

Interprofessional education working group activities outputs

Zoran Komazec

Medicinski fakultet, Univerzitet u Novom Sadu

Danijela Đukić-Ćosić

Farmaceutski fakultet, Univerzitet u Beogradu

Beograd, oktobar 2018.

**We are the
Doctors.
We Lead!**



**Excuse me,
but Nurses
actually work
directly with
Patients...**



**When
you get
to the
mouth,
call us.**



**Without me, you
both wouldn't
know a
benzodiazapine
from a
barbiturate.**



Interprofessional education

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

ReFEEHS research

Knowledge and attitudes towards Interprofessional education

- Survey questionnaire for teachers and associates of study programs - Medicine, Dentistry, Pharmacy and Nursing
- Aim: to examine the knowledge of IPE as a new educational initiative among health professionals, attitudes towards IPE and readiness for the introduction of IPE in classes

Interprofessional education – academic staff attitudes from Serbian Universities

- The decisive step for its implementation is the willingness of teachers and associates to create teaching content and participate in this educational strategy.

Interprofessional education – academic staff attitudes from Serbian Universities

- The research involved 303 respondents who implement teaching within study programs in Medicine, Dentistry, Pharmacy and Nursing Care at four universities in Serbia - University of Belgrade, University of Novi Sad, University of Niš and University of Kragujevac.

Interprofessional education – academic staff attitudes from Serbian Universities

- There is no significant difference in attitudes between teachers and associates of different study programs, as well as the attitudes of employees at different universities. The readiness of teachers and associates for interprofessional education as a new form of education of future healthcare workers in Serbia is high.

National symposium with international participation

Current Practice and Challenges in Interprofessional Education of Health Professionals

- Novi Sad, 17-19. November 2016.
- 82 participants (Serbia, Ireland, Portugal, Hungary)
- Lecturers:
 - Zoran Komazec
 - Ljiljana Tasic
 - Martin Henman
 - Dóra Edrei
 - Zsuzsanna Kivés
 - Dragana Simin
 - Dragana Milutinovic

National symposium with international participation
*Current Practice and Challenges in Interprofessional Education
of Health Professionals*

- Workshops:

1.Challenges and opportunities of
interprofessional education in managing
critically ill patients.

Moderators: Gordana Jovanovic, Dragana Simin

National symposium with international participation
*Current Practice and Challenges in Interprofessional Education
of Health Professionals*

- Workshops:

2.Challenges and opportunities of
interprofessional education in managing chronic
non-communicable diseases.

Moderators: Budimka Novakovic, Marina Odalovic

National symposium with international participation
*Current Practice and Challenges in Interprofessional Education
of Health Professionals*

- Workshops:

3.Challenges and opportunities of
interprofessional education in oral health
promotions.

Moderator: Sanja Vujkov

National symposium with international participation

Current Practice and Challenges in Interprofessional Education of Health Professionals



National symposium with international participation

Current Practice and Challenges in Interprofessional Education of Health Professionals



Current Practice and Challenges in Interprofessional Education of Health Professionals

Arh.farm. 2017;67: 54 – 55

Prilozi – Contributions

Izveštaj/Reports

ReFEEHS Nacionalni simpozijum sa međunarodnim učešćem
AKTUELNA PRAKSA I IZAZOVI U INTERPROFESIONALNOM
OBRAZOVANJU ZDRAVSTVENIH RADNIKA

ReFEEHS National symposium with international participation
CURRENT PRACTICE AND CHALLENGES IN INTERPROFESSIONAL
EDUCATION OF HEALTHCARE PROFESSIONALS

