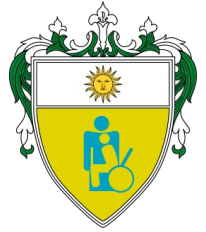


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Perspective of Filipino Rehabilitation Students on Interprofessional Education (IPE) Course

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From Global Mandate to Local Practice



- WHO has established IPE as a non-negotiable prerequisite for effective collaborative practice globally.
- Locally, there is a qualitative evidence gap regarding how students perceive these initiatives beyond surveys.
- UST-CRS implemented a pilot course to bridge four disciplines: OT, PT, SLP, and Sports Science.

Capturing the Lived Experience

Our primary goal was to capture the authentic, lived experience of students as they navigated this interprofessional journey.



Experiences

What & How
they learned



Enablers

Facilitators of
engagement



Barriers

Hurdles to
interaction



Recommendations

Ideas for
improvement



Rigorous Qualitative Inquiry

Design: Qualitative Descriptive

Participants: N=9 (Purposive Sampling)

Data: Synchronous FGDs + Asynchronous Collaborative Learning Logs

Analysis: Braun & Clarke's Thematic Framework (NVivo, Audit Trail)

Dismantling Silos & Defining Roles

Clarifying roles and strengthening communication.



Key Findings

Role Clarity & Scope

Shifted from assumptions to concrete definitions.

Referral & Communication

Applied referral skills in internship/externship.

“

*I knew for a fact that it wasn't in my scope of practice... IPE taught me **that this is the role of this [profession]** ... so that's where I referred him.*

— Student 8

Enablers to Engagement

What helped collaboration take root.

Key Findings

Effective Pedagogy

Case studies & reflective log facilitated engagement.

Institutional Identity

"College Culture" accelerated trust and mutual respect.



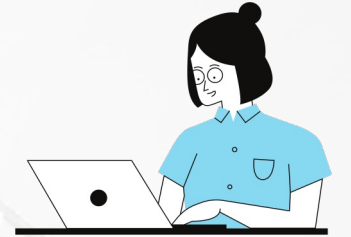
“

*There's an **equal respect** that we all have our things that we need to do.*

— **Student 6**

Barriers to Engagement (Structural)

Where teams struggled—and why.



Key Findings

Relevance

Generic cases reduce engagement

Dynamics

Missing ice-breakers/social scaffolding

“

*I couldn't think of what my role was supposed to be because the **case was so general.***

— Student 9

Barriers to Engagement (Cultural & Online)

Where teams struggled—and why.

Key Findings

Preconceived Notions

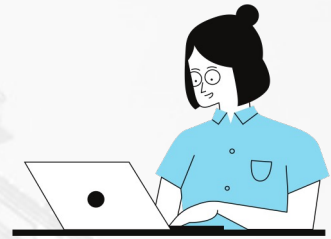
Hesitation due to fear of judgment.

Professional Culture

Profession-specific ways of speaking/working.

Digital Setting

Amplifies silence and passivity.



“

*Each department has a **certain way of speaking or working**—it makes you wonder if you're being judged.*

— Student 6

Strategic Imperatives for OT Education

Timing

Just-in-Time
Learning
(Pre-Internship)

Scaffolding

Psychological
Safety First

Fidelity

Specific Cases

Conclusion & Path Forward



Value

Students see IPE as a vital foundation for practice.



Reality

Structural and cultural barriers must be addressed.



Roadmap

Student voice guides better design and delivery.



Goal

From requirement to transformative learning.



Conclusion & Path Forward

"The conversation is the intervention."



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Maraming salamat po!

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