DH students are educated in IPC.
Infante et al. <sup>46</sup> 2015 USA	To explore an IPECP experience with students from four health professions	48 students (DH, n=12; DDS, n=12; nursing, n=12; medicine, n=12)	Mixed methods; <b>IPECP model:</b> Facilitated team-building exercises,	Student pre-and post-IPECP agreed that teamwork was important and should be part of their clinical training. Students reported higher self-confidence in their professional role and	Sustained and consistent exposure to IPECP and other professions in settings that reflect authentic clinical practice are needed. Longitudinal

	working together on a service-learning project and impacts on students' knowledge and appreciation of each other/ other professions and valuation of IPC.		collaborative population assessment and treatment-planning activities. <b>Duration:</b> Five weekly 4-hour sessions	improved understanding of the roles and responsibilities of others post-IPECP participation. Facilitated 'get to know each other' activities at the outset of the IPECP experience were important socialization and team-bonding experiences. Student across all four professions reported this IPECP experience to be their first longitudinal experience in a clinical setting with others.	research is needed to improve understanding of IPECP impacts on students' attitudes, beliefs and behaviours toward teamwork and IPC.
Thompson et al. <sup>34</sup> 2016 USA	To evaluate for changes in the interprofessional attitudes of students from 13 health professions throughout their experience in a blended classroom/ team-based clinical IPECP experience.	80 students (n = 4-8 students from each profession. (DDS, DH, physician assisting, medicine, nursing, pharmacy, occupational therapy, physical therapy, language pathology, nutrition sciences, social work and public health)	Quantitative; <b>IPECP model:</b> Classroom-based blended cohort sessions (team building and case-based activities) and collaborative service-learning clinical experience (interprofessional teams of 10 students) <b>Duration:</b> Two academic	Increases in students' perceptions of interprofessional team members, relationships, and communicating with others in clinical scenarios were reported following the service-learning experience. Over time, and with increased exposure to working within interprofessional teams, student perceptions of healthcare teams evolved. Greater inclusion of oral health was reported and OH students reported enhanced perceptions of themselves as an interprofessional team member post-IPECP.	Longitudinal IPECP curriculum that blends didactic theory, informal socialization opportunities, and authentic practice experiences are required. Longitudinal research is needed on IPECP in the health professions to explore impacts of prolonged interprofessional group contact on students' socialization, team building and collaboration skills.

			semesters; Fall (4x 4-hour classroom-based sessions) and Spring (4x 4-hour clinical patient care experiences)		
Caratelli et al. <sup>35</sup> 2020 USA	To explore an IPECP course aimed at preparing health professions for IPC and improving collaboration between professions using a blended format of classroom-based seminars, and experiential learning in a community-based service-learning clinic.	9 students (DDS, n=3; Kinesiology, n=3; Pharmacy, n=3)	Quantitative; <b>IPECP model:</b> blended cohort course; classroom-based sessions and service-learning clinical experiences within an interprofessional team. <b>Duration:</b> 14-week curriculum (5x 90-minute seminars; 4 x 4-hour clinical experiences)	Student from pre-test to post-test demonstrated increased knowledge and abilities across core IPC competency domains including interprofessional communication, values/ethics, roles and responsibilities and teams and teamwork. Post-test results found that following the IPECP experience, students reported increased comfort working with an interprofessional team and reported the clinical site component was valuable to their learning and interest in interprofessional practice.	A need for more IPECP curriculum design that moves beyond didactic classrooms/theory to include practical application and experiential learning is identified. Research centred on individual experiences of IPECP including the qualitative exploration of students' personal preconceptions of IPECP and collaborative teamwork are limited.
Reutter & Alexander <sup>36</sup> 2022 USA	To evaluate the effect of a simulation-based IPECP activity on	80 students (DH, n=35; nursing, n=45)	Quantitative; <b>IPECP model:</b> online course module and IPECP	Pre-IPECP survey results indicated students had a high regard for IPC prior to the simulation activity and aware of	More IPECP between oral health and health professions is needed to improve understanding of the oral-systemic

