Annual Report

2018

REGIONAL NETWORK FOR INTERPROFESSIONAL EDUCATION IN THE AMERICAS (REIP)

Executive Secretariat - REIP
Larisa Carrera - Argentina
Cláudia Brandão - Brasil
Eduardo Tobar - Chile

PAHO/WHO – Representative
José Rodrigues Freire Filho
Sílvia Cassiani

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Introduction

Interprofessional Education (IPE) is a necessary step in developing a health workforce that is well prepared to respond to local health needs in a dynamic environment. It is an important approach to improve human resources for health capacities and health outcomes, and ultimately strengthening health systems through interprofessional healthcare teams, with the intention of optimize the skills of their members to provide holistic, patient-centered and high-quality health services.

In this regard, the Pan American Health Organization/World Health Organization (PAHO/WHO) has adopted a series of initiatives to provide policymakers with proposals to establish commitments to incorporate interprofessional education as an innovative approach to the transformation of health systems.

In 2017 PAHO published the Strategy on Human Resources for Universal Access to Health and Universal Health Coverage, by Resolution CSP29.R.15, that encourages countries to promote the development of interprofessional teams in service networks using IPE and diversified learning settings, with a focus on research, the sharing of experiences, and cooperation. This aspect has further strengthened the IPE development process in the region of the Americas.

Among other actions, on 5-6 December 2017, the second regional technical meeting on IPE was held in Brasilia, Brazil. The event, organized jointly with the Ministry of Health of Brazil, was attended by representatives from different parts of the world, 22 of them from countries of the Region of the Americas. The purpose of the meeting was to discuss processes for incorporating IPE into policies on human resources for health, to establish a common agenda for strengthening IPE in the Region of the Americas, to foster the preparation of action plans to implement the approach.

In this meeting the Regional Network for Interprofessional Education in the Americas (REIP) was formalized and established and the approval of its directives, coordinated by Argentina, Brazil, and Chile.

This network constitutes a strategy for coordination and technical cooperation between educational institutions, professional organizations, and ministries of Health and Education, for promoting interprofessional education and collaborative practice (CP) in health care in the

Region of the Americas, with a view to improving the quality of health services and enhancing the education of human resources for health through the work of interprofessional teams.

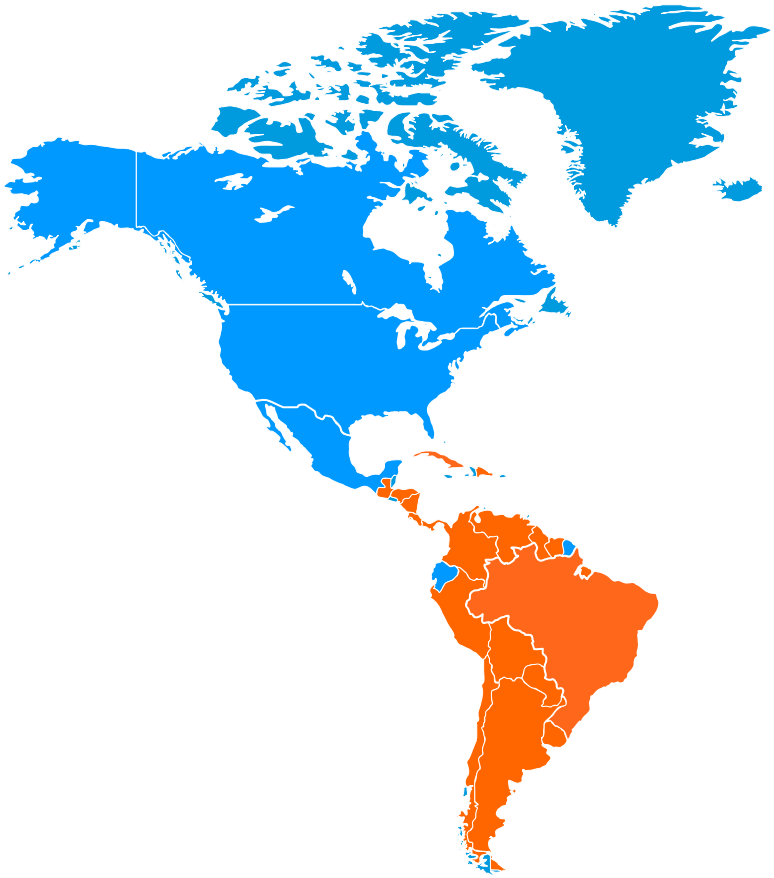
The REIP supports the countries, together with PAHO, to present action plans for implementing and developing activities to advance IPE through joint work between ministries of health, ministries of education, academic institutions, school associations, and professional associations.

It is noted that there are still many misconceptions about IPE, especially in the Region of the Americas. Investing in the theme will be a way to clarify its potential and provide mechanisms for its implementation. It is for this that, REIP was created.

At this moment, a more important REIP strategy is to support countries in implementing IPE through action plans, as well as a more appropriate use of the IPE concept.

