

## POSTER ABSTRACT

# Analysis on Integral, Integrated and Coordinated Health, new looks beyond the disciplines of Health in Chile.

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Health Care generally demands profound change and transformational leadership and is an obvious experience: Integral, Integrated and Coordinated Health, new looks beyond the disciplines of Health.

The training of professionals in health, while stressing the need for the training of cross-cutting skills such as "teamwork", do not advance in the implementation of these skills in real interdisciplinary, multidisciplinary, or transdisciplinary scenarios.

To put it in a practical way, a medical or nursing student, or others, does not engage in activities with students from other careers until they are inserted into their boarding schools where they continue with disciplinary bias. In other words, disciplinary training does not advance in spaces or scenarios of collaboration.

An analysis is carried out based on the following questions or approaches to problems.

Should a health care professional graduate with an understanding of the disciplines and professions with which they will work and/or interact?

Beyond disciplinary skills and competencies. How do we move forward in incorporating and fostering cross-cutting skills, skills, and competencies for interdisciplinary, multidisciplinary, transdisciplinary work typical of the integration and integrality of health and its care in people and in the community?

What skills and skills should we give to future professionals to perform well, optimally, and join transformational leadership in and to areas of health care integration?

When and how (where) do we install the inter-multi-transdisciplinarity approach to problems and scenarios?

Evidence

In Europe, care integration projects are being developed that show the gaps and deficiencies in the base formation of those who must then develop in inter-multi-disciplinary scenarios. WHO has recently launched the One Health initiative as a collaborative, multisectoral and transdisciplinary approach, working at the local, regional, national and global levels, to achieve optimal health and wellness outcomes by recognizing interconnections between people, animals, plants and their shared environment, which calls for a new focus on vocational training.

### The problem and its justification

The gap analysis and training strategies are structured into 3 sections that seek to ensure the development of inter- and multidisciplinary cross-cutting skills that prepare health professionals for work in health teams (integral and integrated).

#### What's it for? (Convenience)

To advance health care, move from the declarative to effective, integrated, and ongoing care.

Provide elements of coordination and synchronization between all levels and sectors.

#### Who will it do? (Relevance)

To future professionals

To disciplinary trainers to demonstrate scopes, relationships and implications of the contents.

To health teams as it facilitated the integration of the different actors

Employers and health organizations.

People and their communities

#### What practical problem will it solve? (Practical implications)

Closing gaps or difficulties in team integration

Reduce barriers and difficulties in advancing the integration and coordination of people's health care.

Expand the look and perspectives of the solutions and innovations to be implemented and to provide more effective approaches to programs and interventions for people's health and well-being.