

**Title:** **Interprofessional regional networks**

**Topic:** **Future Universities**

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Over the past decades, the rationale for Interprofessional education and collaborative practice (IPECP) has been well described in the global health care literature. IPECP is recognized as a potential and plausible route to improving the quality of the client's health care experience, improving the health of communities and populations, reducing costs of health care delivery, and improving the work experience of service providers. In areas with health inequity, IPECP is focused on building workforce capacity, particularly for primary health care.

The Lancet Commission, a worldwide grouping of 20 professional and academic leaders, shared a vision and strategy for the future education of health professionals. In a wide-ranging critique of current health professions' curricula, the Commission highlighted the importance of collaborative teambased care and the need for a 'new professionalism', with the recommendation to infuse IPECP throughout the continuum of health professions interprofessional education (IPE) at universities. One important task is to support students to acquire and to evolve interprofessional collaboration competencies.

Consensus does not yet exist in the literature as to when and how IPE should be integrated into the curriculum, and which are essential core content or practices in order to improve collaborative behavior. Professional development of staff to support teaching and learning in IPE is needed to provide the necessary knowledge, skills and attitudes to develop and deliver IPE curricula. So far, it is known that IPE interventions should be organized in small groups, yet this increases the complexity for program-overlapping approaches. Barriers to IPE Interventions are a lack of reliable information technology or interventions of too short intensity.

This proposal is related to "INPRO - interprofessionalism in action!", which is an Erasmus project with partners in Netherlands, Belgium, Finland and Austria. With the help of E<sup>3</sup>UDRES<sup>2</sup> it would be possible to communicate and collaborate with experts from other universities. IPECP is more than concepts held down in strategic papers. Measures on the level of institutional organization and resources are necessary, e.g. coordinating staff with secured time resources to coordinate the program, adequately trained IPE lecturers, supporting information technologies, as well as didactic and technical support. We propose to establish an interprofessional learning week and to integrate the tool "Studo" at St. Pölten UAS.