



SUPPORT FOR THE HEALTH
WORKFORCE PLANNING AND
FORECASTING EXPERT NETWORK

EXPERT NETWORK 4TH WEBINAR – SUMMARY REPORT

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The contract is signed with the joint tender led by Semmelweis University (SU), and further partners are KU Leuven (KUL), the Italian National Agency for Regional Health Services (AGENAS), the Italian Ministry of Health (MDS) and the Standing Committee of European Doctors (CPME).

INTRODUCTION

On 29 March 2019, the joint tender '[Support for the Health Workforce Planning and Forecasting Expert Network](#)' (SEPEN) organised its fourth webinar for the expert network. This edition focused on 'Interprofessional education for future health workforce collaboration'. A video of the webinar is available [here](#).

SUMMARY OF DISCUSSIONS

Ms Sarada Das from the Standing Committee of European Doctors (CPME) welcomed participants to the webinar and encouraged to take an active part in the discussion following the presentations.

[Prof. Lesley Diack](#) from the School of Pharmacy and Life Sciences at the Robert Gordon University opened with her keynote presentation by sharing that Interprofessional Education (IPE) is not some distant science fiction, but that it should be happening right here and right now. Its importance has been growing throughout the last years. Current health systems do not have enough capacity and must rely on Interprofessional Collaboration (IPC). A key aspect is the competences among health professionals. It is also important to train those delivering IPE. "Learn with, from and about each other" should be the motto of IPE to develop the healthcare workforce of the future. What really needs to be put into collaborative practice is the "5Cs" to improve patient care – communication, consistency, co-operation, clarity and



commitment. Prof. Diack also mentioned the [WHO Framework for Action on Interprofessional Education and Collaborative Practice](#) as an available resource on the subject. Other useful resources include websites of [International Network for Health Workforce Education](#), [Centre for the Advancement of Interprofessional Education](#), [European Interprofessional Practice and Education Network](#) and [Global Confederation for Interprofessional Education and Collaborative Practice](#).

In response to this keynote, two commentaries opened discussions. The first statement from the floor was presented by Prof. Thomas Kearns, the Executive Director of the RCSI Faculty of Nursing and Midwifery at the Royal College of Surgeons in Ireland. He believes that Interdisciplinary Practice requires a foundation in real Interprofessional Education starting already in the faculties. Otherwise, he fears, we will fail to address the issue, as it starts with values incorporated into curricula and quality assurance standards. Prof. Kearns' unit teaches interprofessional education from undergraduate to postgraduate level and then within continuous professional development level. Moreover, there is a research centre established as a part of the faculty, focusing on IPC.

The second statement came from Mr Jan Skrzypczak, Permanent Officer in Brussels of the European Medical Students' Association (EMSA). He outlined EMSA's actions regarding IPC. The main focus is on the European Healthcare Students' Association Summit (EHSAS), which started in 2014. It is currently formed by dentistry, psychology, pharmacy and medicine students. Almost 700.000 students are represented by EHSAS and the work includes jointly organised policy events, policy papers, surveys. Moreover, he reported that medical students organise interprofessional twinning exchanges and social media campaigns and they have been advocating on implementing IPE in medical school curricula.

The presentations were followed by a question and answer session. Prof. Diack highlighted that in her opinion if students demand more IPE and push for it consistently, the universities will finally have to provide it. Mr Skrzypczak reassured that students representing all health professions are welcome to join the EHSAS initiative. Prof. Kearns stated that if you build IPE and its philosophy into the strategy of education, it becomes an established and accepted part of the system. The weakness of policies is putting the focus on

“personal champions” in IPE, meaning that when they leave, there is a lack of continuity. Sara Fasoli from the European Hospital and Healthcare Employers' Association (HOSPEEM) informed participants about adoption of a declaration on continuing professional development for healthcare workers in the EU. HOSPEEM is collecting good practices from its members and is looking forward to future collaboration as well.

To conclude, Ms Sarada Das from CPME summarised the webinar and thanked the speakers as well as the participants. The next Expert Network webinar will take place in June 2019.

