Introduction. Previously, we showed that academic level and gender impact students’ attitudes about IPE before and after an introductory IPE experience [1]. Students’ professional programs may have a strong influence on their attitudes toward IPE [2-5]. The purpose of this study was to examine the impact of health science school differences on students’ attitudes about IPE before and after an introductory IPE experience.

Methods. Data from 2,364 health science students on all U-M campuses in Fall 2018 and 2019 were included. We used regression analysis to separate the effects of health science school, academic level and gender on the SPICE-R2 subdomain items for teamwork, roles/responsibilities and patient outcomes. The graphs below show significant differences in marginal means (estimated effect on attitudes for a particular school) between schools.

At baseline, marginal means differences for Teamwork, Roles, Outcomes showed that students’ attitudes about IPE differ among significant differences in marginal means (estimated effect on attitudes for a particular school) between schools.

After the course, marginal means for Roles and Outcomes differed, leveling out baseline differences in students’ attitudes ab...