

## Interprofessional Training and Commitment to Research increasingly useful for the Health Professions

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Acta Biomedica for Health Professions supplement has come a long way in the 5 years of its life. The intention of the editorial committee was to offer a space for scientific discussion to health professionals, including all those professionals who intervene in promoting people's health. Considering that the concept of health must be interpreted according to the WHO definition as a condition of psycho-physical and social well-being, the professionals involved in achieving this goal are different: in addition to doctors with different specializations, nurses, other health professions, but also psychologists, sociologists, social workers, anthropologists, statisticians, professionals dealing with international cooperation and global health, and many others have been included. For this reason, the editorial committee, made up of professionals from all the professions listed above, has given a lot of space to inter-professionalism and interdisciplinarity to try to combine the need for specialist knowledge and the need to integrate them daily through teamwork. The articles published also concern different professional fields.

In this issue the contribution of Galla A. et al. concerns the attitudes of dental practitioners, that of Marinaki C. et al. concerns resuscitation practices in intensive care, that of Marcomini I. et al. intends to validate a scale for evaluating collaboration between nurses. Public health has long required collaborative models of assistance and training that provide inter-professional synergies and there is a broad consensus of Italian and international institutions on the importance of interprofessional collaboration (1-5). In recent years, research on inter-professionalism has had a certain expansion, especially at an international level. The Italian context, on the other hand, received less atten-

tion and only the collaboration between the medical and nursing professions was taken into consideration (6). Scientific articles have also been received in this journal which have highlighted that, as an indispensable premise for a valid interprofessional collaboration, there is the need to implement interprofessional education. Interprofessional education reduces stereotypes towards other professionals and facilitates a better understanding of roles and responsibilities (7), helping to improve teamwork, the quality of care and patient satisfaction (8). It will be our care to continue to pay close attention to this issue. There is still a lot of work to be done, especially in consideration of the awareness that interprofessional collaboration can be influenced by problems related to imbalances of authority, by the limited understanding of the roles and responsibilities of others, and by the "frictions" between the "boundaries" of the different professions at the time of provision of care (7, 9).

Another theme to which the journal has given a lot of space is the need to provide more space to Humanities in the training of health professionals and in particular in that of the medical profession. A great amount of literature has been supporting the need to humanize care in a historical period in which scientific advances make the approach to the ill person more and more technological. In this issue of the journal, the need for a sociological approach to health problems is documented, for example, by Di Nitto et al. for the management of the end of life of patients undergoing specialized palliative care and by Simeone S. et al. for home health workers who relate to informal caregivers. The need for a psychological approach is instead highlighted by Miraglia Ranieri A. et al. for haematological patients and by Foà C. et al. for breast cancer patients.

Despite the evidence of the need for Humanization policy, many practices that were cited as humanizing did not produce changes in the health services because of the lack of more profound analysis of the work processes and ongoing education in the health care services (10).

The didactic function of this journal was very important for our editorial board. Furthermore, in this issue we have published contributions that have as object the influence of the training path on students' behavior: the article by Gravante F. et al. evaluates the impact of a training intervention on detection of patient-ventilator asynchronies in nursing students. The article by Bonacaro F. et al. analyzes the behavior of nursing students towards patients with HIV/AIDS.

The didactic function to which the journal paid great attention was that of training professionals in the health professions in scientific research.

In fact, scientific research in the health area is a source of updating knowledge and innovation and constitutes the basis of all the knowledge that is transmitted in the medical and health professions degree courses. Bringing professionals closer to scientific research means creating the conditions for ever more effective and quality assistance.

In this regard, the contribution of Sylvania J. et al. is interesting as it documents how scientific misconduct represented the principal cause of retracted studies; from these failures, educational strategies have been identified in order to prevent issues and to increase awareness among researchers and healthcare professionals. Many of the contributions published in recent years have represented the content of the final exam of the students of the first and second level Masters for the socio-health professions organized by some members of the editorial staff. The students were supported in their research work by expert researchers and this tutoring allowed them to learn the research methodology "in the field". This form of learning is based on the most recent training methodologies which, especially in the field of socio-health professions, are proving to be particularly effective. It was in the 1980s that an American anthropologist, Jean Lave, realized that people who were shopping in a market, to compare prices, were able to solve mathematical problems that they were unable to solve during a test in a

classroom. From this observation the didactic model of "situated training" was born. Students learn much better in the environment in which it is possible to put the skills to be acquired into practice and become protagonists of the training process together with the teachers and the people involved in that context. Training becomes a collective social process in which the student is a member of the group (11) and learning arises from an interaction.

And it is from the concept of interaction that communities of practice arise, social groups that meet using information technologies with the aim of communicating their skills or needs (12). People with similar professional and cultural interests interact in an orderly way without any sort of hierarchy to create knowledge, learn and produce collective improvement. It is a model of situated training in which the context passes from a physical dimension to a cultural dimension. The expressions "situated training" and "distance learning" which could represent an oxymoron, if properly interpreted can be an expression of the same training process. The containment measures of the Covid-19 pandemic in the last two years have highlighted the potential of information technology to produce training and knowledge. Millions of people have had access to a new form of communication, a new system of social relations, a new collective cultural dimension that has tried to counter the increase in social inequalities caused by the economic and health disaster. Educational and academic institutions have also used distance learning.

This teaching methodology cannot be considered the online reproduction of teaching in presence, it requires adequate organization and adequate preparation of teachers and students. Distance learning does not exclude training in presence, but can integrate with the latter in the context of "blended learning" with excellent results also in institutional teaching (13). During the first months of the Covid-19 pandemic, when the containment measures required the transition from training in presence to distance learning, the reaction of the students was not entirely positive, but as the months went by the favourable aspects of this form of teaching emerged and the students, especially in post-graduate courses, began to appreciate it to the point of explicitly requesting it (14). The postgraduate

courses for professionals of health professions that the scientific managers of our board organize are now all online at the request of the students.

The pandemic caused by the SarsCov2 virus continues to polarize the attention of the scientific world. Publications dealing with covid-19 are numerous in all health care journals and this journal is no exception. In fact, in this issue we find numerous contributions on the subject. Cosentino C. et al. report how the compassion fatigue of Italian nurses has significantly increased during the pandemic and how the harmony of the team has been a good antidote to burnout. The contribution of Vitale E. et al. analyzes the perceived quality of care received for Covid-19, that of Caricati L. et al. deals with the psychological consequences on healthcare workers and that of Calamassi D. et al. evaluates the influence of music on nurses' stress. Delafiore F. et al. deal with the impact of Covid-19 on the mental health of caregivers and finally Giusti G.D. et al. report that a further damage of the pandemic was the increase in the number of patients who left the emergency department without being seen.

Our editorial board will continue to give space to these and other topics even if, for technical reasons, the supplement can no longer be published in an independent editorial format. The contributions that will reach us will be taken into consideration for publication in a specific section of the head journal: *Acta Biomedica*.

This is the last issue of *Acta Biomedica For Health Professions* and, although it is not a suspension of the publication of our articles, but only a change of editorial layout, this announcement causes a certain sadness. However, we need to be resilient and transform what may seem like a sad event into an event that meets our principles. The next issues of *Acta Biomedica*, in fact, will be more inter-professional and will contain contributions from medical professionals, but also from professional nurses, psychologists, sociologists and others.

**Conflict of interest:** Each author declares that he or she has no commercial associations (e.g. consultancies, stock ownership, equity interest, patent/licensing arrangement etc.) that might pose a conflict of interest in connection with the submitted article

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