	dental hygiene and nursing students' attitudes about interprofessional collaboration (IPC).		simulated practice activity <b>Duration:</b> not reported	the importance of collaboration. Across IPC domains, student scores improved following the IPECP experience with the exception of interprofessional value. Students demonstrated an enhanced ability to apply team-based approaches to patient-centered care and use effective communication and team leadership following participation.	implications of disease and to promote inclusive healthcare teams in the future. Longitudinal, and multiple IPECP experiences throughout students curriculum are recommended and collaboration across health faculties is needed to support the creation and implementation of authentic and meaningful experiences.
Otsuka et al. <sup>37</sup> 2016 Japan	To develop, implement, and evaluate a peer-led simulation-based IPECP program in which dental hygiene students instruct medical and dental students on oral health care for older patients in long-term care.	184 students (DH, n=22; DDS, n=110; Medicine, n=52)	Quantitative; <b>IPECP model:</b> Simulated patient and clinical peer-teaching activities. <b>Duration:</b> Not reported	DDS and medical students reported the DH-led peer-teaching sessions to enhance their knowledge about the role and responsibilities of other professions. Students reported a better understanding of the need for collaboration and value of working interprofessionally for patient care. Students reported that the IPECP allowed for learning experiences that could not happen in the classroom.	Increasing practical clinical experiences between oral and health professions students is needed. Simulation-based IPECP is recommended as strategy to better prepare students and teams for collaborative patient care. Development of longitudinal IPECP experiences and peer-teaching opportunities are warranted to improve understanding of roles and collaboration to support IPC in practice.



<p>van Diggele et al.<sup>38</sup> 2021 Australia</p>	<p>To explore students' experiences of participation in an interprofessional case-based learning activity and to identify perceived value of the experience for students across eleven health disciplines.</p>	<p>1674 students from 11 health disciplines (Dentistry, n=30)</p>	<p>Quantitative; <b>IPECP model:</b> Mixed-cohort teams in a case-based learning activity (min. 4 health disciplines per team) <b>Duration:</b> Not reported</p>	<p>Student responses were analyzed by health discipline. DDS students identified the most beneficial aspects of the IPECP as: opportunities for peer learning and collaboration, informal networking and socializing with other health professions students, and opportunities to practice working in an interprofessional team. Students reported that the case-studies lacked relevancy for certain professions and DDS students reported the highest dissatisfaction with cases for relevancy and applicability to their professional knowledge and skills.</p>	<p>Increased exploration of patient-centered case-based IPECP activities is warranted to understand impacts on healthcare students' skills in interprofessional teamwork. IPECP experiences that are inclusive of multiple professions and represent authentic experiences of practice are needed to enable learning and understanding of professional roles, collaborative skills and the value of collaboration in practice.</p>
<p>Luebbbers et al.<sup>39</sup> 2022 USA</p>	<p>To explore the experience of students in an interprofessional classroom-based interactive workshop through analysis of written reflections.</p>	<p>314 students (medicine, dentistry, social work)</p>	<p>Qualitative; <b>IPECP model:</b> Classroom-based interprofessional workshops; Mixed-profession student groups activities. <b>Duration:</b> Two-academic terms</p>	<p>The IPECP experience was found to be impactful for students' across 3 themes: 1) appreciation of similarities and differences between professions, 2) recognition of the contributions and importance of different professions in patient-centered care and 3) for understanding their own professional role. Catalysts for student learning were identified as opportunities for</p>	<p>Early and staged IPECP experiences that begin with basic interprofessional learning and skill-building to enhance experiential team-based IPECP experiences and students' professional development are needed.  Research is required on IPECP activities that include interpersonal</p>

