

**Heartland Innovations in Interprofessional Practice and Education Summit • July 17-18, 2025** **ONLINE**

# **Transforming Futures:** Innovation and Disruption in Interprofessional Health Care and Education

  
**DES MOINES UNIVERSITY**  
MEDICINE & HEALTH SCIENCES



# Breaking Healthcare Silos Through Global Interprofessional Education

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# Disclosure

We do not have any financial relationships with ineligible companies to disclose.

# Session Objectives

- Evaluate the effectiveness of Interprofessional Collaborative Online International Learning (COIL) as an alternative to traditional global health education experiences.
- Describe the design and implementation of cross-national interprofessional education events using online platforms and case-based learning.
- Analyze the impact of virtual interprofessional collaboration on healthcare students' attitudes toward cross-cultural teamwork using BASIC-L survey results.



# Purpose of This Study

The purpose of this study is to examine the impact of **interprofessional Collaborative Online International Learning (COIL) experiences** on students, faculty, and clinicians from various health-related disciplines





# Global Interprofessional Education

Traditional Global Interprofessional Education (IPE) brings **together healthcare students from different professions and cultures** to enhance collaborative practice

Students from different countries are introduced to various cultural contexts in healthcare, which **encourages flexibility and adaptability.**

Students gain exposure to different healthcare systems and approaches. This diversity helps students develop **a more comprehensive understanding of health issues and solutions,** making them **more adaptable and empathetic in practice.**

(Ganotice et al., 2023)



# Traditional Global Interprofessional Education

Traditional global education emphasizes the connections between local and global contexts and prepares students to be active participants in an interconnected world.

This usually involves travel abroad or exchange programs, but these are often expensive, time intensive and inaccessible for many students.

(Commander, et, al. 2022)

# Collaborative Online International Learning (COIL) Experiences

Collaborative Online International Learning (COIL) is a pedagogical approach that connects students and faculty from different countries to collaborate on shared learning activities using online tools and digital platforms.

It's a form of virtual exchange that aims to develop **cross-cultural competencies and global perspectives without requiring physical travel**

Research has demonstrated that COIL **enhances intercultural student team focused interaction** through proven approaches to meaningful online and virtual engagement, while providing universities with **a cost-effective way to ensure that their students are globally engaged** (Commander et al., 2022).



# Original Low Stakes Interprofessional Virtual Exposure Events

- Events are planned in collaboration with IPE Advisory Board, Faculty, and Community Partners- to develop topics of shared interest. These are free virtual event for students, faculty, clinician and community members
- A Canvas Course is paired with each event, with an opportunity for IPE Education, discussion and resources from the speaker and includes the event evaluation
- Expert or Expert Panel speaks on a shared topic of interest
- After or during the speakers' presentations, IPE breakout groups are created.
- Participants are given either questions or a case study to discuss their profession's roles, responsibilities, values and communication/leadership to develop a client-centered care plan. Participants then come back to debrief with the whole group and ask any additional questions



# COIL Faculty Learning Community

Developed a COIL project for a course



Attended International COIL Partnership Fair



Made a connection with an OT faculty member from The Pontifical Catholic University of Campinas which is a private and non-profit university who wanted to participate in a shared project



Discussions from developing this shared project led to developing Global Interprofessional Education Events



# METHODS

# Format the Global Interprofessional Exposure Events

- Faculty and students from a variety of healthcare professions from PUC Campinas were invited to attend the IPE virtual events
- Student PUC Campinas participants were required to attend at least one event as a pass/fail course requirement.
- Student could pick which IPE events they were interested in attending
- The Canvas Course material was translated into Brazilian Portuguese
- Translators were hired for all the events to provide live time translation of the guest speakers and in the IPE breakout rooms
- Participants were asked to complete an event evaluation with the consent form for participation in the research study



The Center for Interprofessional Education and Collaboration  
Spring 2024 Interprofessional Education Events

