

Future Factory Project Course

Description

Learning outcomes of the course: Students understand the significance of multidisciplinary and customer-oriented project work in working life oriented development, innovation and problem solving. They are capable of responsible working and interaction, making use of and sharing their own expertise. They apply their project competence and engage in many types of working life development projects. They are capable of assessing the development of their own competence and working of their team.

Course contents:

- Project competence and multi-professional teamwork
- Project planning and execution
- Working at the customer interface
- Tools of design thinking and user-oriented design
- Deepening or expanding of professional competence

Cooperation partner: Yes, co-operation with public sector, private sector and third sector as well as with other higher education institutions (universities) and secondary school institutions (e.g., practical nurse education).

Additional funding required: No

Profession, number and semester of students: Nursing, occupational therapy, physiotherapy and social work. In the coming years, all fields of study and all students at the university (about 1300 students every year) take part in the intervention. The students need to be 2nd – 4th year students.

Didactic concept:

Patient- centeredness	ICF	Clinical reasoning
No	No	Yes
	<p>Implementation of ICF: If the working life organization desires the student project to be focused on ICF, it is possible.</p>	<p>Implementation of Clinical Reasoning: The students are supposed to work in interprofessional Student teams. Every student is encouraged to use Clinical Reasoning of his/her own profession in order to strengthen the professional growth and teamwork skills.</p>

Learning principles applied:

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

Teaching/learning locations: Blended learning

Use of learning management system: Yes

Workload and Duration of IPE Interventions: 10 ECTS, student teams use 3-5 months for the project.

Intended Learning Outcomes incl. personal ranking		
1	Ethics/attitudes	Yes
2	Communication	Yes
3	Teamwork	Yes
4	Learning/reflection	Yes
5	Roles/responsibilities	Yes
6	The patient	Yes
	International competence (the project can be done together with international students)	Yes
	Digital competence (the project can focus on digital development)	Yes
	Other	No

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

Requirements for students: The students need to be 2nd – 4th year students.

Requirements for educators: Teachers need to be trained as Future Factory coaches. The course is offered by the university.

Students' evaluation: Yes, self-evaluation and peer-evaluation

Learning experiences:

Learning experience	Measurement/ Evaluation
Changes in students' views on the learning experience and its interprofessional nature	Project report, self-evaluation and feedback from working life partner.
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	Project report, self-evaluation and feedback from working life partner.
Acquisition of knowledge/skills linked to interprofessional collaboration	Project report, self-evaluation and feedback from working life partner.

Prerequisites: Innovative staff members, enough time for good planning, intensive co-operation with working life partners

Barriers:

- Teaching staff: attitudes against large interprofessional projects
- Students: attitudes against large interprofessional projects
- Structural/organisational elements: how to get enough time resources
- Working with real patients or actors: this needs a lot of careful planning

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