There are now eighteen member countries in the Region of the Americas, as they have presented their plans of action to implement IPE, for the period 2018-2019.

REIP member countries



REIP member countries

- Argentina
- Bolivia
- Brazil
- Chile
- Colombia
- Costa Rica
- Cuba
- Guatemala
- Guyana
- Honduras
- Nicaragua
- Panama
- Paraguay
- Peru
- Dominican Republic
- Suriname
- Uruguay
- Venezuela

Recently, El Salvador presented its IPE plan to PAHO.

Objectives of the REIP

- Propose actions for the development of Interprofessional Education (IPE) to achieve Universal Health.
- Share experiences, information, scientific knowledge and evidence, methodologies and technological resources for teaching activities, and research and information on IPE.
- Accompany, contribute to, and disseminate the actions taken by countries.
- Identify common problems, interests and priorities related to the initial and continuing interprofessional education of health professionals, while generating shared options for transformation.
- Strengthen the development of intersectoral and multicenter research among the members of REIP.
- Lend visibility to the situation and trends that define interprofessional education in health care, facilitating the identification of priorities for the development of IPE.
- Help to promote coordination between IPE and professional practice in order to improve people's access to health.

Values

- The Regional Network for Interprofessional Education in the Americas shares the values of Equity, Excellence, Solidarity, Respect, Integrity, and Social responsibility.

Mission

- Cooperate with the countries of the Region of the Americas to develop and advance toward interprofessional education and collaborative practice in health care.

Vision

- Coordinate and share experiences, knowledge, and the production of scientific evidence on interprofessional education to support policies that contribute to Universal Health.

Biennial Work Plan (2018 – 2019)

Every two years REIP prepares a work plan to be discussed by the members—that will include a set of regional and/or national activities, with a brief description.

Activity 1	Title:	NETWORK MEMBERS
	Description:	Identify people/organizations in academia, services, and government that work (or are interested in working) on this subject and disseminating the guidelines
	Objectives:	Establish the network
	Responsible parties:	Representatives of Argentina, Brazil, and Chile
	Partners:	Ministries of Health and Education, and universities
	Expected results:	Identify at least 3 people/institutions per country
	Term:	6 months

Activity 2	Title:	BIENNIAL WORK PLAN REGIONAL/ NACIONAL
	Description:	Identify opportunities and barriers to implementation of IPE
	Objectives:	Develop the national plan, identifying opportunities and barriers in the implementation of IPE
	Responsible parties:	Coordinator for each country
	Partners:	Ministries of Health and Education, and universities
	Expected results:	Develop the regional/national plan, based on the identified opportunities and barriers
	Term:	6 months

Activity 3	Title:	LAUNCH OF THE IPE NETWORK
	Description:	Launch the IPE Network at the 2nd Regional Technical Meeting
	Objectives:	Formalize the Constitution of REIP
	Responsible parties:	Representatives of Argentina, Brazil, and Chile
	Partners:	PAHO/WHO
	Expected results:	Establish the formally constituted Regional Network for Interprofessional Education in the Americas.
	Term:	December 2017

Activity 4	Title:	VIRTUAL SEMINARS
	Description:	Promote actions to disseminate the subject at the regional level
	Objectives:	Develop strategies to disseminate the subject of IPE at the regional level with experts from the following institutions: CAIPE, WHO CC, AFRIPEN, University of Washington, and other members of the Network
	Responsible parties:	Representatives of Argentina, Brazil, and Chile
	Partners:	PAHO/WHO
	Expected results:	Hold a virtual seminar every 60 day on the PAHO/WHO Webex platform
	Term:	Starting March 2018.

Activity 5	Title:	NETWORK WEBSITE
	Description:	Use a website to disseminate actions and projects proposed at the regional level
	Objectives:	Develop the Network's website
	Responsible parties:	Argentina, Brasil and Chile
	Partners:	PAHO/WHO
	Expected results:	Website developed
	Term:	6 months

Activity 6	Title:	ANNUAL EVENT
	Description:	Organize an annual event on IPE and collaborative practices
	Objectives:	Organize an annual event where members of the Network can meet; review the biennial work plan and disseminate experiences on the subject, in 2017, jointly with the regional event.
	Responsible parties:	Argentina, Brasil and Chile
	Partners:	PAHO/WHO
	Expected results:	Annual event held
	Term:	December 2017 and September 2018

Activity 7	Title:	ACCREDITATION OF SCHOOLS/FACULTIES
	Description:	Establish levels of interprofessional education by including IPE in accreditation standards and criteria
	Objectives:	Propose the inclusion of IPE in accreditation processes
	Responsible parties:	NETWORK MEMBERS
	Partners:	PAHO/WHO
	Expected results:	Presence of standards for interprofessional education in documents that define health sciences programs.
	Term:	2019

