

INPRO competency framework

INPRO team Belgium (AP University of Applied Sciences) has been in charge of developing the INPRO Competency Framework (INPRO CF). INPRO CF is an adopted and adapted version of the WHO Rehabilitation Competency Framework (RCF) and also based on existing interprofessional competency frameworks. The focus on inter professional education **and** practice of the INPRO CF is one of the main additions.

The framework comprises of five domains:

1. Practice
2. Professionalism
3. Learning and Development
4. Management and Leadership
5. Research



Since INPRO CF is purely based on scientific articles and expert-knowledge, it has been piloted in the INPRO International Workshop, that was held December 1-3, 2021.

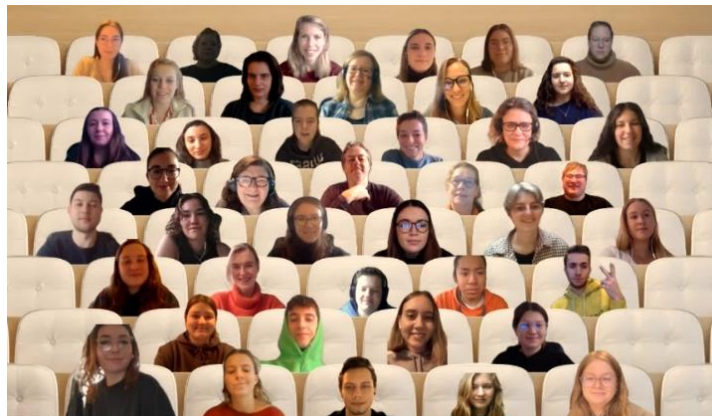
INPRO International (workshop)

The preparation of the workshop in which the learning intervention including INPRO CF was going to be tested, has been done by all four HEIs: St-Pölten, JAMK, Hanze and AP. In this harmonious collaboration lecturers eagerly shared their knowledge and experiences. The key factor for this successful collaboration was online communication.

The overall content of INPRO International was selected by experts in the field and/or the INPRO partners, and inspired by a similar event in Belgium (IPCIHC - Interprofessional Collaboration in Health Care). Lecturers from AP and St-Pölten have been responsible for putting the competencies and learning outcomes together. Consensus was reached about which competencies and learning outcomes the students were trying to achieve during the workshop. One of the insights in the preparation by the lecturers, was that assessing and scoring the students was very much depending on the differences in grading systems. Very interesting to know how other countries do it and to learn from each other!

Applying the INPRO CF in the workshop

A total of 52 students and 8 tutors participated during the workshop. Students were studying at the participating HEIs and created interprofessional teams consisting of physiotherapists, nurses, dietitians, social workers and occupational therapists. Know-how was shared between the professionals in the interprofessional sessions and between the countries in their monodisciplinary sessions. It was interesting for the students and tutors because of the cultural diversity. We were lucky that the students were used to work with online collaboration tools, one of the factors needed for success in a global (online) classroom setting as INPRO International. Also the good communication and language skills of all participants, made the discussions very vivid. In-depth discussions with respect for each other's opinions while working on the case and additional assignments. The 3-day workshop was very exhausting but so fruitful for all!



Conclusion and call for action

The first pilot learning intervention clearly was a success! We are ready for other upcoming interventions in educational settings and in the work field. The development of pilot interventions with the INPRO CF is an ongoing process: innovations that enhance interprofessional collaboration for education **and** practice.

Stay tuned and/or register at www.inproproject.eu.

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