



Aligning **inter**professional education and
collaboration **in** practice,
using **prom**ising regional experiences
for **inter**national exchange

www.inproproject.eu

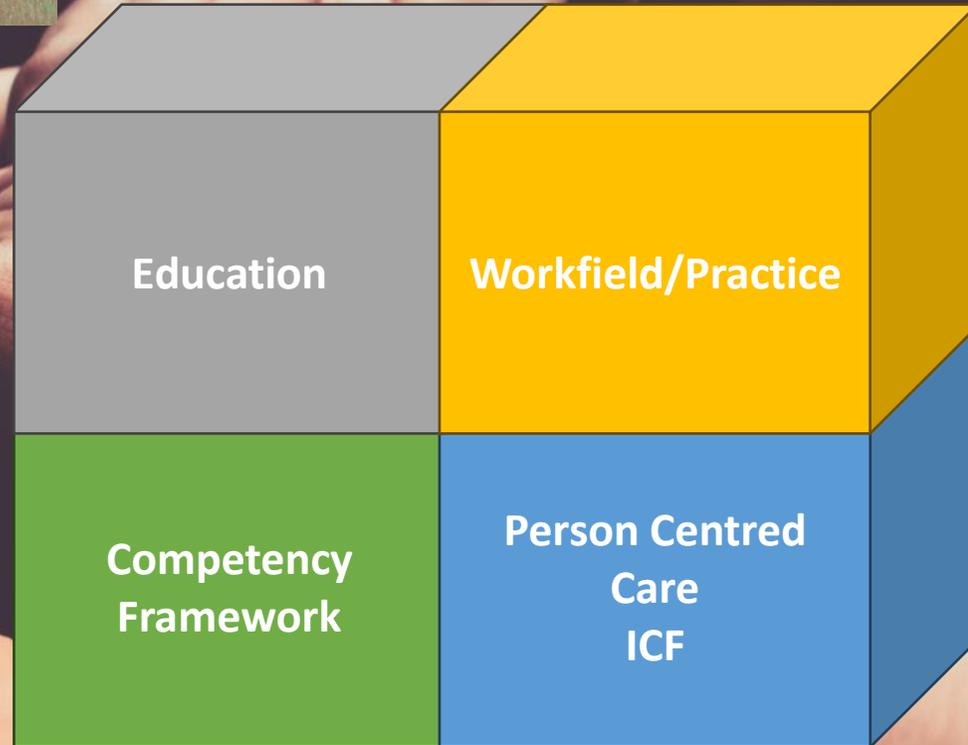
Materials: an introduction!

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The INPRO consortium



INPRO Competency Framework



A stepwise interprofessional competency framework that fits for education and practice and stimulates life-long learning.



The 5 domains with their competencies



INTERPROFESSIONAL PRACTICE (IP)

IPC1. Places the person and their family at the centre of the interprofessional practice

IPC2. Establishes a collaborative relationship with the person and their family, and the interprofessional team

IPC3. Communicates effectively with the person, their family, and the interprofessional team

IPC4. Adopts a sustainable interprofessional approach to problem-solving and decision-making

IPC5. Works within scope of interprofessional practice



LEARNING AND DEVELOPMENT (LD)

LDC1. Continues to learn and develop in interprofessionalism

LDC2. Supports the learning and development of the interprofessional team, including the person and their family

LDC3. Works to strengthen interprofessional rehabilitation education and training



INTERPROFESSIONALISM (IPM)

IPMC1. Demonstrates ethical conduct

IPMC2. Maintains interprofessionalism

IPMC3. Works interprofessionally

IPMC4. Manages interprofessional responsibilities



MANAGEMENT AND LEADERSHIP (ML)

MLC1. Works to enhance the performance of the interprofessional team

MLC2. Works to enhance the performance of an interprofessional service delivery

MLC3. Acts as an interprofessionalism advocate



RESEARCH (R)

RC1. Integrates evidence in interprofessional practice

RC2. Works to strengthen evidence for interprofessional rehabilitation



INTERPROFESSIONAL PRACTICE (IP)