Registration Link

[Salem State CHHS Interprofessional Events \(wufoo.com\)](https://www.wufoo.com)

| Speakers  | Event   | Day/Time   |
|---|---|--|
| Christian Baglini, AGPCNP from Mass General's Cancer and Lifestyle Medicine program and Kelsey Brown, MOT, OTR/L, CLT (Certified Lymphedema Therapist) from Spaulding Rehabilitations Inpatient Cancer Unit   | Best Practice in Cancer Rehabilitation-Empowering Participation after treatment   | Zoom Event February 21 <sup>st</sup><br>From 4:30-6:30PM                           |
| Majorie Decker, State Representative for the 25th Middlesex district in the Massachusetts General Court Mom's Demand Action Representative  | Advocating for Gun Violence Prevention  | In-person Feb 26 <sup>th</sup><br>PM 3:00-5:00 PM Veteran's Hall<br>Ellison Campus |
| Eve Kennedy Spaulding, Clinical Supervisor Pain, Work Injury & Integrative Health Programs Spaulding Chronic Pain Outpatient Center Medford   | Interprofessional Team Management of Chronic Pain Conditions-Empowering Client Participation  | Zoom Event<br>Tuesday March 5 <sup>th</sup> 4:00-6:00 PM                           |
| Bradley C. Stolbach, PhD Trauma Psychologist The University of Chicago Co-Founder, Healing Hurt People - Chicago Director, The University of Chicago Medicine REACT Program   | Trauma Informed Programming for children and families who have experienced gun violence-the REACT Program-Recovery & Empowerment after Community Trauma | Zoom Event Monday March 18 <sup>th</sup><br>From 4:00-6:00 PM                      |
| Brooke DiGiovanni Evans, M.F.A. Co-founder Center for Visual Arts in Healthcare National Organization for Arts in Health, Board of Directors Northeastern University, Adjunct Faculty Boston University, Adjunct Faculty Harvard Medical School, Lecturer | Facilitating Healthcare Professionals and students to use visual arts to enhance clinical reasoning, empathy, and inclusion in healthcare environments  | Zoom Event<br>Wednesday April 10 <sup>th</sup> from 4:30-6:30 PM                   |



# Faculty and Community Practitioners Participation

- Faculty from both University's were invited to attend the IPE event but faculty on the IPE advisory board were assigned to IPE breakout rooms to help facilitate discussion
- Faculty and students from neighboring Community Colleges were invited to attend
- Other universities with partnerships were invited to attend as well (New England College of Optometry)
- Community Practitioners were invited to attend and certain events CEU's were offered.



The Center for Interprofessional Education and Collaboration

Fall 2024 Interprofessional Education Events

Here is the link to register for these events

<https://salemstateuniversity.wufoo.com/forms/salem-state-chhs-interprofessional-events/>

| Speakers  | Event   | Day/Time  |
|---|---|---|
| Margaret Cahill, Ed.M., The Director of the ARTZ (Artists for Alzheimer's) Museum Network. She is a community educator and humanities practitioner who creates art and culture programs to improve quality of life for adults, individuals with memory loss and care partners | <b>Using Sensory Engagement Strategies to Improving Health, Wellbeing and Functional Status of Older Adults with Dementia and their Care partners</b> | Zoom Event September 26 <sup>th</sup> Thursday from 5:00-6:30PM |
| Tracey Ware, PhD Biochemistry & Molecular Biology and Jane Sharon Akinyemi M.Sc and PhD in Exercise Physiology both are faculty at Salem State University   | <b>Nutrition and Health Disparities</b>   | Zoom Event Tuesday October 8 <sup>th</sup> 5:00-6:30 PM         |
| Christy L. Olezeski, Ph.D. The Director and Co-Founder of the Yale Pediatric Gender Program (YPGP), Associate Professor Yale School of Medicine Departments of Psychiatry, Pediatrics and the Child Study Center  | <b>How Healthcare Practitioners Can Create Compassionate, Inclusive Healthcare Experiences for Transgender and Gender-expansive (TGE) Youth</b>       | Zoom Event Wednesday October 30 <sup>th</sup> 5:00-6:30 PM      |
| Crystal Lewandowski, OD, FAAO Amy Moy, OD, FAAO, FNAP, Kathleen Schlenz, OT, ABD, OTR   | <b>Cultural Humility &amp; Safety in Interprofessional Healthcare</b>   | Zoom Event Monday November 25 <sup>th</sup> from 6:30-8:00 PM   |
| Eliza Coll, MHA, CEM, MEP Coll Consulting LLC   | <b>Interprofessional Collaboration in Emergency Management/ Healthcare Preparedness</b>   | Zoom Event Wednesday Nov 20 <sup>th</sup> from 5-6:30 pm        |



