

INTRODUCTION

- Interprofessional collaboration and the ability to function effectively as a member of a team are important in today's dynamic healthcare environment.
- The need for healthcare professionals to be innovative and think creatively is also necessary.
- The globalization of health care is changing the demands placed on health professionals.
- An international learning opportunity enriches an experience by increasing the students' cultural sensitivity and ability to work with diverse populations.
- Course created by Metropolitan University College (Denmark) in 2010: "Innovation and Entrepreneurship: Change Agents in Health Care"
- Collaboration initiated with the MGH Institute of Health Professions (USA), Seton Hall University (USA), and Metropolia University of Applied Sciences (Finland)
- Program meets yearly for 5.5 weeks.
- Location rotates between the 4 schools
- Main coordinators from each school work together to create curriculum

PURPOSE

To describe student perceptions and outcomes after participation in the International Innovation Program (IIP).

METHODS

- All students accepted into IIP between 2011 and 2014 were included.
- All students volunteered to participate
- Disciplines included PT, OT, SLP, PA, SW and nutrition services
- All students were enrolled in entry-level health professional education courses at home institution
- A summative assessment and weekly formative surveys were collected during the course each year.
- Surveys were constructed to solicit student feedback in order to assess the perceived quality of the course experience across several parameters. Only the summative assessment data is presented here.
- A pre- and post- program survey was administered to each cohort.
- Surveys consisted of 9 items measured on 0-10 scale.

MORE INFORMATION

For further program information and references, please download the handout by scanning the QR code or by emailing kmacauley@mghihp.edu.