			(Fall/Spring); single event 2.5-hour duration	consistent socialization and bonding as a group and case-based learning exercises that reflected authentic practice scenarios. Exercises featuring role-play/practice simulation were found to best engage students in direct dialogue, exploring interprofessional teamwork, conflict resolution and working towards a common goal.	conflict scenarios and purposeful case design to be inclusive of needing collaboration from all team members/professions.
Rivera et al. <sup>40</sup> 2018 USA	To explore use of an interprofessional standardized patient exercise (ISPE) with health professions students for developing understanding of professional roles, interprofessional collaboration and contributions of IPC to patient care.	520 students (Dentistry, n=93; Physical therapy, (n=46; Medicine, n=138; Nurse practitioner, n=86; Pharmacy, n=116; Social work, n=7; Nutrition n=20; Chaplaincy n=14)	Quantitative; <b>IPECP model:</b> ISPE using interprofessional teams of students for a collaborative case-study exercise <b>Duration:</b> single event (3 hours); preceded by a program-mandated foundational course on IPC principles.	The ISPE case-study experience was highly valued by students, reporting an appreciation for the interactive qualities of the exercise. Observing other professional students interacting with the SP and opportunities to experience the professional scopes and knowledge of others to care planning and delivery was an impactful for learn about other professions and developing an appreciation for their contributions to patient care. Participants desired more IPECP experiences like this as part of their education.	Further exploration of ISPE experiences for developing IPC competencies in health of expertise and collaborative opportunities is required. Intentional IPECP case studies that showcase the professional knowledge and skills of all professions is needed for students to recognize and complementary areas of expertise and collaborative opportunities. experiences integrated throughout students'
Kersbergen et al. <sup>51</sup>	To evaluate the perceptions of	100 students	Qualitative;	IPECP clinical experiences enabled students' understanding	Early and consistent IPECP is required

<p>2020 Netherlands</p>	<p>DDS and DH students on professional roles and IPC following participation in a 4-month curriculum embedded clinical IPECP experience and again 2-years post-graduation.</p>	<p><b>Timepoint 1</b> (program completion) (DDS, n=62; DH, n=38) <b>Timepoint 2</b> (2-years post-graduation) 53 oral health graduates (DDS, n=27; DH, n=26)</p>	<p><b>IPECP model:</b> Oral health clinical practice Interprofessional teams of 12 students (DDS: 8 DH) responsible for co-management of patients' collaborative oral healthcare delivery. <b>Duration:</b> 4-month rotation; 1x/week</p>	<p>of professional roles and responsibilities in practice and for fostering mutual understanding between the professions that contributed to collaborative attitudes in professional practice. However, limitations for long-term impacts of the IPECP experience for IPC in practice was attributed to students' only beginning to experience and understand interprofessional collaboration in their final program year. At final follow-up, participants reported challenges for enacting interprofessional collaboration in practice as they identified few role models for collaboration in practice.</p>	<p>throughout education programs to improve students' understanding of team-based collaboration and to develop IPC skills, attitudes and behaviours for practice. IPECP curriculum and experiences that better reflect real-world clinical practice are required. Longitudinal IPECP research is limited and needed to understand the evolution of students' professional socialization and impacts for IPC in practice.</p>
<p>Kanji et al.<sup>47</sup> 2020 Canada</p>	<p>To explore dental hygiene students' readiness for interprofessional learning and collaborative practice following a 4-week IPECP curriculum with students from 11</p>	<p>23 DH students</p>	<p>Mixed-methods; <b>IPECP model:</b> Classroom-based workshops using team-based learning (blended cohort teams) <b>Duration:</b> Four in-person</p>	<p>Post-IPECP, students had increased understanding of their professional role and showed positive development of learning a professional identity. Students were more open to developing clinical-based problem-solving skills with other professions post-intervention. Focus group revealed impacts of the experience on learning and attitudes post-intervention such</p>	<p>Research exploring the experiences of dental hygiene students' in IPECP and their perceptions and attitudes towards interprofessional learning and collaborative practice remains limited. More research on integrated IPECP curriculum and longitudinal outcomes to better understand IPECP</p>