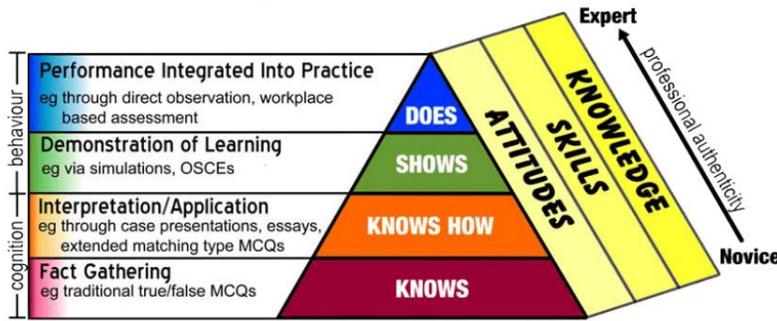
IPC3. Communicates effectively with the person, their family, and the interprofessional

Levels of behaviour (level 0-3)	Behaviour/Expected learning outcomes/The Learner ...
KNOWS Fact Gathering eg traditional true/false MCQs	IPC3.L0a Recognises the communication needs and skills of the person and their family, such as age, education, culture, health condition, language and health literacy
	IPC3.L0b Recognises the roles and responsibilities of all members of the interprofessional team.
KNOWS HOW Interpretation/Application eg through case presentations, essays, extended matching type MCQs	IPC3.L1a Listens actively to the person and their family and the interprofessional team.
	IPC3.L1b Identifies the roles and responsibilities of all members of the interprofessional team.
	IPC3.L2 Manages the environment to support effective communication, taking into consideration ambient noise, privacy, comfort and space.
SHOWS Demonstration of Learning eg via simulations, OSCEs	IPC3.L2c Communicates information to the person and their family and interprofessional team members in a form that is understandable, avoiding discipline-specific terminology when possible.
	IPC3.L2d Listens actively and responds appropriately to non-verbal language of the person, their family and the interprofessional team.
	IPC3.L2e Uses respectful language appropriate for a given situation.
	IPC3.L2f Communicates one's role and responsibilities clearly to the person and their family, and to other professionals.
	IPC3.L2g Spontaneously adapts communication with the person and their family to complex needs and practices, including through the use of interpreters, assistive technology, and relevant accommodations.
DOES Performance Integrated Into Practice eg through direct observation, workplace based assessment	IPC3.L3a Develops a good relationship including actively listening, interpret language with the person, their family and the interprofessional
	IPC3.L3c Chooses effective communication tools and techniques, including technologies to facilitate discussions and interactions that enhance
	IPC3.L3d Communicates with team members to clarify each member's re

The verbs

MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

it is only in the "does" triangle that the doctor truly performs



Based on work by Miller GE. The Assessment of Clinical Skills/Competence/Performance; Acad. Med. 1990; 65(9): 63-67 Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)

Bloom's Taxonomy: Teacher Planning Kit

<https://www.cebm.net/wp-content/uploads/2016/09/Blooms-Taxonomy-Teacher-Planning-Kit.pdf>

User's Inspiration

INPRO COMPETENCY FRAMEWORK

INPRO

COMPETENCY FRAMEWORK

COMPETENCYBOOK

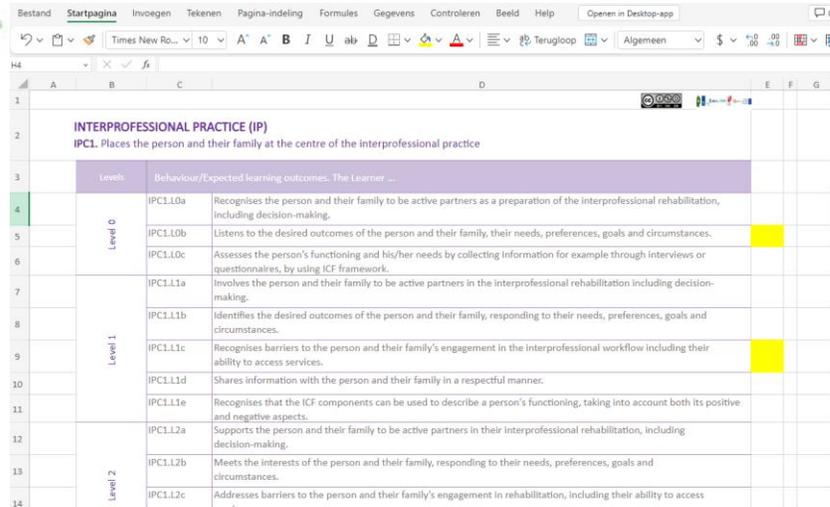


User's guide



INPRO Competency Framework
How to select INPRO competencies for your purpose by using the Excel

