



**ASSESSMENT OF READINESS
FOR INTERPROFESSIONAL EDUCATION
AMONG VARIOUS PROFESSIONS
IN EUROPE AND NORTH AMERICA**

A hand is shown holding a globe of the Earth. The background is dark and features a network of white icons connected by lines. The icons include a person, a lightbulb, a bar chart, a globe, and a group of three people. The text is centered over the globe.

**SURVEY-BASED PROJECT WHOSE
GOALS WERE TO ASSESS VARIOUS
HEALTHCARE STUDENTS'
READINES FOR IPE**

SURVEY-BASED PROJECT WHOSE GOALS WERE TO ASSESS VARIOUS HEALTHCARE STUDENTS' READINESS FOR IPE

1. Readiness for IPE
2. Readiness to teach other professions
3. Readiness to learn from other professions
4. Optimal time to institute IPE
5. Optimal number of professions per one IPE activity
6. Confounding factors that affect attitudes toward IPE:
 - a. Specialty of interest
 - b. Current clinical expertise (in-patient and out-patient)
 - c. Age
 - d. Gender
 - e. More than one healthcare degree
 - f. Previous IPE experiences
 - g. Specialties' preferences for IPE



The background features a dark grey silhouette of a city skyline. In the foreground, several black silhouettes of people are engaged in various activities: one person stands on a ladder reaching for a gear, another holds a gear up, a third pushes a gear, and a fourth moves a gear. The upper portion of the image is filled with a cluster of interlocking gears of various sizes.

**LIST OF COLLABORATORS
AND CO-AUTHORS
OF THIS PRESENTATION:**



Albania



Bulgaria



China



Poland



Portugal



Romania



Spain



UK



USA

LIST OF COLLABORATORS AND CO-AUTHORS OF THIS PRESENTATION:

1.	Valeriy Kozmenko, MD, CHSE	University of South Dakota, Sanford School of Medicine,	USA
2.	Cassandra Jackson, MS2,	University of South Dakota, Sanford School of Medicine,	USA
3.	Shane Schellpfeffer, Med,	University of South Dakota, Sanford School of Medicine,	USA
4.	Emma Bye, MD, RN,	University of South Dakota, Sanford School of Medicine,	USA
5.	Edward Simanton, PhD	University of Nevada,, Las Vegas School of Medicine, USA	
6.	Julio Cesar de la Torre-Montero, RN, CNS, MSN, PhD	Comilas Pontifical University San Juan De Dios,	Spain
7.	Victor M Gonzales-Chorda, RN, PhD	Universitat Jaume	Spain
8.	Juan Manuel Arribas Marin, RN, PhD	Comilas Pontifical University San Juan De Dios,	Spain
9.	Raju Panta, MD	Trinity School of Medicine	St.Vincent and The Grenadines
10.	Enver Roshi, MD, MPH, PhD	Medical University of Tirane	Albania
11.	Ervin Toci, MD	Medical University of Tirane	Albania
12.	Catherine Hayes, PhD, Med, MSc, DPodM, PGDip, PGCE	University of Sunderland	UK
13.	Nikolai Hristov, MD	Medical University of Sophia	Bulgaria
14.	Ovidiu Petris, MD, PhD, FCCP	University of Medicine and Pharmacy "Grigore T. Popa" Iasi, School of Medicine	Romania

LIST OF COLLABORATORS AND CO-AUTHORS OF THIS PRESENTATION: (CONTINUED)

15. Adriana Nizinska , PhD	Gothenburg University	Poland, Sweden
16. Ewa Curantowicz, PhD	University of Lower Silesia,	Poland
17. Michelle Stearns, DNP, MSN, RN	Vermont Tech	USA
18. Sarah M. Billings-Berg, DC, DNP, RN, CNE	Vermont Tech	USA
19. Melissa Holm,	Washington University	USA
20. Luis Lapao	Lecturer	Portugal



PROJECT STATISTICS

PROJECT STATISTICS

SEVEN COUNTRIES PARTICIPATED

Albania, Bulgaria, Poland, Romania, Spain, UK, and USA.

PORTUGAL AND CHINA

Survey translated but was not distributed among the students.