	other health programs.		workshops (1/week; 2-hours) over 1 month.	as: greater role clarification, recognition of shared and complementary knowledge bases and practice with other professions, and enhanced cultivation of a professional identity, collegiality, and respect for other professions.	impacts on students and their development of collaborative behaviours, attitudes and readiness for collaborative-practice are required.
Colonio Salazar et al. <sup>48</sup> 2017 United Kingdom	To explore and compare, the attitudes of students trained at a dental institution towards dental interprofessional education.	132 students (DDS, n=80; DH/Dental therapy, n=38; Dental nursing, n=14)	Quantitative; <b>IPECP model:</b> Clinical experience in a team-based oral health clinic; blended-cohort classroom-based tutorials, and case discussions. <b>Duration:</b> 8 weeks	The majority of students had positive attitudes towards IPECP and believed shared learning was beneficial for teamwork and collaboration to gain skills and professional relationships. DH and dental therapy students reported a stronger sense of a professional identity and significantly higher preference towards an 'inclusive approach' to learning compared to dental students. DDS students were found to have a higher preference for an exclusive professional identity when compared with other students and a higher valuation of profession-specific learning.	Siloed education of oral health professions persists creating barriers for students' development of collaborative skills and valuation of collaborative practice. Integrated IPECP experiences in oral health education and more research on the impacts of shared clinical experiences between students to understand impacts on professional identity development is needed. More qualitative research is required to explore students' attitudes towards IPECP in more detail.
Howey & Yoon <sup>56</sup>	To explore IPECP	40 DH students	Qualitative;	DH students had positive and negative perceptions of their	Increased integration of longitudinal IPECP

<p>2022 Canada</p>	<p>programming in DH and DDS programs with a focus on examining the experiences of DH students in a IPECP clinical experience with DDS students and impacts for understanding roles, addressing professional hierarchies and building IPC skills.</p>		<p><b>IPECP model:</b> Rural setting; IPC clinical practice experience (“the satellite rotataon”).</p> <p>DH (n= 2) and DDS (n= 2) students live together and work collaboratively in this practice setting for a 2-week duration during their final year of training.</p> <p><b>Duration:</b> 2 x 2-week long rotation in satellite setting.</p>	<p>IPECP experience. Students reported benefits from collaborating with others in an authentic setting that reflected ‘real’ practice. Students expressed that their preparedness for IPC in practice would have benefitted from more consistent and longitudinal exposure to realistic clinical experiences with DDS students to learn their professional role and working. DH students reported the IPECP improved their confidence and combatted sentiments of feeling less knowledgeable than other health professions. Time for socialization and connection enhanced collaboration and teamwork in practice.</p>	<p>experiences throughout students’ pre-licensure education and consistent exposure to other team members and opportunities for socialization are needed.</p> <p>Research is needed to explore historized professional hierarchies, stereotyping and how they may be reinforced in oral health education as part of students’ professional identity development.</p>
<p>Reinders &amp; Krijnen 2023<sup>11</sup> Netherlands</p>	<p>To explore whether interprofessional identity is a source for intrinsic</p>	<p>88 students (DDS, n=47; DH, n= 41)</p>	<p>Quantitative;</p> <p><b>IPECP Model:</b> Online IPECP course</p>	<p>More effort in team-based collaboration was found in the high interprofessional identity groups and findings suggest that interprofessional identity partially determines</p>	<p>Comparing online versus in-person education settings for interprofessional socialization and interprofessional identity</p>

	motivation towards interprofessional collaboration and team membership.		employing collaborative team-based discussion on pre-determined questions related to professional roles/responsibilities and collaborative practice <b>Duration:</b> 2-weeks (3 team meetings and a debriefing session)	interprofessional group efforts. Higher group identity was associated with higher group performance. High interprofessional identity amongst students was correlated with willingness to collaborate, asking questions of others, more equal communication and mutual engagement between members. Social interaction was found to enable team formation however the extent of socialization may have been impeded owing to online format of the IPECP experience.	formation is underexplored and research needed to clarify impacts on interprofessional identity formation. Evidence is lacking on the interplay between interprofessional identity, settings and individuals' professional skills/ competency as mutual predictors for enabling IPC and effective teams in practice.
Rothmund et al. <sup>49</sup> 2017 USA	To evaluate the effect of an IPECP education module on DH and physician assistants (PA) students' knowledge of oral manifestations of menopause and confidence treating conditions in the context of	36 students (DH, n=25; PA, n=11)	Mixed methods  <b>IPECP model:</b> Classroom-based workshop; team-based case-study/care planning exercise using a standardized patient (SP), followed by a debriefing session.	The IPECP experience contributed to DH and PA students' knowledge development on the module topic and provided valuable opportunities for socialization. Experience working within a team strengthened students' confidence communicating with other disciplines and positively influenced their perceptions of collaborative teamwork. Students reported an improved understanding of the professional roles and responsibilities of each	Direct impacts on interprofessional identity development could not be determined in this study. Repeated and integrated IPECP experiences between students in the oral health, medical, and primary care fields and research that follows students longitudinally to explore impacts of long-term exposure to IPC on professional/interprofessional identity development

