

Creating Interprofessional Opportunities for Students in Ecuador



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Setting

- Centro de Rehabilitación, Educación, Capacitación, Estudios y Recursos**
- US based non-profit organization serving clients in Ibarra, Ecuador
 - Provides service learning trips to students from universities in the US

Chatham University

- Global Health Perspective Course: Ecuador
- Offered to MOT and DPT students

Ecuador

- Population of approximately 14,307,000 (Slater, 2014)
- Poverty rate approximately 35% (The World Bank Group, 2015).
- The healthcare system is “fragmented, there is a shortage of human resources, distribution of benefits is inadequate and even coverage is insufficient” (World Health Organization, 2013)

Literature Review

- “Interprofessional education occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010)
- When health care students work collaboratively, they develop a deeper understanding of the distinct value of their own discipline, the unique contributions of other providers, and how to work as a team to attain client centered outcomes (Strong, Chase, Allen, Eley, McAllister, & Davidson, 2014)
- International fieldwork opportunities facilitate the development of multiple skills including thinking on your feet, confidence, creativity, cultural sensitivity, and problem solving (Haro et al., 2014).



Implementation

Intervention

13 weeks of online class and 3 group meetings in Pittsburgh with activities designed to:

- encourage self-awareness
 - increase interprofessional collaboration
 - increase knowledge of Ecuadorian culture
 - integrate cultural knowledge with clinical skills
- 10 day trip to Ecuador included:
- onsite orientation
 - interprofessional clinical and cultural immersion activities
 - Onsite debriefing and reflection

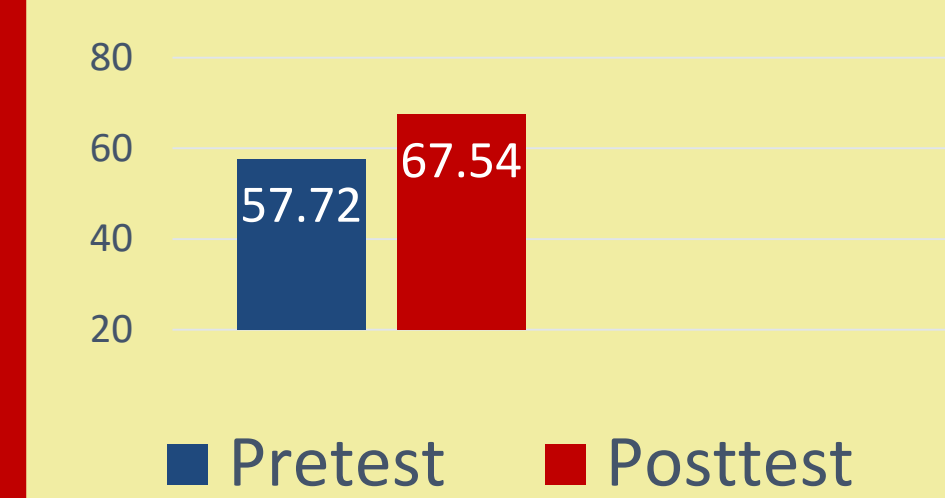
Outcome measures

- Student Journals
- Student Self-Assessment and Evaluation of the experience
- The Inventory for Assessing the Process of Cultural Competence Among Healthcare Professionals- Student Version (IAPCC-SV) (Campinha-Bacote, 2015).

Outcomes



Change in Cultural Competency



Culturally Proficient	75 – 80
Culturally Competent	60 – 74
Culturally Aware	41 – 59
Culturally Incompetent	20 – 40

Increased awareness of each other’s profession:

“In the beginning, my group did not co-treat that much together. I think we were **unsure of each other’s skill and knowledge level** at that point and exactly what the other discipline does....**in the end, we were teaching each other about our roles** and how to incorporate different items into our treatments to enhance the patient’s function...”

“I did not realize how creative the OT students would be....**I will definitely use them as a resource in the future**”

“I got to **learn how to release some roles** such as seating and positioning that although we [OTs] do, the PTs in my group were more knowledgeable about”

Rationale

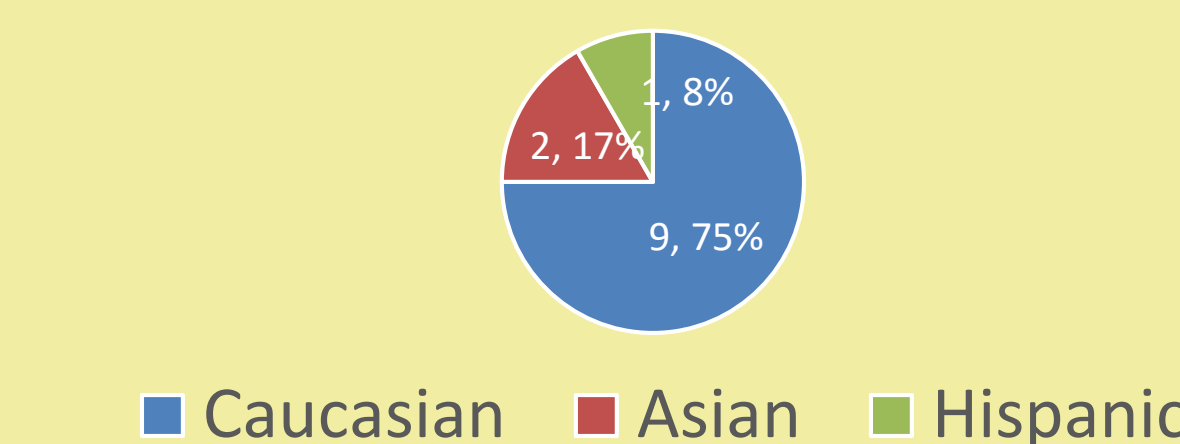
- The ability to effectively communicate and work interprofessionally is included in the standards for occupational and physical therapy education (Accreditation Council for Occupational Therapy Education, 2011; Commission on Accreditation in Physical Therapy Education, 2011)
- In order to meet the demands of the current health care environment, future practitioners must be prepared for collaborative and team based care (Moyers & Metzler, 2014)
- Cultural sensitivity and cultural competency are essential skills for entry level practitioners (Suarez-Balcazar et al.,2009)

Participants



- 6 MOT and 6 DPT students
- Females ages of 23- 32
- Average age of 24.9 years

Ethnicity of the participants



Successes, Challenges

Based on experience in 2014 changes were made to the course in 2015 resulting in:

- less tension between the OT and PT sub-groups
- better communication between OT and PT students
- better collaboration in case study prior to trip
- better collaboration during the trip
- CRECER Director participated more in online conversations

Future Directions

- Continue interprofessional experience
- Use this model with other universities
- Investigate differences in cultural competence and professional skill development among groups that do not have the online course before arriving and those who have this course