Na simpozijumu sa međunarodnim učešćem održanom na Medicinskom fakultetu u Novom Sadu 18. novembra 2016. godine pod nazivom „Aktuelna praksa i izazovi u interprofesionalnom obrazovanju zdravstvenih radnika“ (engl. *Current practice and challenges in interprofessional education of healthcare professionals*), predstavljena je nova strategija obrazovanja zdravstvenih radnika – interprofesionalno obrazovanje. Održani simpozijum je deo ReFEEHS projekta (*Reinforcement of the Framework for Experiential Education in Healthcare in Serbia*/Unapređenje obrazovanja zdravstvenih profesionalaca zasnovanog na praktičnom iskustvu u realnom radnom okruženju u Srbiji), čiji je nosilac Univerzitet u Beogradu – Farmaceutski fakultet, a koordinator prof. dr Ljiljana Tasić. Projekat predstavlja partnerstvo između fakulteta zdravstvenih nauka (medicina, farmacija, stomatologija i zdravstvena nega) četiri univerziteta u Srbiji i četiri evropska univerziteta (Univerzitet u Lisabonu – Portugalija, Trinitati Koledž – Republika Irska, Univerzitet u Sofiji – Bugarska, Univerzitet u Pečuju – Mađarska), a finansira se iz ERASMUS+ programa Evropske unije. Vremenski period realizacije projekta je od 15.10.2015. do 14.10.2018. godine sa ciljevima usmerenim na unapređenje obrazovanja u realnom radnom okruženju (studentske stručne prakse/kliničkog staža), razvoj unapređenja nastavničkih kompetencija, kao i razvoj interprofesionalnog obrazovanja, što je bila tema održanog simpozijuma. Neophodnost ovakve strategije obrazovanja prepoznala je i Svetska zdravstvena organizacija (SZO) i u dokumentu *Framework for Action on Interprofessional Education & Collaborative practice* (WHO, 2010) istakla da ovaj koncept obrazovanja može dati doprinos u

rešavanju globalnih problema u oblasti ljudskih resursa u zdravstvu. Na skupu je istaknuto da su u pojedinim zemljama nacionalni zdravstveni sistemi već pokrenuli inicijativu da interprofesionalno obrazovanje postane sastavni deo obrazovanja svih zdravstvenih profila jer promoviše: timski rad, razvija dobre međusobne odnose i saradnju između profesija, uspešnije usvajanje znanja i veština u radu sa drugim profesijama, kao i mogućnost bržeg profesionalnog razvoja, što se reflektuje na buduću kvalitet zdravstvenih usluga. Interprofesionalno obrazovanje, koje podrazumeva da dve ili više profesija uče zajedno, uče jedni od drugih i jedni o drugima da bi poboljšali međusobnu saradnju i kvalitet zdravstvene zaštite, predstavljeno je na simpozijumu kroz sedam predavanja i tri radionice. Četiri predavača iz Srbije i tri iz inostranstva govorila su o ovoj obrazovnoj strategiji počev od definicije, preko ključnih kompetencija do iskustava njene primene u Mađarskoj, Portugaliji i Republici Irskoj. Zbornik sažetaka se može preuzeti sa internet stranice projekta www.refeehs.com/

U drugom delu Simpozijuma održane su tri radionice u kojima su predstavljeni izazovi i mogućnosti interprofesionalnog obrazovanja u zbrinjavanju urgentnog stanja i hronične nezarazne bolesti (dijabetes) kroz zajedničke aktivnosti studenata medicine, farmacije, stomatologije i zdravstvene nege, kao i primena ove strategije obrazovanja u unapređenju oralnog zdravlja.

Među 82 učesnika je osim nastavnika i saradnika iz Srbije i inostranstva (Republika Irska, Portugalija, Mađarska) bilo i studenata, kao i zdravstvenih radnika svih profila (lekara, stomatologa, farmaceuta i medicinskih sestara). Skupu su prisustvovali predstavnici pokrajinskih vlasti iz Sekretarijata za zdravstvo i Sekretarijata za nauku i visoko obrazovanje, kao i direktori/predstavnici Komora zdravstvenih radnika u Srbiji.