	collaborative care planning and interprofessional teams.		<b>Duration:</b> 3-hours	profession in patient care and improved attitudes and perceptions toward IPC.	during their programs is required.
Storrs et al. <sup>50</sup> 2023 Australia	To qualitatively evaluate and explore the contextual factors relating to positive outcomes of oral health students' experiences in an interprofessional team-based treatment planning (TBTP) program.	46 students (DDS, n= 20; Dental technology, n=15; Oral health therapy, n=4; Dental prosthetics, n=7)	Qualitative; <b>IPECP model:</b> Collaborative team-based treatment planning (TBTP) activities and clinical patient care. <b>Duration:</b> not reported	Improved confidence in collaborating with other students, self-assurance in their profession specific and interprofessional roles and improved teamwork skills post-IPECP was reported. Students valued opportunities to socialize and to learn from others. The majority of students reported that team activities facilitated understanding of overlapping and complementary knowledge bases. A minority of DDS respondents felt IPECP was an interference to their training and favoured learning profession-specific skills for practice rather than interprofessional collaboration.	IPECP experiences threaded throughout students' education and which include socialization opportunities and group work, leading into team-based experiences in simulation/practice are needed. The degree to which TBTP experiences during education may impact or change attitudes and behaviours towards interprofessional collaboration upon entry to practice remains to be explored.
Kersbergen et al. <sup>55</sup> 2023 Netherlands	To explore changes in attitudes held by students in the oral health professions on interprofessional learning and	424 students (DH, n=221; DDS, n=203)	Quantitative; <b>IPECP model:</b> Student-run dental clinic rotation (SRDC) within blended cohort	Attitudes of DH and DDS students towards interprofessional collaboration were almost equally positive at baseline. After one year in an SRCD IPECP model, DH students demonstrated a	More research in settings where OH students have opportunities to learn and work together in a team dynamic are needed to compare the effects of IPECP and students' experiences and

	collaboration following a one-year experience in a student-run dental clinic (SRDC).		teams (5 DH/11 DDS) and classroom-based team treatment planning sessions. <b>Duration:</b> 2.5 days/week for 1 academic year.	significantly higher valuation of collaboration and teamwork than DDS students whose attitudes did not change over time. Differences were potentially attributed to unequal participation opportunities between professions owing to increasingly overlapping scopes between DH and DDS.	perceptions of collaboration. Research is needed on impacts of faculty role models in IPECP on students' experiences and perceptions of collaborative practice.
Numasawa et al. <sup>41</sup> 2021 Japan	To explore the readiness of dental, medical, and nursing students for interprofessional learning before and after IPECP workshops and to identify readiness differences and rationale for disparities between professions.	378 students (DDS, n=92; Medicine, n=190; Nursing, n=96)  Focus groups with DDS students only (n=17)	<b>Mixed methods</b>  <b>IPECP model:</b> IPECP workshop using interprofessional teams of 7-8 students to discuss and collaboratively problem-solve/formulate care plans for simulated clinical scenarios.  <b>Duration:</b> 2-days (8 hour)	All professions with the exception of DDS students showed improvements across IPC domains following participation. Focus group follow up with DDS found students had a low valuation of interprofessional collaboration and perceived dentistry as a profession that does not require IPC. Students indicated they had no prior exposure to collaboration with other healthcare professionals in their education and that IPECP workshop activities were not relevant to their professional practice or reflective of their interpretations of real-world practice.	Increased development of IPECP experiences that are inclusive and designed with cases and opportunities for all students to contribute their professional skills and knowledge are needed. Increasing opportunities in OH education for students to experience and observe interprofessional collaboration and experience scenarios that reflect real-world practice are needed to support interprofessional identity development.