authors: Claudia De Weerd and Ingrid Aerts
Language: English
Date: 31/10/2023



Levels	Behaviour/Expected learning outcomes. The Learner ...
INTERPROFESSIONAL PRACTICE (IP)	
IPC1. Places the person and their family at the centre of the interprofessional practice	
Level 0	IPC1.10a Recognises the person and their family to be active partners as a preparation of the interprofessional rehabilitation, including decision-making.
	IPC1.10b Listens to the desired outcomes of the person and their family, their needs, preferences, goals and circumstances.
	IPC1.10c Assesses the person's functioning and his/her needs by collecting information for example through interviews or questionnaires, by using ICF framework.
Level 1	IPC1.11a Involves the person and their family to be active partners in the interprofessional rehabilitation including decision-making.
	IPC1.11b Identifies the desired outcomes of the person and their family, responding to their needs, preferences, goals and circumstances.
	IPC1.11c Recognises barriers to the person and their family's engagement in the interprofessional workflow including their ability to access services.
Level 2	IPC1.11d Shares information with the person and their family in a respectful manner.
	IPC1.11e Recognises that the ICF components can be used to describe a person's functioning, taking into account both its positive and negative aspects.
	IPC1.12a Supports the person and their family to be active partners in their interprofessional rehabilitation, including decision-making.
Level 2	IPC1.12b Meets the interests of the person and their family, responding to their needs, preferences, goals and circumstances.
	IPC1.12c Addresses barriers to the person and their family's engagement in rehabilitation, including their ability to access



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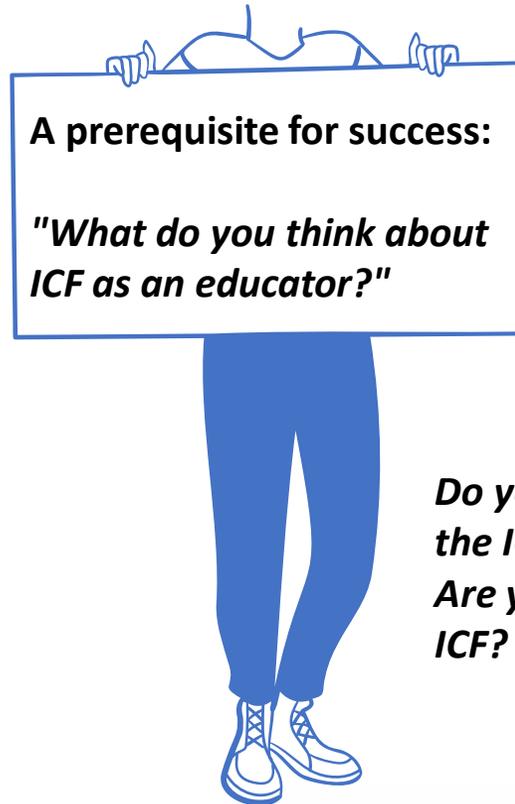
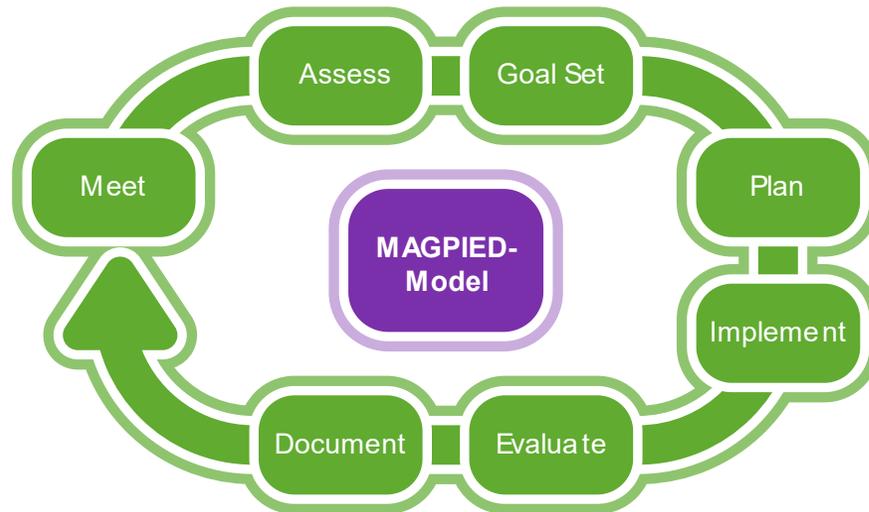