Activity 8	Title:	COORDINATION BETWEEN THE EDUCATIONAL SYSTEM AND THE HEALTH SYSTEM TO PROMOTE COLLABORATIVE PRACTICE
	Description:	Collaborative practice as a key element of IPE in different scenarios requires interaction among the different sectors involved to respond to public demands regarding the health system
	Objectives:	Promote actions for coordination between education and health systems
	Responsible parties:	NETWORK MEMBERS
	Partners:	PAHO/WHO
	Expected results:	Coordination established between the education and health systems, including activities with a collaborative practice approach
	Term:	2019

Activity 9	Title:	INTERPROFESSIONAL EDUCATION IN CONTINUING EDUCATION PROCESSES
	Description:	Incorporate and disseminate the concept of interprofessional education in professional practice to establish health teams that can respond to demands, improving access to the system
	Objectives:	Develop mechanisms that address continuing education from the perspective of interprofessional education
	Responsible parties:	NETWORK MEMBERS
	Partners:	PAHO/WHO
	Expected results:	Inclusion of IPE as a subject in continuing education processes.
	Term:	2019

Activity 10	Title:	INCORPORATION OF TECHNOLOGICAL TOOLS FOR EDUCATIONAL INNOVATION AND TO SUPPORT INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE
	Description:	Use innovative technologies in educational processes focusing on interprofessional education
	Objectives:	Compile and disseminate experiences in the use of technologies in interprofessional education and collaborative practices
	Responsible parties:	NETWORK MEMBERS
	Partners:	PAHO/WHO
	Expected results:	Experiences in the use of technologies to strengthen IPE and collaborative practices
	Term:	2019

Outcomes

REIP has helped the development of IPE in the Americas by embedding the theme into the Human Resource policies of countries. Eighteen countries in the Region of the Americas recognize IPE as an important approach that contributes to health care, towards models that address collective health needs, from the population health perspective, to the organization of people centered health care. IPE was not well known in the Region of the Americas. But now, with REIP, IPE has begun to be recognized and acted upon. Research, symposia and meetings have served to raise awareness of IPE.

Bolivia, Brazil, Cuba, Chile, Honduras, and Peru are moving forward with proposals to incorporate IPE into the curricular guidelines of undergraduate courses in health and to formulate proposals for teacher qualifications. Argentina and Guyana are discussing proposals for carrying out research in this area. Guatemala, Nicaragua, Panama, and Venezuela have presented strategies for the qualification of health service professionals, making use of the theoretical and methodological bases of IPE.

Some countries, such as the Dominican Republic and Suriname, are proposing the establishment of National IPE Networks, while others, such as Paraguay, Uruguay, Colombia, and Costa Rica, are conducting surveys on the subject at the national level

The REIP is now working on the policy level to promote future reforms within the countries, through IPE, and must expand healthcare services that are comprehensive, ensuring portability of rights between sub-systems and quality.

The IPE approach must guide the universities and educational institutions of the region of the Americas to produce qualified health professionals that meet our health needs, and not simply the needs of a labor market.

In the year of 2018, approximately 60% of the work plan was executed, with the first six activities foreseen in the document.

This result demonstrates commitment of REIP to the development and advancement of IPE in the Americas.

News

All the news is available on the website http: //www.educacioninterprofesional.org

- Launching website of the REIP
- Conference on Health Sciences Education in **Chile**
- IPE was a theme in **Cuba** Health – 2018
- **Colombia** held the second National Workshop on IPE
- The new administrative technical standard of health programs for adults in **Panama** focuses on IPE
- Research in **Argentina**: The importance of the REIP from the international health perspectives
- REIP becomes a member of the Global Confederation for Interprofessional Education & Collaborative Practice
- **Cuba** held national meeting on IPE
- **Brazil** held workshop "Plan for implementation IPE in Brazil: analysis of results achieved and discussion of new lines of action"
- **Peru** holds event: Dialogues on Interprofessional Education to achieve Universal Health
- Interprofessional Education Symposium in **Panama**
- Interprofessional Education Issues at the Canadian Health Workforce Conference
- 1st National Meeting on Interprofessional Education is held in **Guatemala**
- **El Salvador** holds the 4th National Forum on Human Talent in Health on the subject of interprofessional education
- International Network of Education of Health Technicians (RETS) incorporates the theme of Interprofessional Education into its Work Plan
- II International Multidisciplinary Congress on Tobacco and Noncommunicable Diseases of **Panama** has the theme of Interprofessional Education
- **Brazil** officially initiates the activities of the PET-HEALTH / INTERPROFESSIONALITY
- **Argentina** hosts the 3rd Regional Technical Meeting on Interprofessional Education in Health: improving human resources capacity to achieve universal health

Conclusions and the way forward

REIP supports the implementation of interprofessional education policies in the countries, as well as initiatives to improve the quality of this approach and of collaborative practices in the Region of the Americas, aligned with the recommendations of PAHO / WHO.

The REIP hopes to maintain its support for the development of leadership in IPE in the Region of the Americas, increase the number of member countries of the network and remain affiliated with the institutions and global bodies that act on this issue, in order to intensify the commitment of collaboration of all the members of the network in order to implement interprofessional education and collaborative practices through the exchange of successful experiences and innovations, and the generation of new knowledge.