<p>Langford et al.<sup>42</sup> 2020 USA</p>	<p>To assess the impact of an IPECP session on opioid use and acute pain management on pre-licensure healthcare students' perceptions of IPC and to evaluate achievement of interprofessional core competencies.</p>	<p>160 students from 6 health professions. (pharmacy, dentistry, nursing, medicine and 'other' professional schools [prosthetics and orthotics, public health])</p>	<p>Quantitative; <b>IPECP model:</b> Classroom-based workshop involving case-based, faculty-facilitated learning activities in interprofessional teams (8-10 students)  <b>Duration:</b> 2 sessions (110 minutes)</p>	<p>Participation in the IPECP contributed to improvements in students understanding of their own professional role and those of others. Discussing patient-centered care strategies as a team improved communication skills development. Students valued social opportunities with other students and learning about other professions through peer-discussion. The hospital-based case-study was found to be less engaging for students from public health and dentistry.</p>	<p>Development of inclusive IPECP programming that reflects the knowledge and skills of all professional learners is needed. Research on longitudinal IPECP experiences for students throughout their education are required to better understand contributions of IPECP for improving skills and knowledge across IPC core competencies.</p>
<p>McGregor et al.<sup>52</sup> 2018 USA</p>	<p>To identify DDS and DH students' attitudes regarding IPECP following completion of an IPECP course involving health professions students from 4 other health professions.</p>	<p>62 students (DH, n= 16; DDS n= 46)</p>	<p>Quantitative <b>IPECP model:</b> Classroom-based small group/team activities (blended cohort/5-6 to students per team) including case-studies, group discussion</p>	<p>Both DH and DDS cohorts reported more positive perceptions of IPECP following course completion. Greater positive changes in attitudes towards collaboration were found amongst DH than DDS students. DDS student scores only improved under the 'understanding roles and responsibilities' post-IPECP experience and showed a greater affinity for a profession-specific</p>	<p>OH students continue to be educated siloes, impeding their identity as interprofessional practitioners. Research is needed to explore ways in which pre-existing professional stereotypes and professional biases may be reinforced in oral health education and implications for their development of team-based attitudes, skills</p>

			<p>and a team video essay on IPC and benefits to patients.</p> <p><b>Duration:</b> 13 x 60-minute session</p>	<p>identity and approach to practice.</p>	<p>and perceptions of collaborative practice.</p>
<p>Reinders et al.<sup>53</sup> 2018 Netherlands</p>	<p>To investigate whether comparative versus reflective feedback on interprofessional interaction is effective for decreasing the degree of profession-based dominance in mixed profession groups.</p>	<p>114 students (DDS, n= 57; DH, n=57)</p>	<p>Quantitative; <b>IPECP model:</b> 19 mixed-professions teams (3 DDS, 3 DH) involved in team development activities and interprofessional care planning sessions (virtual-patient) <b>Duration:</b> 4 hours (2 x 2-hour sessions)</p>	<p>Comparative feedback on interprofessional interaction within mixed-profession groups was found to reduce general dominance between professions. OH students were found to communicate more equally following the IPECP based on group identification. Findings support the theory that intergroup formation and comparison can enhance cohesion and cooperation; precursory behaviours for development of an interprofessional team culture and identity formation.</p>	<p>Changes in interprofessional communication observed between professions cannot determine interprofessional identity development vs. temporary group identity. Longitudinal research is needed to determine whether repeated exposure to this type of intervention may influence professional identity formation and may facilitate the integration of an interprofessional identity as part of individual's professional identity.</p>

**Legend of acronyms:**

**IPECP-** Interprofessional education for collaborative practice

**IPC-** Interprofessional collaboration

**DDS-** Doctor of Dental Surgery (Dentistry Students)

**DH-** Dental Hygiene (DH Students)

**TBTP-** Team-based treatment planning

**ICSL-** Innovative collaborative service-learning

**ALA-** Applied learning activity

**OH-** Oral health