

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

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| Title | DELIVERING AN INTERPROFESSIONAL CURRICULUM TO IMPROVE THE QUALITY OF HIV CARE IN SUB-SAHARAN AFRICA. |
| Type | Oral Presentation High-Quality Learning and Collaborations in the Health Workforce |
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| Abstract N ^o | TUFH786 |
| Content | <p>Despite increasing recognition of the merit of interprofessional collaborative practice to improve clinical outcomes, approaches to interprofessional education are rare in sub-Saharan Africa. We describe how the strengthening IPE for HIV project sought to deliver interprofessional training. Methods From September 2019 to March 2020, health professions training institutions in 14 SSA countries trained health professions educators to facilitate mixed-cadre, team-based HIV workshops. Training for educators included ‘train-the-trainers’ (TOT) sessions and supplemental IPE webinars. Educators were given facilitation guides and strategies to facilitate interprofessional collaboration. The impact of training on the educators and trainees was assessed using an online quantitative and qualitative survey. Findings 550 health professions educators from 70 health education institutions were trained through 44 TOTs. These educators then facilitated 125 IPE workshops for 5,027 trainees. The majority of facilitators reported no prior training on IPE but reported improved confidence in IPE facilitation skills and ability to integrate knowledge into HIV collaborative practice after the workshops. The trainees reported improvement in knowledge, learner confidence and greater awareness of need for interprofessional collaboration. Through open-ended responses, educators and learners described the STRIPE HIV model as innovative, enjoyable, worthy of scale-up, and a transformative shift in teaching. Conclusion The training highlighted how few health professions educators had prior IPE experience, but were willing to integrate IPE into their teaching practice. Moreover, it demonstrated an acceptable IPE teaching modality to enhance team-based collaboration and improve quality of care in SSA.</p> |