Srpska Atina i evropski grad kulture za 2021. godinu, sa domaćinom Univerzitetom u Novom Sadu, i ovoga puta je pokazao svoju izuzetnu toplinu i šarm, kao i spremnost za nove izazove u obrazovanju zdravstvenih radnika.

Izveštaj pripremile

Danijela Đukić-Čosić* i Dragana Vasiljević

Univerzitet u Beogradu – Farmaceutski fakultet, Vojvode Stepe 450, Beograd, Srbija

*Autor za korespondenciju:

Dr Danijela Đukić-Čosić, docent Katedra za toksikologiju „Akademik Danilo Soldatović“, Univerzitet u Beogradu – Farmaceutski fakultet

Član radne grupe za interprofesionalno obrazovanje ReFEEHS Erasmus+ projekta

Tel: +381113951247; Mob: +381638472709

e-mail: danijela.djukic.cosic@pharmacy.bg.ac.rs

Workshop "Teaching and Evaluation of the Common Elective Course Interprofessional Education (IPE) in Health Studies in Serbia"

- Two-days workshop 29-30. September 2017.
- Lecturers:
 - Zoran Komazec
 - Vladmila Bojanić
 - Danijela Đukić Ćosić
 - Gordana Jovanović
 - Dragana Simin
 - Emer Giunan
 - Olivera Ivanović
 - Dragana Milutinović

Workshop "Teaching and Evaluation of the Common Elective Course Interprofessional Education (IPE) in Health Studies in Serbia"



- Unique program for all four Universities

- Autumn Semester – Belgrade (69 students), Nis (40 students) and Kragujevac (12 students); spring semester Novi Sad (15 students)

Elective course: Interprofessional education

- E-platform
- Workshops
 - Patient with acute coronary syndrome
 - Patient with diabetes
 - Geriatric patient



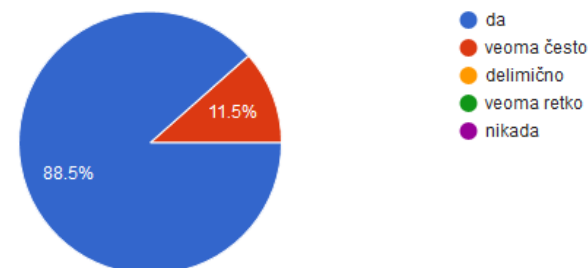
Workshops



Co-funded by the
Erasmus+ Programme
of the European Union

Evaluation - Students

- Teaching contents encourage involvement and active participation in the educational process:



- 96.2% of students are more motivated for teamwork with other health profiles after attending these classes

One of the suggestions for improvement of teaching:

- "I hope that subjects like this flourish at our faculty. This is something that builds on our expertise and foster cooperation with our colleagues"

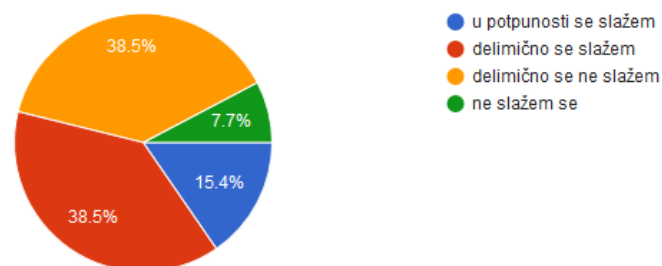
Pharmacy student



Co-funded by the
Erasmus+ Programme
of the European Union

Evaluation - Teachers

- I need to learn more about the concept of IPE teaching before the next participation in the realization of the course:



