

Global Perspectives on Interprofessional Education & Collaborative Practice

*Considerations for Professionals Working with
Active Populations*

Laura Kunkel, EdD, LAT, ATC, PES, FNAP
Sarah Manspeaker, PhD, LAT, ATC, FNAP



Disclosures

No conflicts to disclose

- The views expressed in these slides and today's discussion are ours
- Our views may not be the same as the views of our company's clients or colleagues
- Participants should use discretion when using the information contained in this presentation
- This presentation was partially funded through a grant from the National Athletic Trainers' Association

Session Objectives

Recognize similarities and differences between interprofessional education (IPE) and interprofessional collaborative practice (IPCP)

Discuss specific strategies to utilize for IPCP with other health care professionals

Identify mechanisms to incorporate IPE and IPCP into the preparation of students in athletic training, athletic therapy, and similar programs across the globe

What is IPCP

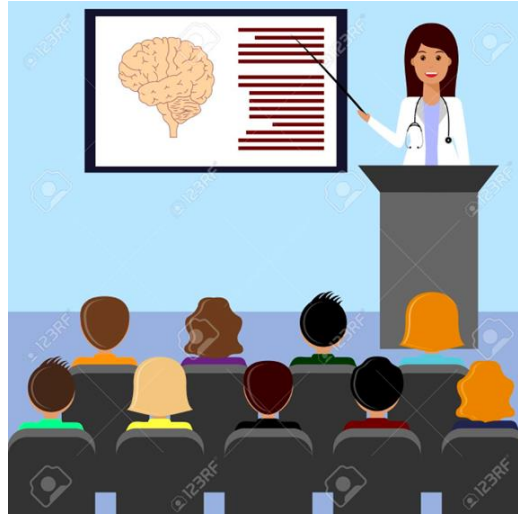
Interprofessional Collaborative Practice

World Health Organization

—... “when multiple health workers from different professional backgrounds provide comprehensive services by working with patient, their families, carers and communities to deliver the highest quality of care across settings”



What is NOT IPCP

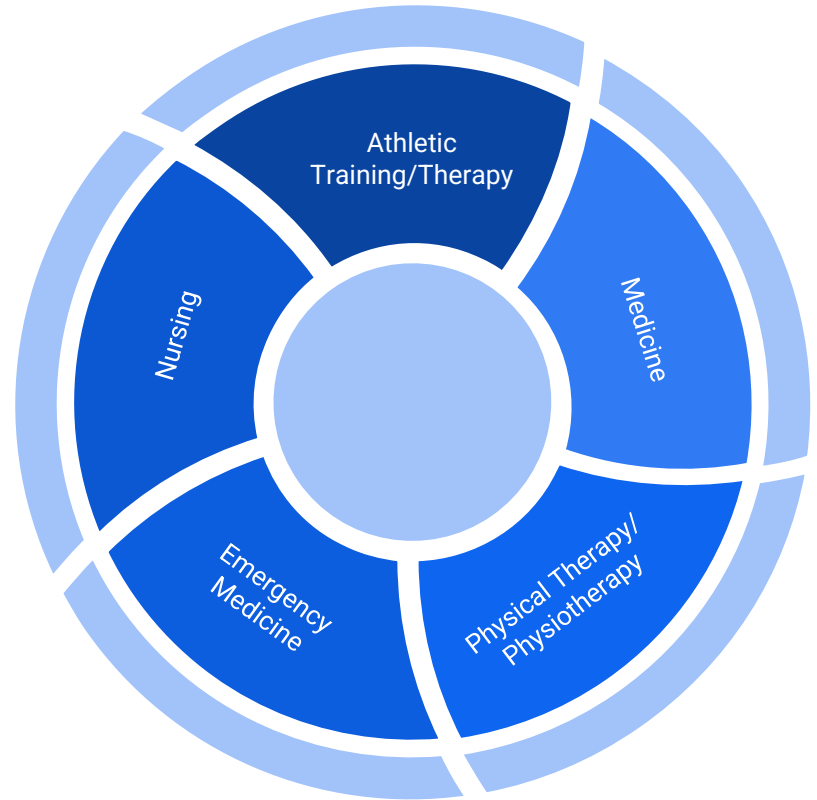


What is IPE

Interprofessional Education

World Health Organization

—... “when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”