ICF in person-centred interprofessional practices a common language and approach between professionals, countries and cultures on functioning in person-centred care is needed

International
Classification of
Functioning,
Disability and
Health, ICF



Functioning and
person-centred
practices



A prerequisite for success:

"What do you think about ICF as an educator?"

***Do you see the relevance of the ICF?
Are you committed to the ICF?***

ICF-based tools and practices; ICF education



ICF-BASED TOOLS AND PRACTICES TO PROMOTE THE USE OF ICF

a summary on the 18 development actions

ICF training in the work field (n=8)

- ICF and goal setting workshops (Coronaria)
- ICF specialist hours “get to know each other” (Coronaria)
- ICF training to all rehabilitation professionals (Coronaria)
- Workshop setting a main goal (RF)
- Training for all the disciplines to explain how ICF is integrated in our electronic patient device (EPD) (RF)
- Blackboard course ICF interprofessional (RF)
- A diary of someone in practice who applies ICF in very small steps (AP UAS)
- Development of a digital escape room (St.Poelten UAS)

ICF videos (n=4)

- Video between a rehabilitation professional and a client (Coronaria)
- A series of (short) separate videos that are linked with each other (AP UAS)
- A video on the basic explanation of ICF (AP UAS)
- A video of a team meeting (St.Poelten UAS)

ICF-based tools (n=4)

- Pilot of ICF based tools and practices to occupational therapists (Coronaria)
- Pilot of ICF based tools and practices to speech therapists (Coronaria)
- Pilot of ICF based tools and practices to physiotherapists (Coronaria)
- Discussion tool (RF)

ICF documentation (n=2)

- Implementation of ICF documentation system for dietitians - step-by-step guideline (MoHa)
- ICF table in electronic patient device (RF)

“Specific ICF training is needed in clinical practice: ICF framework education is not enough”

They could be used to teach students - that is future professionals.



ICF EDUCATION CONTINUUM

from basic knowledge to practical ICF implementation material

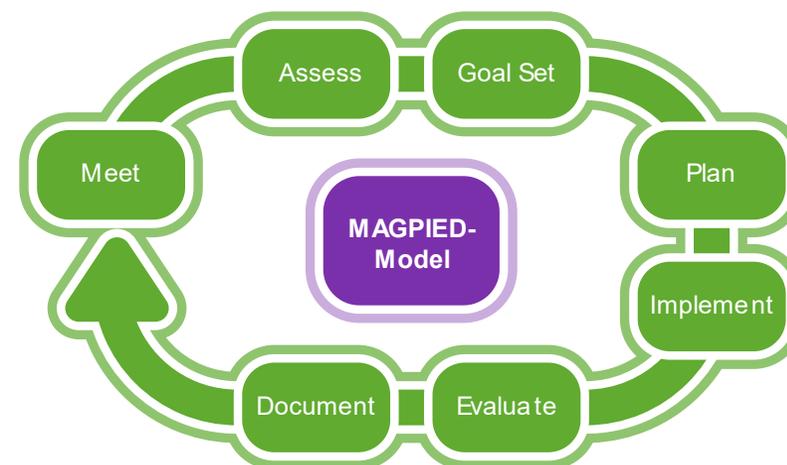


ICF Basic course (1 ECT)

1. Introduction and motivation (2 hours)
 - Content of the ICF Basic course
 - Background information about ICF
 - National examples of ICF usage
2. Basic information about ICF
 - Terminology (slides and video)
 - ICF codes and qualifiers (slides and video)
3. ICF e-learning material (<https://www.icf-elearning.com/>)
4. ICF reflection seminar/ webinar nationally (2 hours)
5. ICF e-test and task / assignment (optional)

