
POSTER ABSTRACT**Understanding Interprofessional Practice Challenges for Advancing
Integrated Care**

1st North American Conference on Integrated Care, Toronto, 4 - 7 October 2021

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Introduction

Interprofessional collaborative practice is a key strategy for strengthening a system of integrated, coordinated care and improving health outcomes. The healthcare system is faced with greater demands, particularly with the growth in chronic conditions, highlighting the need for multi-provider expertise and well-designed collective action that will meet diverse patients' needs. But interprofessional collaboration is not a simple solution. Clinically integrated care, as the goal of interprofessional team-based approaches, has been described as conceptually ambiguous with little understanding of what success looks like in different practice settings or in various situations.

Aims Objectives Theory or Methods

The goal of this project is to understand the factors influencing interprofessional collaborative practice among newly practicing primary health care providers, specifically: 1) their experiences of transitioning from education to interprofessional practice, and 2) the opportunities and barriers for operationalizing interprofessional practice. We will administer a survey to individuals who have completed the Interprofessional Education (IPE) curriculum at the University of Manitoba and are within the first five years of practice. Descriptive statistics will be used to analyze survey responses. We will examine these findings in relation to IPE training outcomes, and domains such as organization, team composition and functions.

Highlights or Results or Key Findings

We present this work in progress, which seeks to identify the micro- and meso-level challenges and facilitators that influence the capacity for integrated and interprofessional collaborative practice.

The survey responses will provide insights on the more concrete experiences and broad factors affecting

interprofessional performance and with potential to enhance the development of IPE to equip the health workforce with knowledge and skills that can be transferred into 'real world' settings. The

current competency frameworks guiding interprofessional education and collaboration are relatively new. This research will identify the critical determinants of interprofessional practice, and as a product of the complex interplay of training, evidence, organization and operations.

Conclusions

Understanding gaps in capacity and transferring learning from IPE to practice is key to building workforce capacity and nurturing a culture of interprofessionalism. Identifying concrete actions and context will illustrate the reality of interprofessional practice, and inform future curricula for preparing the health workforce for interprofessional and integrated care.

Implications for applicability/transferability sustainability and limitations

These findings will be important for understanding the challenges presented to new practitioners who face different practice contexts and situations. The lessons learned may contribute to the ongoing development of IPE curricula and practice-oriented strategies that will advance collaborative primary health care practice and optimize integrated care.