Interprofessional Collaborative Practice



Interprofessional Education

Interprofessional Collaborative Practice

Health workers from different professions **work together**

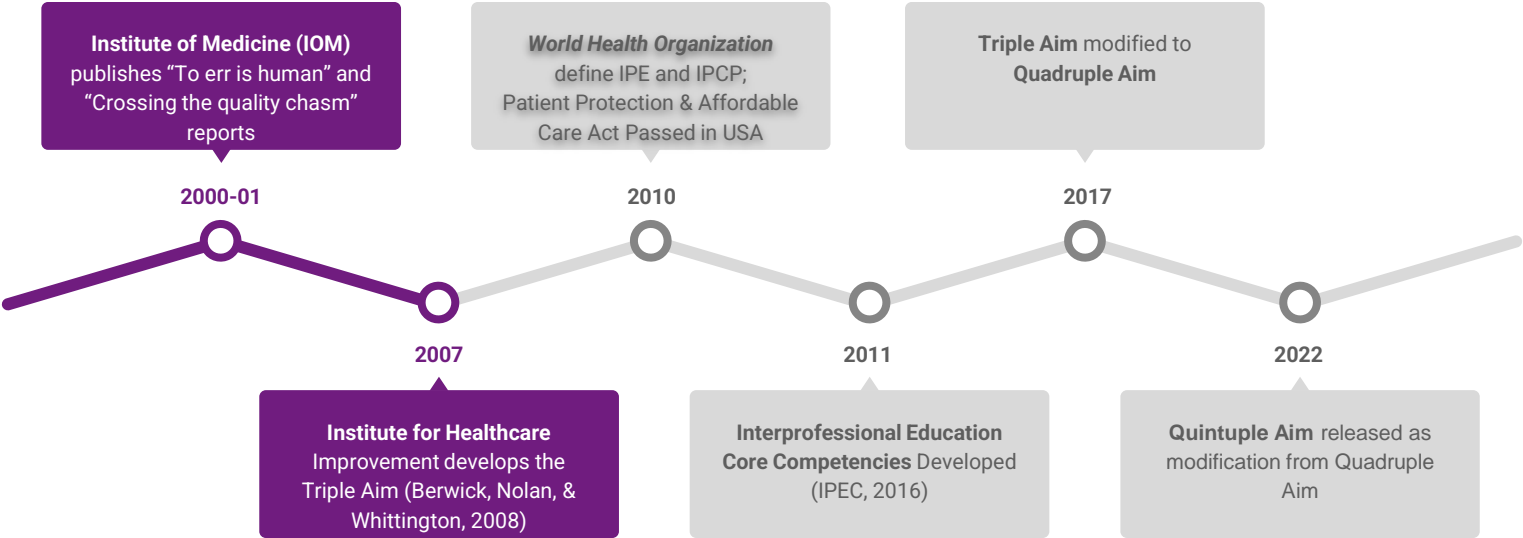


Interprofessional Education

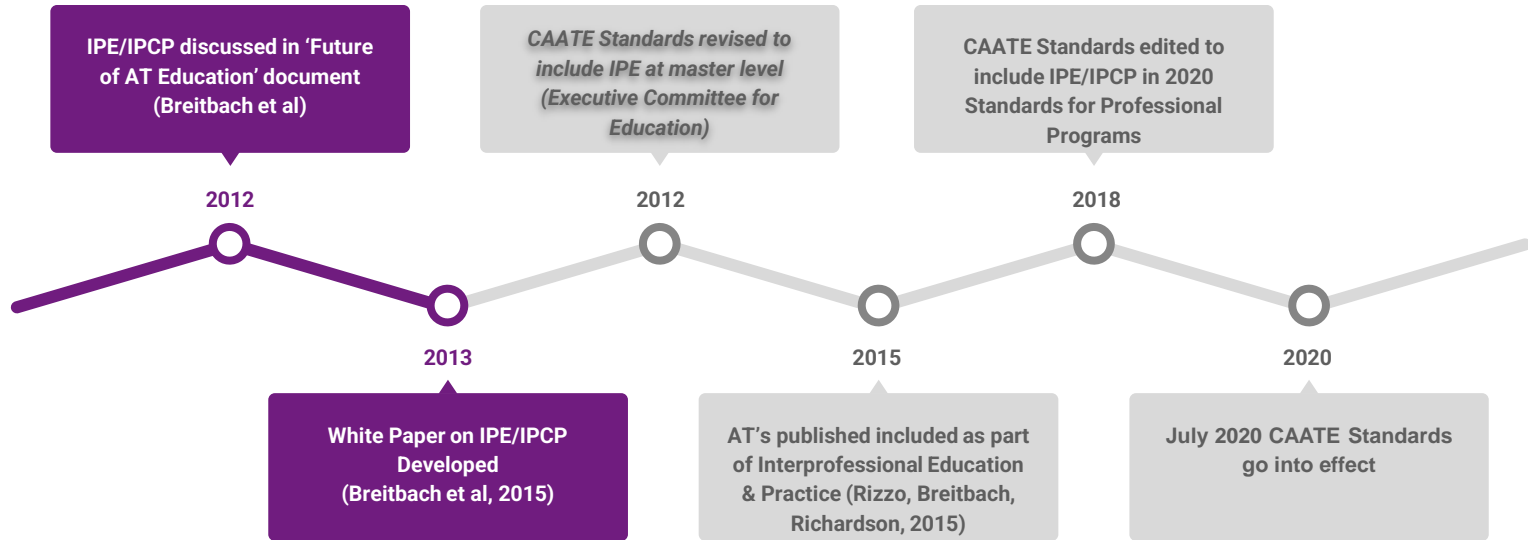
Students learn with, from, and about each other