# Data Collection Tools

Seven interprofessional education (IPE) exposure events were conducted collaboratively between U.S. and Brazilian faculty and students

Assessment Tool: Brief Attitudes Survey for Interprofessional Collaborative-Learning (BASIC)

- Validated instrument for measuring health profession students' attitudes toward interprofessional learning
- Reference: Schneider et al., 2021

Data Collection:

- BASIC-Tool- using a Qualtrics survey via the associated Canvas Course
- Six key subscales measured:
  - **Communication (Questions 1-5)**
  - **Collaboration (Questions 6-8)**
  - **Roles and Responsibilities (Questions 9-12)**
  - **Collaborative Patient/Family-Centered Approach (Questions 13-15)**
  - **Conflict Management/Resolution (Questions 16-18)**
  - **Team Functioning (Questions 19-20)**
- **Supplemental qualitative data collected through open-ended responses**

# Quantitative Data Collection

**Event Participation and Assessment:** 60 out of 115 participants completed the BASIC/L assessment

## Geographic Distribution:


- 28 students from PUC Campinas, Brazil
  - 32 students from United States
- Total: N= 60 students

## Program Distribution:


- Nursing: 22 students (36%)
- Occupational Therapy: 18 students (30%)
- Athletic Training: 10 students (16%)
- Healthcare Studies: 5 students (8%)
- Optometry: 3 students (5%)
- Social Work: 2 students (3%)

# Data Analysis

The median scores were significantly higher post-workshop for both Brazilian and US students ( $p < 0.001$ )-these results indicated the Global IPE Events likely had a real and positive impact on the scores of both groups of students.



Post-attitudes, median BRIEF subscale scores were significantly higher (reflecting greater degree of agreement) compared with pre-attitudes, for both Brazilian and US groups (all subscales  $p$  values  $< 0.001$ )- These scores indicated that the participants, *after* the events, showed a *stronger agreement* with the concepts being measured by the BRIEF subscales. Essentially, they had more positive attitudes *after* the Global IPE Events



**Data analysis found statistically significant differences in the following subscales:**

- 1. Post-attitudes Collaboration**
- 2. Post-attitudes Roles and Responsibilities**
- 3. Attitudes towards Team Functioning**

# Qualitative Themes- What, if any, were the benefits of the breakout rooms:

Qualitative data were collected from open-ended survey questions to develop a comprehensive understanding of the students' attitudes and learning experiences. Content and thematic analysis was used to analyze these data.

**1. Better understanding of other professions' roles and expertise in the US and in Brazil**

**2. Opportunity for collaborative problem-solving**

**3. Better understanding of healthcare systems outside their own**

**4. Better understanding of cultural differences and similarities**

# Qualitative Themes – What, if any, was the impact of the collaborative learning during this event, on your ability to work in teams:



**1. Feeling more comfortable sharing solutions and problem solving together**



**2. More comfortable with other roles and responsibilities**



**3. Better understanding of an interprofessional team care plan**



# Discussion of Results

The findings of this study corroborate and extend existing knowledge, indicating that students from diverse health professions who participate in globally engaged IPE opportunities report:

**1. Enhanced preparedness to understand the roles and responsibilities of various healthcare professionals, including how these may differ across healthcare systems.**

**2. Improved capacity for collaborative teamwork.**

**3. Increased awareness and understanding of cultural similarities and differences.**



# Implications

**In an increasingly globalized healthcare environment, the necessity for healthcare students to develop competencies in effective collaboration within diverse, interprofessional teams is critical.**

**This study underscores the potential of globally engaged IPE to foster these critical skills. Positive outcomes were observed among learners in the Global Interprofessional Educational events, but further research is required to determine whether such activities promote interprofessional practice in the future**

**These findings contribute to the growing body of evidence supporting the integration of globally engaged IPE initiatives into healthcare education curricula, while also highlighting areas for future research to further clarify the full spectrum of benefits and potential challenges associated with these educational approaches.**

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# Questions?