Planting Seed to Growing the Seed of Interprofessional Education on Filipino Allied Health Students

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Introduction:
Interprofessional Education (IPE) integration in healthcare curriculum in the Philippines becomes an interesting topic for researchers to look into the effect of Interprofessional Team-based Learning Collaboration (IPTBLC) on the attitudes of students to learn with, about, and from each other to improve collaboration and quality of patients’ care.

Method:
In response to this, we examined the attitude of the healthcare students from planting the seed of IPTBL up to growing the seed of IPTBLC. It involved a community-based immersion project in one of the university in the Philippines (Angeles University Foundation). This project of the said-university geared towards community-based program named “Oplan Breastfeeding”. It was initiated by School of Medicines, College of Nursing and the Department of Pharmacy under the College of Allied Medical Professions. Fourth year subjects involving community-based were identified to partake for this project. There will be three-tiers: pre-immersion, immersion, and post-immersion activities.

Findings:
As of this time, we had data on the readiness of the students as part of the baseline. Using a multiple analysis of variance, we found gender, program, year level differences among students in terms of teamwork and collaboration, negative professional identity, positive professional identity, and roles and responsibilities.

Conclusion:
These differences that were identified lead to the development of intervention program (community-based “Oplan Breastfeeding” that could trigger a favorable attitude towards interprofessional collaboration; since this is an ongoing project, please be reminded that the completion of results will be taken after the implementation of the said project this coming November, 2018 and by then will be able to gauge if there is a change in attitude when comparing from pre-and post-community immersion)