Historical Perspectives of IPE/IPCP



Historical Perspectives of IPE/IPCP in Athletic Training



WHO Global Competency Framework for Universal Health Coverage



WHO Global Competency Framework for Universal Health Coverage: Domain IV



Engages in
collaborative practice

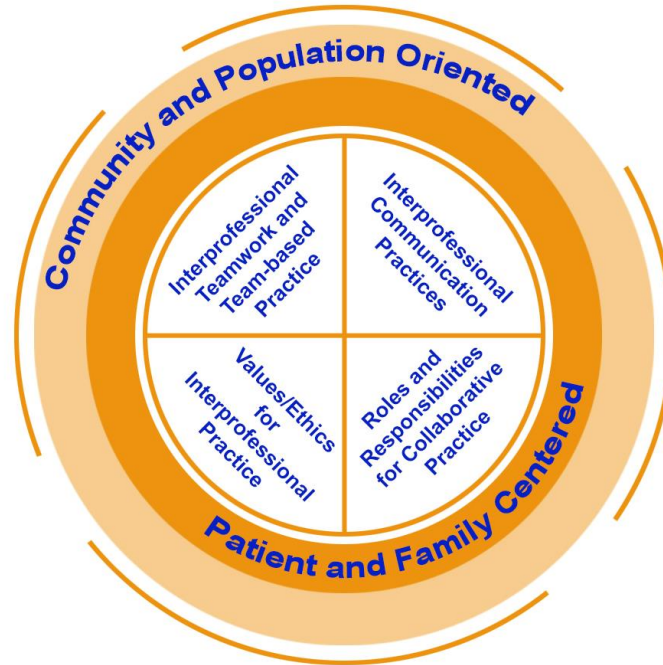
Builds and maintains
trusting partnerships

Learns from,
with and about others

Constructively manages
tensions and conflicts



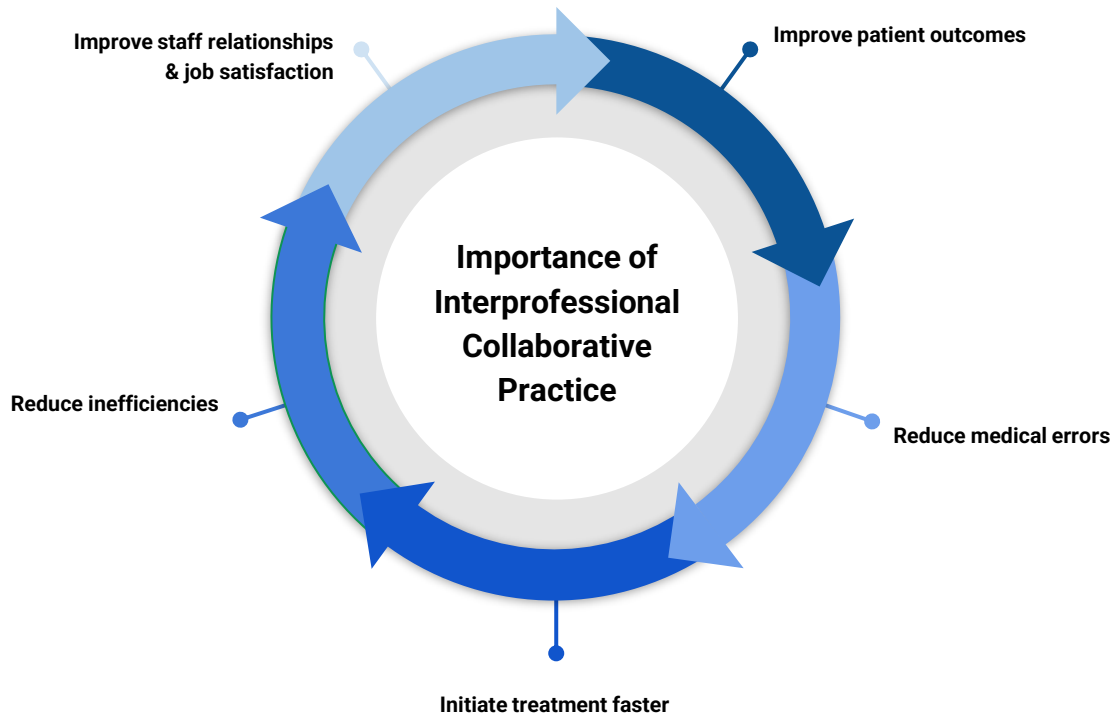
Interprofessional Education Collaborative
Connecting health professions for better care



