**The Psychosocial Interprofessional Education (PIPE) Project: Development and Evaluation of an Innovative Workshop for Students**

Virginia Schmied1, Hazel Keedle1, Virginia Stulz1, Tanya Meade2, Rosemary Qummouh 2, Philippa Hay3

1. School of Nursing and Midwifery, Western Sydney University, Sydney, Australia
2. Scholl of Social Science and Psychology, Western Sydney University, Sydney, Australia;
3. School of Medicine, Western Sydney University, Sydney, Australia
4. Rich Digital Media, Western Sydney University, Sydney, Australia

v.schmied@westernsydney.edu.au

***Aim:*** The aim of the Psychosocial InterProfessional Education (PIPE) project was to increase health professional students’ awareness and skills in interprofessional collaboration in the perinatal period. Significant poor maternal and child outcomes result from complex psychosocial issues and it is critical that students have the knowledge and skills to work effectively with women and their families in collaboration with diverse health and social care professionals

***Development of the workshop***: The PIPE project commenced in November 2017 and over a six-month period, academics from the university, clinicians from local health services and filmmakers collaborated to develop an innovative, simulated learning experience for students in the disciplines of midwifery, social work, psychology and medicine focusing on complex psychosocial issues in the perinatal period.

This culminated in a one-day workshop, that ran twice in May 2018, where the students worked in multidisciplinary teams with facilitator guided scenarios that included simulated meetings, joint care planning, roleplaying interactions between women and professionals and designing referral pathways.

A panel discussion with clinical experts and academics at the end of the workshop day facilitated reflection on management and available support mechanisms.

The team developed and scripted high quality video footage of interactive scenes from case studies that were prepared in advance and embedded into scenarios capturing the nuanced complexities to provide students a visual component to their learning that culminated in a real life workshop identifying appropriate interdisciplinary pathways of care.

***Evaluation:*** 68 students participated in the pre post-test evaluation of the workshop. Students demonstrated an increase in confidence and valuing of interprofessional collaboration and reported that they had a greater awareness of their respective roles, communication processes and referral pathways. They also reported an increase in their knowledge of complex psychosocial issues such as previous stillbirth, domestic violence, and mental health.