

Supplementary Information

Journal: Pediatric Cardiology

Article title: The Hole in the Heart of Paediatric Cardiology Education: Are Healthcare Professionals on the Island of Ireland Ready for Interprofessional Education?

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Online Resource 2 Full study questionnaire

Improving Postgraduate Education in Paediatric Cardiology on the Island of Ireland

In 2022 the All-Island Congenital Heart Disease Network Research Programme was launched, an initiative of the transformative All-Island Paediatric Cardiology Network. As part of building an all-island research programme, multidisciplinary research and education were identified as key aspects.

The World Health Organization states that for healthcare teams to work effectively and improve health outcomes, members from different professional backgrounds must be provided with opportunities to learn about, from and with each other. Interprofessional education is when learners from two or more professions engage with each other and is a necessary step in preparing a “collaborative practice-ready” health workforce that is better prepared to respond to local health needs.

You are invited to participate in this study by completing an anonymous questionnaire. This should take less than 10 minutes. The data gathered will be used to develop future educational programmes increasing collaboration between all centres and healthcare professionals caring for this highly specialised group of patients and their families on the island of Ireland.

This questionnaire will be available for 4 weeks.

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Section 1. Consent

- I confirm that I have read and understand the participant information sheet for this study attached to the invitation email. I have had the opportunity to ask questions and these have been answered fully.
- I understand that my participation is voluntary and I am free to withdraw at any time, without giving any reason and without my legal rights being affected.
- I understand the study is being conducted by researchers from Queen's University Belfast and that my personal information will be anonymised and held securely on University premises and handled in compliance with data protection legislation.
- I understand that data collected as part of this study may be looked at by authorised individuals from Queen's University Belfast and regulatory authorities, partner institutions and non-Queen's University Belfast co-investigators where it is relevant to my taking part in this research. I give permission for these individuals to have access to this information.
- I understand that the information I provide may be published as a report and there is a possibility of direct quotation being used in publications. Confidentiality and anonymity will be maintained and it will not be possible to identify me from any publications.
- I agree to take part in this study. (Required; response: Yes)

Section 2. Demographics

- Place of work (required)
- Profession and grade / band (required)
- Highest level qualification, e.g. BSc, MSc, PhD (required)

- Number of years since graduation (required)
- Gender (required)

Section 3. Readiness for Interprofessional Learning Scale

Reproduced with minor grammatical amendment from: Parsell G, Bligh J. The development of a questionnaire to assess the readiness of health care students for interprofessional learning (RIPLS). *Medical Education* 1999; 33(2): 95–100.

Participants selected one response per statement from: Strongly Disagree / Disagree / Undecided / Agree / Strongly Agree.

1. Learning with other professions will make me a more effective member of a health and social care team.
2. Patients would ultimately benefit if health and social care professionals worked together.
3. Shared learning with other health and social care professionals will increase my ability to understand clinical problems.
4. Communication skills should be learned with other health and social care professionals.
5. Team-working skills are vital for all health and social care professionals to learn.
6. Shared learning will help me to understand my own professional limitations.
7. Learning between health and social care students before qualification would improve working relationships after qualification.
8. Shared learning will help me think positively about other health and social care professionals.
9. For small-group learning to work, learners need to respect and trust each other.
10. I don't want to waste time learning with other health and social care professionals.
11. It is not necessary for postgraduate health and social care professionals to learn together.
12. Clinical problem solving can only be learnt effectively with learners from my own profession.
13. Shared learning with other health and social care professionals will help me to communicate better with patients and other professionals.
14. I would welcome the opportunity to work on small group projects with other health and social care professionals.
15. I would welcome the opportunity to share some generic lectures and tutorials with other health and social care professionals.
16. Shared learning will help clarify the nature of patients' problems.
17. Shared learning before qualification helped me become a better team worker.
18. I am not sure what my professional role will be.
19. I have to acquire much more knowledge and skill than other learners in my own faculty.

Section 4. Free-text questions

1. Have you previous experience of learning and working with members of other professions from different centres on the island of Ireland? What were the positive and negative aspects of this?
2. Was interprofessional education part of your undergraduate degree programme? If so, what did you find beneficial about it?
3. What regular teaching is available to you and how often do you attend this?
4. Have you attended educational events designed to teach healthcare professionals from different disciplines? If so, what were the positive and negative aspects of this?
5. Are there areas of your continuing professional development that you feel are not currently being met? Please provide examples.
6. If there was regular all-island continuing professional development accredited paediatric cardiology education open to all healthcare professionals, either virtually or in person, is this something you would attend? If not, why not?
7. What areas of development or education would you like provided, such as simulation?

8. Any other comments or suggestions regarding improvements in postgraduate education and development specific to your profession?