Comparing Interprofessional Competencies

<i>Global Health Education Competencies*</i>	<i>Interprofessional Education Collaborative Core Competencies</i>
<ol style="list-style-type: none">1. Global burden of disease2. Globalization of health and healthcare3. Collaboration, partnering, & communication4. Ethics5. Professional practice6. Health equity & social justice	<ol style="list-style-type: none">1. Values & ethics2. Roles & responsibilities3. Interprofessional communication4. Teamwork & team-based care

*There are 11 Global Health Education Competencies, a sample of relevant options are featured on this table



Strategies for Implementing IPE

Start Small

Include an
IP Team

Consider
Objectives

Be
Creative

Logistics

Debrief

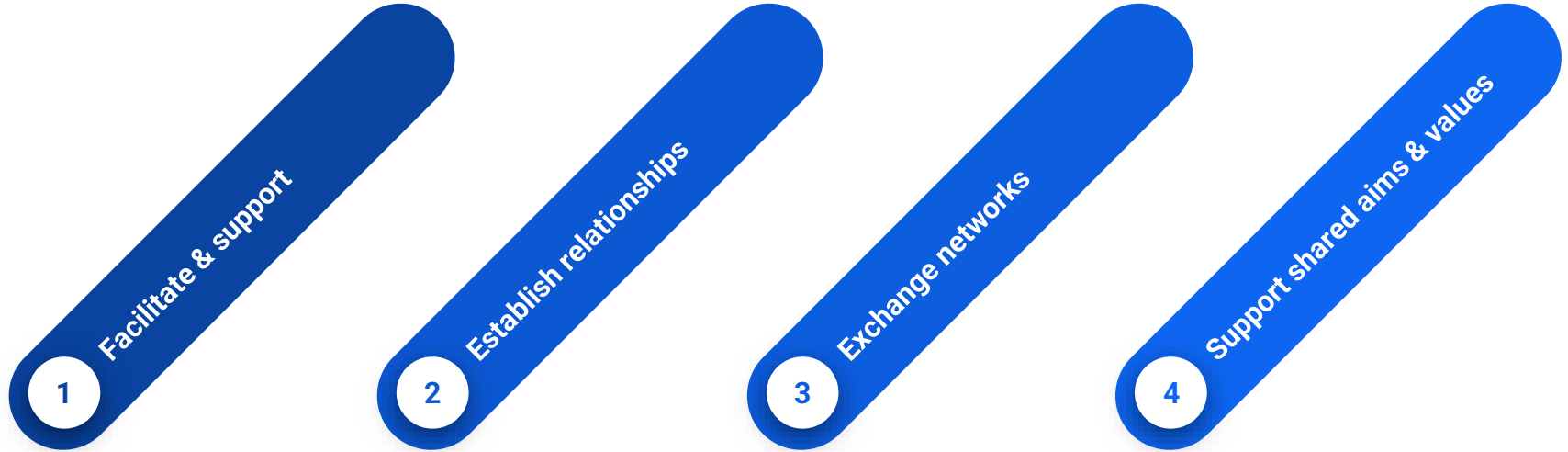
Global Considerations for IPE

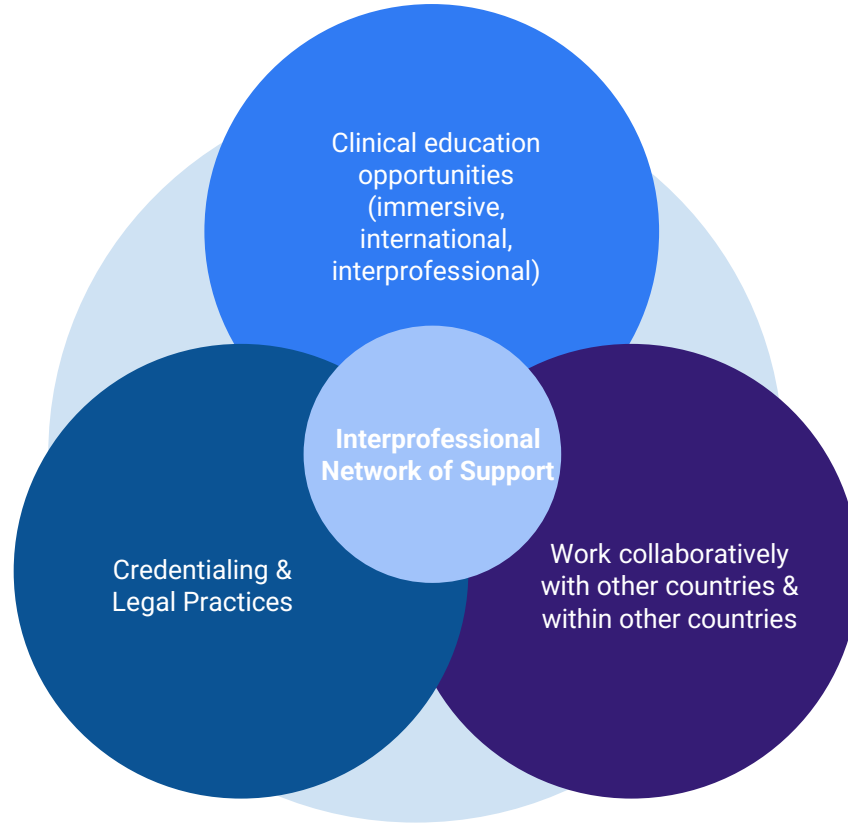


Strategies for IPCP



Global Considerations





Opportunities to Grow IPE/IPCP Globally

References

Astle B, Faerron Guzman CA, Landry A, Romocki LS, Evert J. Global health education competencies tool-kit, second edition. <https://www.cugh.org/wp-content/uploads/sites/95/2020/05/CUGH-Global-Health-Toolkit-Web-Version.pdf>. Published 2018. Accessed May 7, 2023.

Breitbach AAP, Ulrich G. Job satisfaction in sport science and sports medicine, an international cross-sectional survey. *BMJ Open Sport Exerc Med*. 2023;9:e001542. <https://bmjopensem.bmj.com/content/9/2/e001542>. Accessed May 9, 2023.

Herath C, Zhou Y, Gan Y, Nakandwire N, Gong Y, Lu Z. A comparative study of interprofessional education in global health care: a systematic review. *Medicine*. 2017;96(38):e7336. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5617683/>. Accessed May 9, 2023.