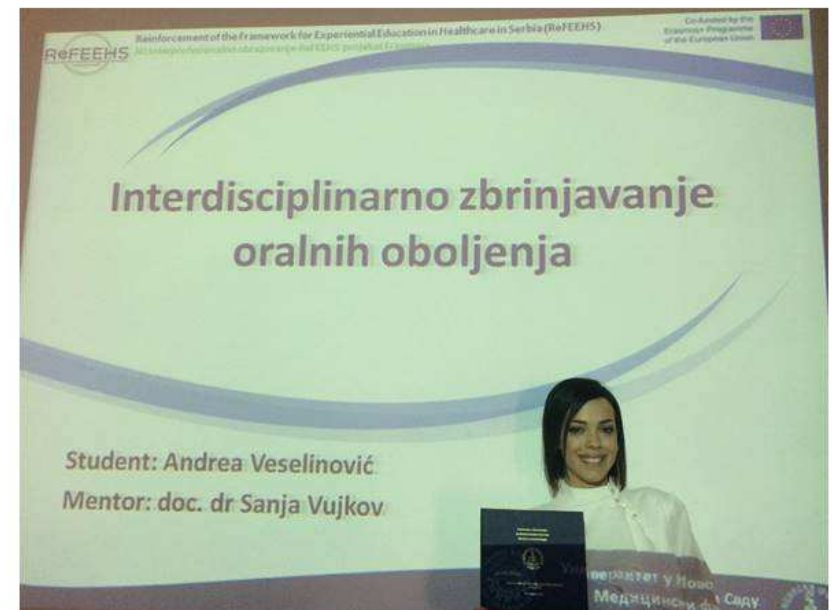
- The combination of online teaching and workshops is an acceptable solution for IPE based on the opinion of 92.3% of teachers
- 76.9% of teachers think that students were more motivated for teamwork with other health profiles after attending IPE classes

Suggestions about what IPE development strategy in our country should include

- „As many students as possible should be included in this class"
Teacher of the **dentistry** study program
- “Development of the interprofessional education should move towards the possibility that students of all health profiles can choose between a wider range of elective subjects with interprofessional approach. Also, these subjects should be formulated by teachers of different profiles, united in order to educate the staff ready for team work, whose main focus is patient.”
Teacher of the **pharmacy** study program
- *“We are off to a great start and should continue in the same direction. The subject should be compulsory and have few hours of practical training, according to Trinity college (6 lessons of practical training and, perhaps, the same amount of theoretical)”*
Teacher of the **medicine** study program
- “Development of IPE should be expanded in terms of mobility of teachers on a greater number of classes, so that students could be informed about the opportunities of interprofessional cooperation, as well as consider the problem from different angles. Panel discussion with a specific theme on a monthly or two-month level could be the best form of teaching.”
Teacher of the **pharmacy** study program

Graduated thesis

- Andrea Veselinović: “Interdisciplinary treatment of oral diseases.” Mentor Doc. dr Sanja Vujkov, November 2017, Faculty of Medicine Novi Sad



Graduated thesis

- Vanja Trkulja “Interprofessional education – academic staff attitudes from Serbian Universities”, mentor: Prof. dr Danijela Đukić-Ćosić, Jun 2018. Faculty of Pharmacy Belgrade



Interprofessional collaboration and contemporary challenges the healthcare system

- Prof. dr Ivana Arsić, Niš, 26. September 2016.



Interprofessional collaboration and contemporary challenges the healthcare system



Current Practice and Challenges in Health Professions Educations in Serbia

Prof. Dr Vladmila Bojanić, Niš

34. Balkan Medical Congress, Bucarest, 7-8. October 2016.



Interprofessional education: the attitudes of nursing and medical students to shared learning and teamwork

Prof. dr Dragana Milutinović, Novi Sad
Continuous development of nursing in society and its contribution to health promotion, Bled 8-9. Jun 2017.



Evaluation of Interprofessional Education Workshop Outcomes – Our Early Experiences

Doc. dr Dragana Simin, Novi Sad
Continuous development of nursing in society and its contribution to health promotion, Bled 8-9. Jun 2017.



Interprofessional Education of health professionals in Serbia

Doc. dr Dragana Simin, Novi Sad

Symposium of the main nurses and midwives, nurses and midwives from the practice and professors of nursing care, Tara 29.11.-3-12.2017.



