

00553 Healthcare Professionals' Perceptions and Experiences of Interprofessional Collaboration in Patient Education: A Systematic Review

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Aims: To systematically summarize, critically appraise and synthesize the evidence related to healthcare professionals' perceptions and experiences of interprofessional collaboration in patient education.

Methodology: This systematic review was conducted in accordance to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodological guidelines. Six electronic databases CINAHL, Cochrane Library, EMBASE, PubMed, PsycINFO and Scopus were searched for published studies related to healthcare professionals' perceptions and/or experiences of interprofessional collaboration in patient education from inception to 01 March 2018. The electronic database ProQuest Dissertations & Theses Global was also searched for unpublished studies. Only articles in English and full-texts were included. Studies focusing on interprofessional education and/or were secondary research, conference abstracts or proceedings were excluded. Fifteen studies (13 qualitative, 1 quantitative and 1 mixed-methods) met the inclusion criteria and were independently appraised by two reviewers using the Joanna Briggs Institute Critical Appraisal Tools (2017) for the qualitative and quantitative studies and the Mixed Methods Appraisal Tool (MMAT) Version 2011 for the mixed-methods study. Thematic analysis was used to analyze the data and the findings were narratively synthesized.

Result: The 15 studies, of moderate (n=8) to high (n=7) quality evidence, were published between 2005 and 2018. The studies, taken together, included 1,270 medical, nursing and allied health professionals from the hospitals, primary care and community settings. Four themes emerged from the review: 1) Recognizing the roles and responsibilities of each profession; 2) Establishing effective interprofessional communication; 3) Delivering clear and consistent information; 4) Moving ahead: Identifying a key stakeholder to lead collaborative efforts.

Conclusion: This review is the first to consolidate the importance of interprofessional collaboration specific to patient education, so adding breadth and depth to the knowledge base and achieving the study aim. Future research could identify the key factors influencing the role of interprofessional collaboration in patient education.