

A Scoping Review of International Interprofessional Education and Collaborative Experience Evidence

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Objectives of Presentation: *At the conclusion of this poster, attendees will:*

- Define interprofessional collaboration within the realm of allied health as defined by the scoping review.
- Describe two themes from the scoping review of the literature that promotes international interprofessional collaboration.

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

Relevant Definitions:

- **Cultural competency** includes understanding the complex structural forces leading to challenging inequalities and diversity, which impacts health and participation in meaningful occupation (Mu, 2016; Tupe, 2015).
- **Interprofessional education** incorporates collaborative learning between students from different professions in order to improve health outcomes (WHO, 2010).
- **International service-learning** is defined as a learning experience; involves opportunity outside the home country in community service that shapes the education philosophy of the education program (Pechak & Thompson, 2009).

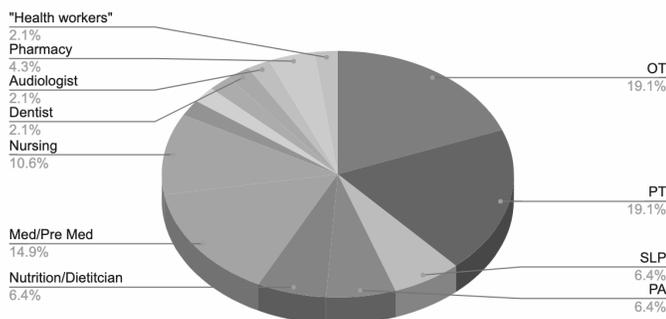
Methods:

- Full review of the literature utilizing five major search engines and journals (Cumulated Index to Nursing and Allied Health Literature, PubMed, Cochrane Library, *American Journal of Occupational Therapy*, *Physical Therapy Journal*).
- Qualitative data on professions involved, participating countries, professional- or student-focused, and years implemented were extracted from included articles.

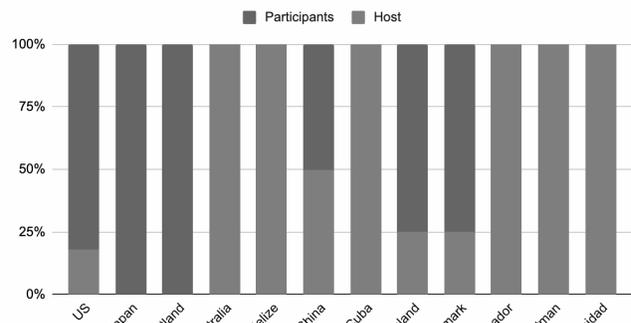
Results:

- The results show that cultural competency and professional development are enhanced through the international interprofessional experience.
- Allied health professionals often worked closely with medical disciplines such as doctors and nurses during collaborative experiences.
- Ceiling effect from the Likert scale surveys might create difference between quantitative data and qualitative data.

Health Professions Representation



Host and Participants



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

*Numbers represent individual country involvement in the 11 articles.

Implications:

- Professionals should participate in international service-learning experiences to improve cultural competency and interprofessional collaboration.
- Interprofessional education is essential for interprofessional collaboration, improving quality of care and health outcomes.
- Improved cultural competency allowed participants to become more aware of cultural differences in health care and to create partnerships

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