ICF in person-centred rehabilitation

Advanced material to support the interprofessional implementation (pdf and pptx)



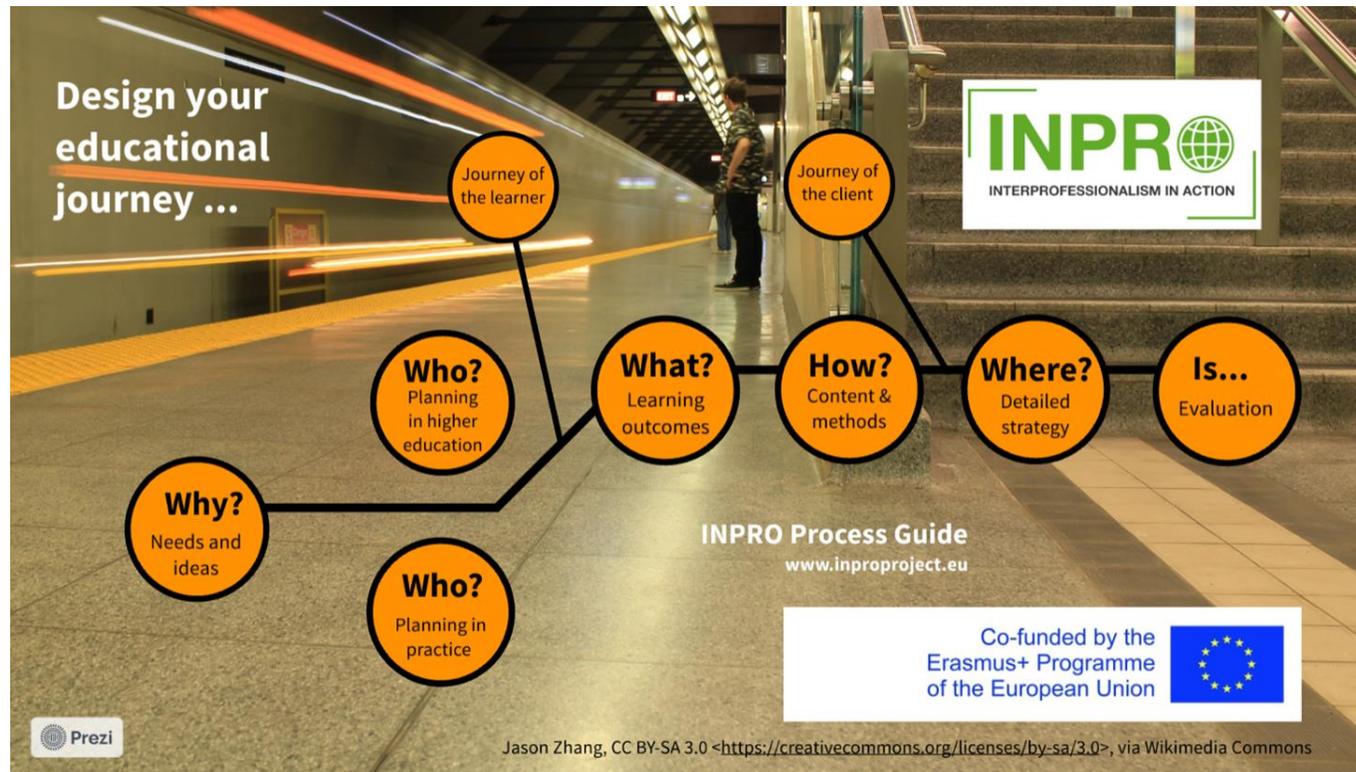
Learning Interprofessional Education & Collaborative Practice (IPECP)

Guide the educational coordinator who develops, organises, and trains the trainer

- (online) classrooms



- collaborative practice



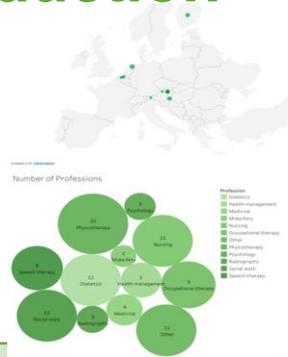
Need for Interprofessional Education

- International agreement: educational programmes for health professionals should provide (elements of) **interprofessional education (IPE)** in order to:
 - Improve (future) **interprofessional collaboration (IPC)**,
 - Provide interprofessional **person-centred care**
 - Eventually improve the **quality of care**