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Interprofessional education and collaborative practice: Psychometric analysis of the Readiness for Interprofessional Learning Scale in undergraduate Serbian healthcare student context

Dragana Milutinović^{a,*}, Robert Lovrić^b, Dragana Simin^a

^a Department of Nursing, Faculty of Medicine, University of Novi Sad, Novi Sad, Serbia

^b Department of Nursing, Faculty of Dental Medicine and Health, Josip Juraj Strossmayer University of Osijek, Osijek, Croatia

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ABSTRACT

Background: There is an implicit expectation for medical sciences students to work together effectively as members of health-care team, and interprofessional education is therefore widely accepted. Students' attitudes, which are affected by various factors, have been recognized as the most important predictors of successful implementation of interprofessional education with the aim of developing collaborative practice. The Readiness for Interprofessional Learning Scale has often been used in studies to measure these perspectives.

Objectives: To describe the psychometric properties of the Serbian cross-culturally adapted version of the original Readiness for Interprofessional Learning Scale, to assess the attitudes of undergraduate health science students towards interprofessional education and to evaluate whether a professional group and student characteristics have influence on attitudes towards collaborative practice and shared learning.

Design: A descriptive/analytical and comparative cross-sectional study.

Settings: Faculty of Medicine in Serbia.

Results: The study results showed that the adapted version of the Readiness for Interprofessional Learning Scale (RILS) was a reliable and valid instrument for measuring the attitudes of undergraduate health science students towards interprofessional education and collaborative practice.

INTERPROFESSIONAL EDUCATION ИНЕРПРОФЕСИОНАЛНО ОБРАЗОВАЊЕ

Eds: Prof. dr Danijela Đukić Ćosić, Prof. dr Ljiljana Tasić

Chapter I - Interprofessional education - a prerequisite for collaborative practice

Chapter II - Teamwork and communication skills - the basics are effective collaborative practices

Chapter III - Collaborative practice - the basis of quality health care

Appendices – IPE guides, study cases



IPE team

- **Prof. Imre Boncz, University of Pécs, Hungary (IPE coordinator, ReFEEHS consortium)**
- **Prof. dr Zoran Komazec (coordinator IPE working group) University of Novi Sad**
- **Assoc. Prof. Danijela Đukić-Ćosić, University of Belgrade**
- **Prof. dr Ljiljana Tasić, University of Belgrade**
- **Prof. dr Vladimir Jakovljević, University of Kragujevac**
- **Prof. dr Vladmila Bojanić, University of Niš**
- **Prof. dr Dragana Milutinović, University of Novi Sad**
- **Assist. Prof. Gordana Jovanović, University of Novi Sad**
- **Assist. Prof. Jugoslav Ilić, University of Belgrade**
- **Assoc. Prof. Aleksandra Milić Lemić, University of Belgrade**
- **Assist. Prof. University of Kragujevac**
- **Assist. Dr Katarina Radović, University of Belgrade**
- **Assist. Dr Aleksandra Catić-Đorđević, University of Niš**

IPE team

- **Prof. dr Aleksandra Jotić, University of Belgrade**
- **Prof. dr Siniša Pavlović, University of Belgrade**
- **Assist. Dr Nebojša Antonijević, University of Belgrade**
- **Prof. dr Biljana Parapid, University of Belgrade**
- **Prof. dr Gordana Mihajlović, University of Belgrade**
- **Assist. Dr Ljiljana Lukić, University of Belgrade**
- **Assist. Dr Tanja Miličić, University of Belgrade**
- **Assist. Dr Nataša Rajković, University of Belgrade**
- **Assoc. Prof. Sandra Vezmar Kovačević, University of Belgrade**
- **Assoc. Prof. Ivana Tadić, University of Belgrade**
- **Prof. dr Dušan Đurić, university of Kragujevac**
- **Dr Radojica Stolica, University of Kragujevac**
- **Dr Tamara Nikolić Turnić, University of Kragujevac**
- **Dr Marko Ravić, University of Kragujevac**