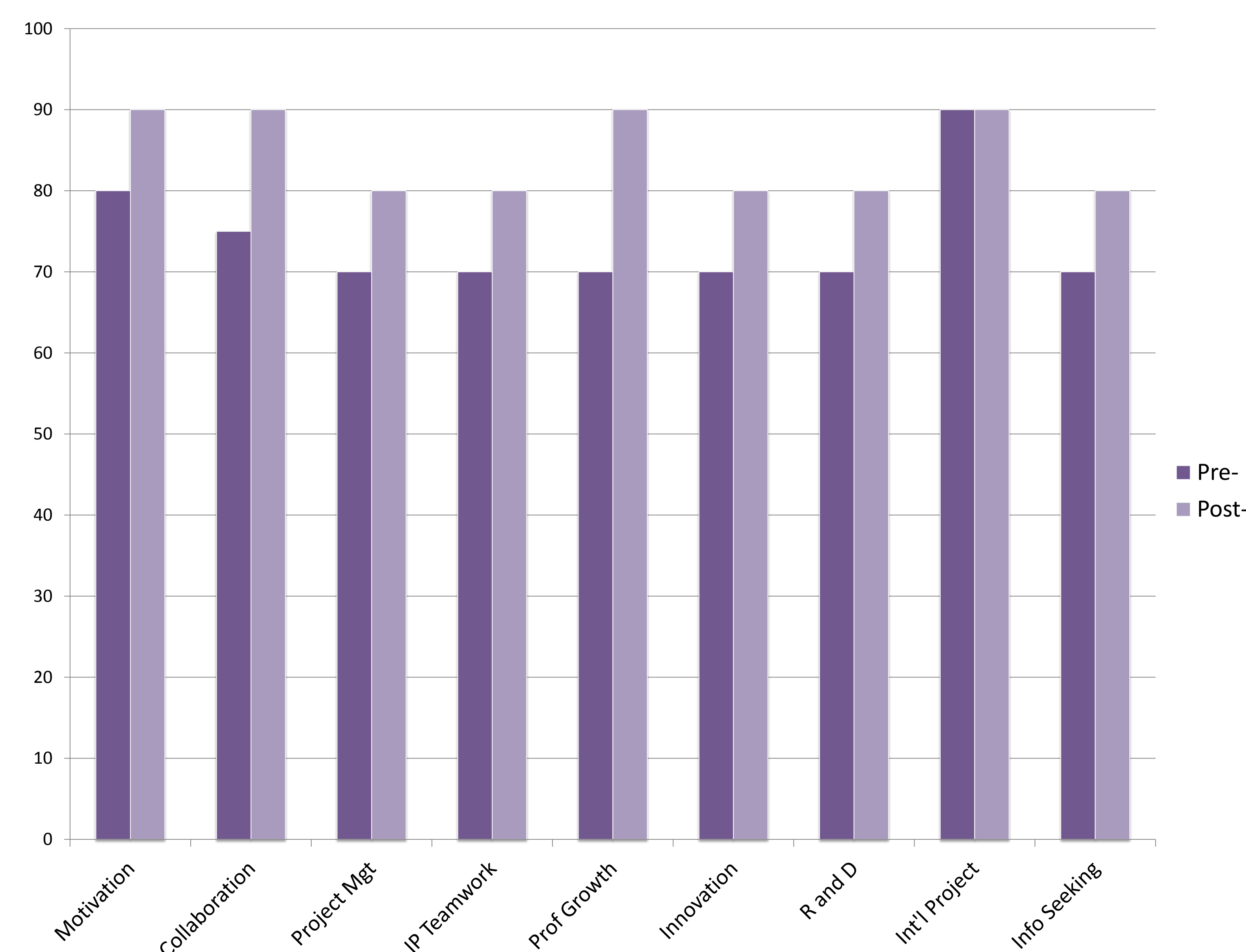
RESULTS

Demographic Information				
	2011	2012	2013	2014
Host Site	Helsinki	South Orange	Copenhagen	Boston
Participants	22	27	27	27
Female	20 (91%)	22 (82%)	19 (70%)	23 (85%)
Age (mean)	25.9 yrs	25.2 yrs	26.15 yrs	25.5 yrs
MGH IHP	2	1	6	6
Metropolia	13	9	7	8
Metropolitan	3	6	9	6
Seton Hall	4	11	5	7

Health Professions Represented				
	2011	2012	2013	2014
SLP	0	0	1	0
Nutrition	0	0	1	3
PA	0	0	1	0
PT	13	14	14	13
OT	6	13	10	11
Social Services	1	0	0	0

Quantitative Survey Results

- Survey responses: N = 103, response rates between 85%-100% each year
- In 2011 & 2012, participants were asked at the program conclusion to rate themselves pre- and post- program. Data were not analyzed.
- In 2013 & 2014, a pre-survey and post-survey was administered. D
- Data were analyzed using the Wilcoxon Signed Rank Test.
- All domains were significant between pre and post except for Motivation.
- Medians for each domain are presented in the graph below.



Qualitative Analysis of Open Ended Questions		
Theme	Our Definition	Sample Quotes
Personal Growth and Self-Improvement	Development in any individual characteristics	"It has changed me as a person in a way that I dare to do more."
Teamwork and Collaboration	Ability to work together with others and to assume various roles with the team	"I feel I gained valuable skills working in a team and am better at collaborating now."
Cultural Awareness	Improved insight into subtleties of the students' own culture and culture in other countries, knowledge about different health systems, and communication difference observed across culture	"[IIP] made me recognize some of my unconscious biases, and begin working on correcting them."
Innovation Process	Process of information seeking, brainstorming, and analysis	"I realize the benefits of considering all possible solutions prior to choosing the most realistic or practical one from the start."
Language		
Language Fatigue	Tiredness non-native English speakers experienced after thinking, writing and speaking English all-day	"...The fact that everything happened in a foreign language made [us] tired so we were all more than devastated [sic] when we were back home."
Language Development	Improvement in oral or written skills	"During this course I've gained courage too just talk English, and not too think about how many mistakes I'm making."
Language and Self-Esteem	Nervousness of decreased confidence regarding English	"It's difficult expressing what I really mean and think in English sometimes, which just makes it easier not to say anything at all."

CONCLUSIONS

- Through participation in IIP, students learned valuable skills in information seeking, innovative thinking, research and development, and collaboration.
- The non-significant finding regarding motivation is not surprising given the high starting values.
- The personal gains expressed by the students were far greater than expected. Other interprofessional studies have found similar gains in self-confidence and self-improvement after participating in an interprofessional experience.
- We anticipated improvements in students cultural competence, which was supported by both the survey and open ended comments. Our students gained more than knowledge about different cultures. They articulated an embodiment and value change, which is important for cultural competence.
- After participating in this interprofessional experience, the students had a better appreciation for each profession's roles and expertise. Studies have found similar results, with the addition of clinical skills.
- The students identified a better understanding of innovation: increased flexibility, knowledge seeking, and the importance of seeking multiple viewpoints.