



Intensive Programme (IP) "Quality of Food Intake and Social Exclusion"

Description

In March 2013, the dietetics programme hosted and co-organised the Intensive Programme (IP) "Quality of Food Intake and Social Exclusion". The content of this interdisciplinary IP was the exchange between the disciplines of "dietetics" and "social work" with regard to improving the accessibility of vulnerable groups, the sustainable promotion of their health and nutritional quality and the development of application-related results in cooperation with social organisations.

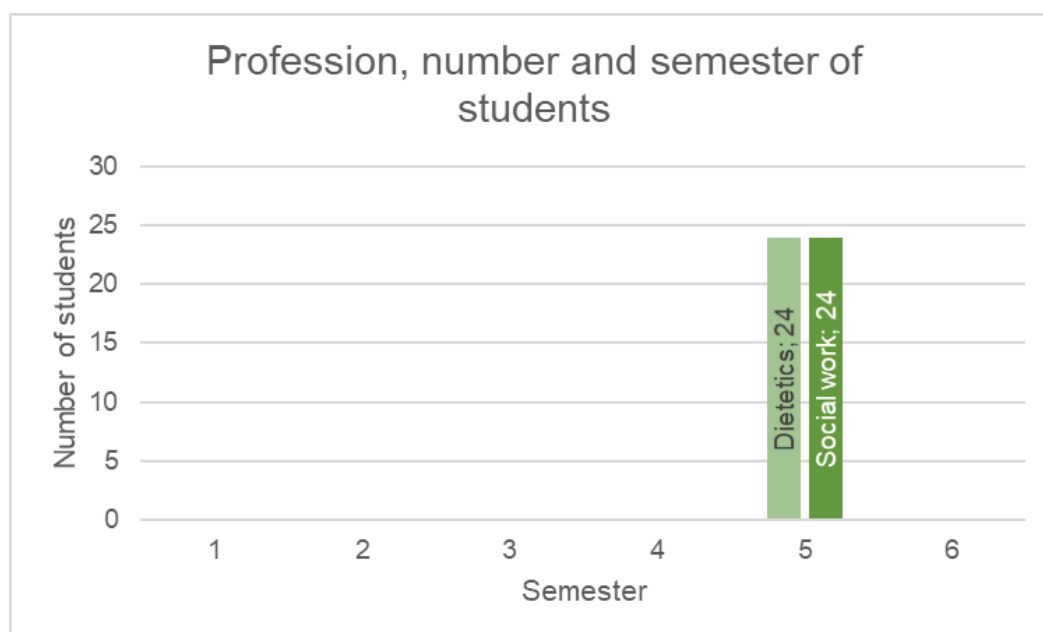
The IP "Quality of Food Intake and Social Exclusion" took place in Spain in 2012, in Austria in 2013 and in Belgium in 2014 for a fortnight each. Participants were 48 students and 14 teachers from universities in Belgium, Spain, Lithuania, Hungary and Austria, each from the disciplines of "Dietetics" and "Social Work".

The geographical spread of the cooperation partners was particularly valuable for the results from a cultural, educational and health policy perspective. In supervised interdisciplinary small groups, 48 students within five social organisations surveyed the needs regarding the nutritional situation of the target groups and developed individual concepts for this, taking social aspects into account. The direct contact with the target groups provided the opportunity to identify needs, to develop practical measures to change the clients' living conditions (nutrition) and to promote cooperation between the two professional groups. The results of the IPs serve not only for long-term implementation in the respective organisations but also for dissemination for widespread use.

Cooperation partner: partner universities, social organisations (refugee shelter, emergency shelter for women and children in need, self-help organisation by and for Muslim women, organisations for people with disabilities, mayor and vice-mayor of a town, fair trade company and gastronomy).

Additional funding required: Yes, the additional funding relate to travel expenses, costs for meals, accommodation, excursions and social events for students and teachers.

Profession, number and semester of students:



Didactic concept:

Patient-centeredness	ICF	Clinical reasoning
Yes	No	No
<p>Observation of the Patient-Centeredness model: In addition to the interdisciplinary focus, the twelve criteria of good practice in health promotion among socially disadvantaged people of the Federal Centre for Health Education, Germany, were used as far as possible in the project planning: clear formulation of objectives and target group, innovation and sustainability, multiplier concept, low-threshold approach, participation of the target group, empowerment, setting approach, integrated action concept/networking.</p>		

Learning principles applied:

- Practice-based learning
- Activity-based learning
- Exchange-based learning

Teaching/learning locations: In-person learning only & blended learning

Use of learning management system: Yes

Workload and Duration of IPE Interventions: 10 days: Total duration of the IP (number of days of subject-related work, exkl. travel-days)

Intended Learning Outcomes incl. personal ranking		
1	The patient	Yes
2	Communication	Yes
3	Teamwork	Yes
4	Roles/responsibilities	Yes
5	Learning/reflection	Yes

6	Ethics/attitudes	Yes
	International competence	Yes
	Digital competence	No
	Other	No

Assessment domains of interprofessional learning incl. personal ranking		
1	Coordination and collaborative decision-making	Yes
2	Interprofessional communication	Yes
3	Teamwork	Yes
4	Interprofessional values	Yes
5	Role understanding	Yes
6	Reflexivity	Yes

Requirements for students:

Selection of students depended on the universities. Students were selected

- on motivation and interest
- knowledge of English
- professional and communication's skills
- according to learning achievements/degree grade point average

Requirements for educators: Selection of teachers: The best and engaged teachers in the field (Social Work, Nutrition and Dietetics) at universities were invited to participate in the project

Students' evaluation: Feedback round in group, feedback by respective target group (organisations), questionnaire

Learning experiences:

Learning experience	Measurement/ Evaluation
Changes in attitudes or perceptions between participant groups or towards the value and/or use of team approaches to caring for a specific client group	Questionnaire
Acquisition of knowledge/skills linked to interprofessional collaboration	Questionnaire
Behavioural change / individuals' transfer of interprofessional learning to their practice setting and their changed professional practice	Questionnaire

Prerequisites: Finance

Barriers:

- Working with real patients or actors: in some organisations we had organisational problems