SURVEY TRANSLATIONS

Albanian, Bulgarian, English, French, Polish, Portuguese, Spanish, Chinese

PARTICIPATING INSTITUTIONS

45

Included in data analysis

30

Excluded from data analysis

15 (due to low response rates)



IPE CURRICULUM DESIGN

IPE CURRICULUM DESIGN



1. Educational needs assessment
2. **Target audience baseline assessment**
3. Identifying the gap between ideal and current states
4. Formulating teaching goals and learning objectives
5. **Identifying pre-requisites**
6. Identifying content
7. Identifying teaching method
8. Identifying sequence of activities
9. Identifying assessment tool
10. Measuring outcome
11. Transfer of knowledge and skills

B	C	D	E	F	G	H
	ALB TIRANA	USD SSOM	ROM ENGL	ROM FR	ROM ROM	BULG
Age						
Female gender	85	46	46	70	80	65
Prior IPE, YES	14	55	46	50	36	17
Curriculum Stage	0-25%; 100%	0-100%	0-100%	0-100%	50-75%	25%
Other degree, YES	14	33	45	25	4	5
Prior healthcare work, YES	10	73	45	31	1	7
Optimal time for IPE, middle of the curriculum	Early - middle	Early-Middle	Early-middle	Early-Middle	Middle	Middle
Number of specialties in IPE	3	3-4+	3	3-4	3	3
Level of expertise in other IPE participants	more	same	same or more	same or more	same or more	same or more
Professional identity	1-2-3	2-3	2	2-3	2-3	2-3
Knowledge of other roles makes me a better provider, YES	94	100	100	88	95	94
IP teams are more effective in patient care, YES	80	99	81	81	95	93
Patient safety improves in IP teams, YES	97	97	90	94	98	86
IP care is more wholistic, YES	96	96	91	100	97	88
Team skills are as important as individual competence, YES	88	86	91	88	93	90
Educating others is important	96	99	100	100	95	96
I am ready to teach others, YES	45	68	45	37	29	42
Other professionals can teach me to be a better provider	86	99	91	100	100	76
I am ready to learn from others, YES	61	87	54	75	74	45
IPE helps me to better know my role in patient care	96	91	91	94	99	90
IPE helps me to better know roles of others in patient care	98	98	91	100	99	91
IPE improves my team communication skills	99	97	82	100	99	93
In IPE, I can help others to better care of patients, YES	89	97	91	100	96	83
IPE importance, YES	95	96	91	100	99	96

	Pontifical University, SPAIN	USD Nursing, USA
Age	<25	<25-35
Gender, F	81	90
Prior IPE	70	68
Curriculum Stage, YES	0-100%	0-100%
Other degree	44	67
Prior healthcare work	41	81
Optimal time for IPE	Early - Middle	Early - Middle
Number of specialties in IPE	3-4+	3-4+
Level of expertise in other IPE participants	same or more	same or more
Professional identity	2-3	2-3
Knowledge of other roles makes me a better provider	98	98
Educating others is important	87	91
Patient safety improves in IP teams	97	97
IP care is more wholistic	96	98
Team skills are as important as individual competence	97	97
Educating others is important	99	98
I am ready to teach others	57	76
Other professionals can teach me to be a better provider	97	97
I am ready to learn from others	90	88
IPE helps me to better know my role in patient care	98	98
IPE helps me to better know roles of others in patient care	98	98
IPE improves my team communication skills	99	98
In IPE, I can help others to better care of patients	99	98
IPE importance	98	98

	USD SSOM	USD Nursing
Age	<25-30	<25-35
Gender, F		56 90
Prior IPE		55 68
Curriculum Stage, YES	0-100%	0-100%
Other degree		33 67
Prior healthcare work		73 81
Optimal time for IPE	Early - Middle	Early - Middle
Number of specialties in IPE	3-4+	3-4+
Level of expertise in other IPE participants	same	same or more
Professional identity	2-3	2-3
Knowledge of other roles makes me a better provider		100 98
IP teams are more effective in patient care		99 91
Patient safety improves in IP teams		97 97
IP care is more wholistic		96 98
Team skills are as important as individual competence		86 97
Educating others is important		99 98
I am ready to teach others		68 76
Other professionals can teach me to be a better provider		99 97
I am ready to learn from others		87 88
IPE helps me to better know my role in patient care		91 98
IPE helps me to better know roles of others in patient care		98 98
IPE improves my team communication skills		97 98
In IPE, I can help others to better care of patients		97 98
IPE importance		96 98



**INTERPROFESSIONAL
EDUCATION**


INTERPROFESSIONAL EDUCATION

1. Countries have common and culture-specific needs in healthcare.
2. Likewise, IPE has common and culture-specific needs to address.
3. Learning objectives in the IPE are determined by the base-line level of the students and educational needs.
4. Teaching methods depend on the type of students, learning objectives, and educational needs.
5. Students' teaching competency needs to be addressed (UK and Canada are already doing this)





THANKYOU



Q&A



Valeriy Kozmenko, MD, CHSE



Julio Cesar de la Torre Montero, PhD