Interprofessional Education Collaborative. Core competencies for interprofessional collaborative practice: 2016 update. <https://www.who.int/publications/i/item/9789240034686>. Published 2016. Accessed May 7, 2023.

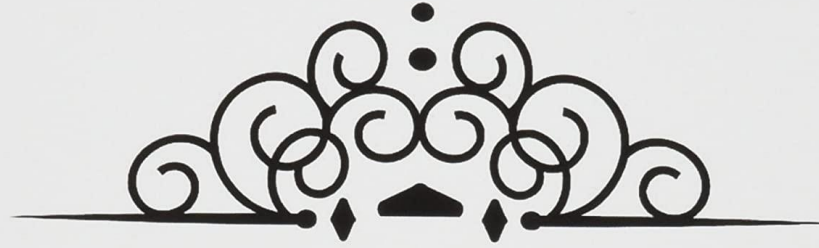
Irajpour A, Farzi S, Saghaei M, Ravaghi H. Effect of interprofessional education of medication safety program on the medication error of physicians and nurses in the intensive care units. *J Educ Health Promot*. 2019;8:196. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6852381/>. Accessed May 9, 2023.

Lutfiyya MN, Chang LF, McGrath C, Dana C, Lipsky MS. The state of the science of interprofessional collaborative practice: a scoping review of the patient health-related outcomes based literature published between 2010 and 2018. *PLoS One*. 2019;14(6):e0218578. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6594675/>. Accessed May 9, 2023.

Schwieterman J, Manspeaker SA, Breitbach AP. Interprofessional education and collaborative practice: the what, when, and how. 2023; Great Lakes Athletic Trainers' Association Annual Meeting. Chicago, IL.

World Health Organization. Framework for action on interprofessional education and collaborative practice. <https://www.who.int/publications/i/item/framework-for-action-on-interprofessional-education-collaborative-practice>. Published 2010. Accessed May 7, 2023.

World Health Organization. Global competency framework for universal health coverage. <https://www.who.int/publications/i/item/9789240034686>. Published 2022. Accessed May 7, 2023.



תודה

Thank you