CIHC, 2008

Promising interprofessional teaching/learning approaches in education

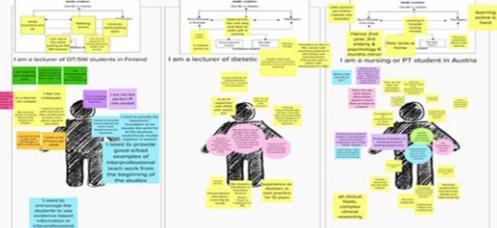


Collect and share examples of promising interprofessional teaching approaches in partner countries

Description current situation and inspiration

Intervention Development

Design-Thinking Workshops for interprofessional education including relevant stakeholders



UAS St. Pölten in December 21, including workfield, patients and International Online Collaboration



Application Pilot Intervention

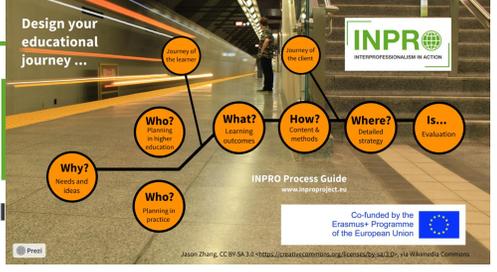
Train the trainers based on workbook
Usability pilot- Intervention in 2022
Observation of Users journey



Finalisation of 2 Process Guides:

- Higher education
- Workfield

Evaluation



2 Process Guides



ALIGNING INTERPROFESSIONAL EDUCATION AND COLLABORATION IN PRACTICE

using promising regional experiences for international exchange

INPRO PROCESS GUIDE FOR LECTURER IN HIGHER EDUCATION INSTITUTIONS

plan and implement interprofessional learning

This is a guide for lecturers in higher education who train students and/or professionals in continuing education. Health and social care professionals are targeted and the ICF framework is referred to as a common language.

The aim of this process guide is to support you when designing interprofessional, person-centred education. This guide can serve you if you are looking for inspiration. But also, if you already have a plan in mind, but want to learn more.



ALIGNING INTERPROFESSIONAL EDUCATION AND COLLABORATION IN PRACTICE

using promising regional experiences for international exchange

INPRO PROCESS GUIDE FOR TRAINERS IN REHABILITATION PRACTICE

plan and implement interprofessional learning

This is a guide for experienced inter-professionals in practice settings who train students and/or professionals. Health and social care professionals are targeted. The ICF framework is referred to as a common language.

The aim of this process guide is to support you when designing interprofessional, person-centred collaboration. This guide can serve you as a form of "blueprint" if you are new in this field of work. Or it may be used as help if you are already in the process and want to experience more opportunities.

How to use this guide...

The chapters are designed in such a way that they can be read independently.



Are you looking for inspiration on interprofessional education?

→ Read the whole guide, starting from the beginning.

Do you already have a plan in mind,

but are not sure which methods to use?



→ Start with chap

Or have you already established interprofessional education,
but are unsure about the impact it has on the people involved?



→ Chapter 8 will help you to implement an evaluation process for your next intervention.

For further information about the usage of this guide, please watch the intr

Video: <https://vimeo.com/672058563>

Prezi: [INPRO Process Guide presentation](#)

It visualises how you may use the roadmap to designing your educational jo

Financing

IPE activities require additional coordination and planning time as well as multiple lecturers teaching in the IPE intervention at the same time. It is important that there is mutual agreement between all participating superior authorities that additional expenditures are accepted.
Find out here how working hours were calculated for the INPRO Learning Interventions

Time

IPE interventions – due to the involvement of other professions, divisions, etc. - need a certain lead time. This time varies depending on the setting, but for (international) learning interventions in higher education institutions you should start your planning at least one year before the intervention takes place:
Timeline for Planning and Implementing IPE

Effort

IPE interventions – just like other projects that involve the cooperation of many individuals – need to be organised and coordinated. Other Departments and Universities might have different demands than the systems you are used to, which makes coordination more complicated. Prepare yourself for an exhausting and yet so rewarding experience!

