



A Scoping Review of International Interprofessional Education and Collaborative Evidence

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INTRODUCTION

- **Gap in literature:** Best practices for allied health international interprofessional collaboration and education
- Collaboration better coordinates interprofessional care for best patient-centered focus.³
- Interprofessional education improves health outcomes, sets foundation for future health care professionals, and provides basis for communication, collaboration, and patient care.⁸
- **Allied Health Professions:** Those which require practitioners to attend a higher-level institution, obtain a certificate, and work collaboratively with other healthcare professionals to provide care to individuals suffering from acute and chronic diseases, rehabilitation services, and dietary and nutrition services in several settings.⁸

Research Question: Among allied health science disciplines, what is the evidence supporting outcomes as related to international interprofessional education and collaborative experiences?

METHODS

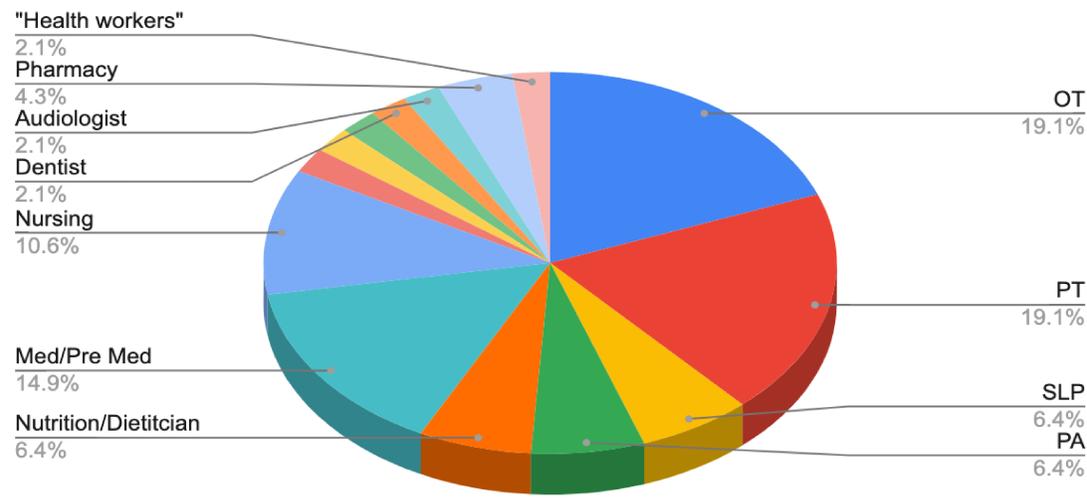
- **Study Design:** Scoping Review
- PRISMA-ScR guidelines were followed
- Relevant data charted based on Levac's conceptual extension of Arksey and O'Malley's methodology.⁵ Abstracted qualitative data includes professions involved, participating countries, professional- or student-focused, and years implemented were extracted from included articles.
- Inclusion criteria: Allied health professionals/students, international component, and interprofessional collaboration.
- Exclusion criteria: Policy-related material, gray literature, and material excluding allied health professionals

*Please refer to the handout for the reference list

RESULTS

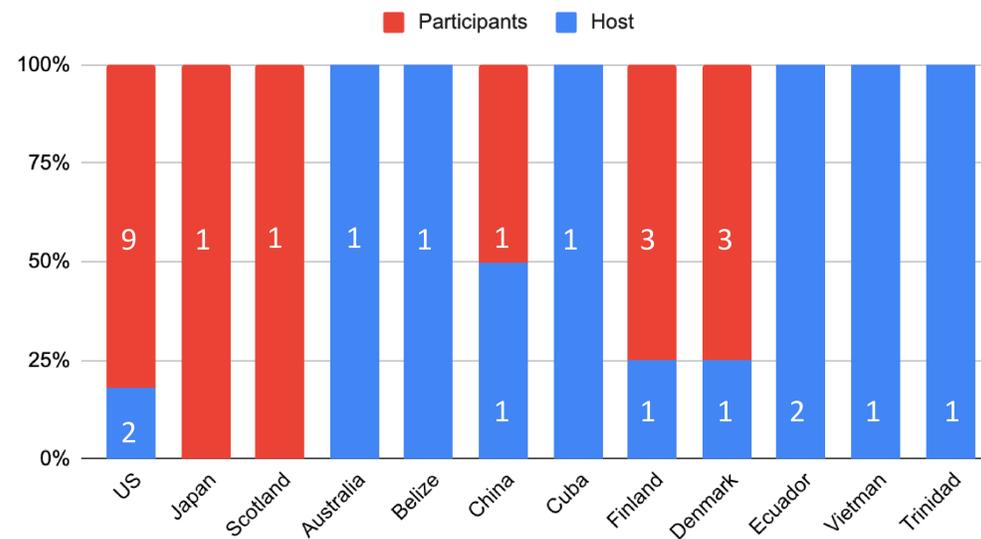
- Our scoping review found 11 total articles meeting the inclusion/exclusion criteria.
- Qualitative data showed increased cultural competency and interprofessional collaboration (IPC) during international service learning or interprofessional education (ISL/IPE) programs.
- Lack of evidence showing impact of international interprofessional collaboration on patient care.
- Student involvement and outcomes in international participation (64% of 11 articles); Practitioner involvement and outcomes (9% of 11 articles); Student and practitioner involvement and outcomes (27% of 11 articles)

Health Professions Representation



*Percentages represent each professions' involvement in the 11 articles.

Host and Participants



*Numbers represent individual country involvement in the 11 articles.

EMERGING THEMES

Themes	Involved Articles	Implications
Cultural Competency	Fell, 2019. Mu, 2016. Tupe, 2015.	Communicate, address needs, accept differences, self-asses
Interprofessional Collaboration	Macauley, 2016. Manspeaker, 2018.	Critical for professional success and patient outcomes
Interprofessional Education	Manspeaker, 2018. Suematsu, 2018, Johnson et al., 2017.	Teamwork, learning, valuing differences of all disciplines
International Partnership	Tupe, 2015.	Sustainable, equitable, and beneficial cooperation
Internal Service Learning	Fell, 2019. Johnson et al., 2017.	Exposure to cultural determinates of health

CONCLUSIONS

- Link between international IPC and increased cultural competency and interprofessional skills
- Further research: impact of international interprofessional collaboration on patient satisfaction
- Improve uniformity in research with IPEC's guidelines as the baseline
- An effective standardized scale is needed to measure cultural competence and interpersonal skills to eliminate the ceiling effect.

CLINICAL IMPLICATIONS

- Participate in International service learning to improve cultural competency and interprofessional collaboration.
- Incorporate identified beneficial patterns of collaboration and education in an international setting
- Impact Statement: Allied health professions would benefit from increased international interprofessional education and collaboration to improve cultural competency and interprofessional skills.

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