2022 Amount of 18 (16-22) groups															
WEEK 1 - INPRO in STP International Week (hybrid/online/live) inspired by ABGW Finland, IPCIHC Belgium, ISD Netherlands, PROMISE Austria															
11	STP DI	12	1	1	1	1	1	1	1	1	1	1	12	32 obligatory	2 trainers
12	NL	24	1	1	1	1	1	1	1	1	1	1	18	e.g. obligatory	2-3 trainers
13	B									1	1	1	6	up to 6 open	1 trainer
14	STP Guk	18	1	1	1	1	1	1	1	1	1	1	18	26 16-18 project group	2-3 trainers
15	NL/B	12										1	6	up to 6 open	1 trainer
16	FIN							1	1	1	1		6	up to 6 open	1 trainer
17	STP PT	28	2	2	2	2	1	1	1	1	1	1	28	46 obligatory	3-5 trainers
18	NL/B							1	1	1	1		6	up to 6 open	1 trainer
19	FIN	24	1	1	1	1	1	1	1	1	1	1	18	e.g. obligatory	2-3 trainers
20	STP SA	18	1	1	1	1	1	1	1	1	1	1	18	28 obligatory	2-3 trainers
21	FIN/B	12						1	1	1	1		6	up to 6 open	1 trainer
22	NL/B												6	up to 6 open	1 trainer
23	OT	16	1	1	1	1	1	1	1	1	1	1	18	18 e.g. obligatory	2-3 trainers
24	RC	6								1	1	1	6	up to 6 open	1 trainer
25	B other professions outgoings	6										1	6	up to 6 open	1 trainer
26	MIN		8	8	8	8	7	7	7	7	7	7			
27	MAX		9	10	10	10	10	10	10	10	10	10	178		

Management, heads of study programmes / departments

Lecturers of specific professions (other HEIs and/or departments), students

Administration / schedule planners

Depending on interventions design: workfield institutions, patient self help groups, person's with health inquiries

If available in your institution: teaching/learning support division (also important for e-learning platforms and online support)

IT support (for online settings)

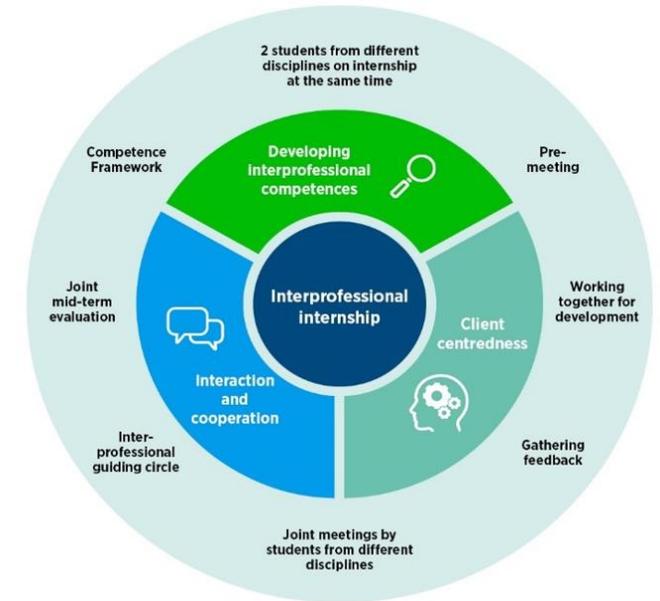
International relations office for funding options

IP Collaboration Practice: Student-Run Interprofessional Learning Ward (SR-IPLW)



Partnership Practice and Education

- Students in the lead!
- Patient is an equal learner
- Professionals act as experts in shared domains
- Lecturers support coaching skills and learning activities



Co-funded by the Erasmus+ Programme of the European Union



INPR 
INTERPROFESSIONALISM IN ACTION

The process

2021 Design



Beetsterzwaag, we are in the north of the Netherlands, in Friesland to be precise

2022 Evaluate



A model of interprofessional internship

Source: Coronaria Rehabilitation and therapy services

Coronaria INPR



2023 Reporting and dissemination



Preparation Phase

Operation Phase





Aligning **inter**professional education and
collaboration **in** practice,
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INPRO Materials coming up soon!

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