

Interprofessional collaboration in health care

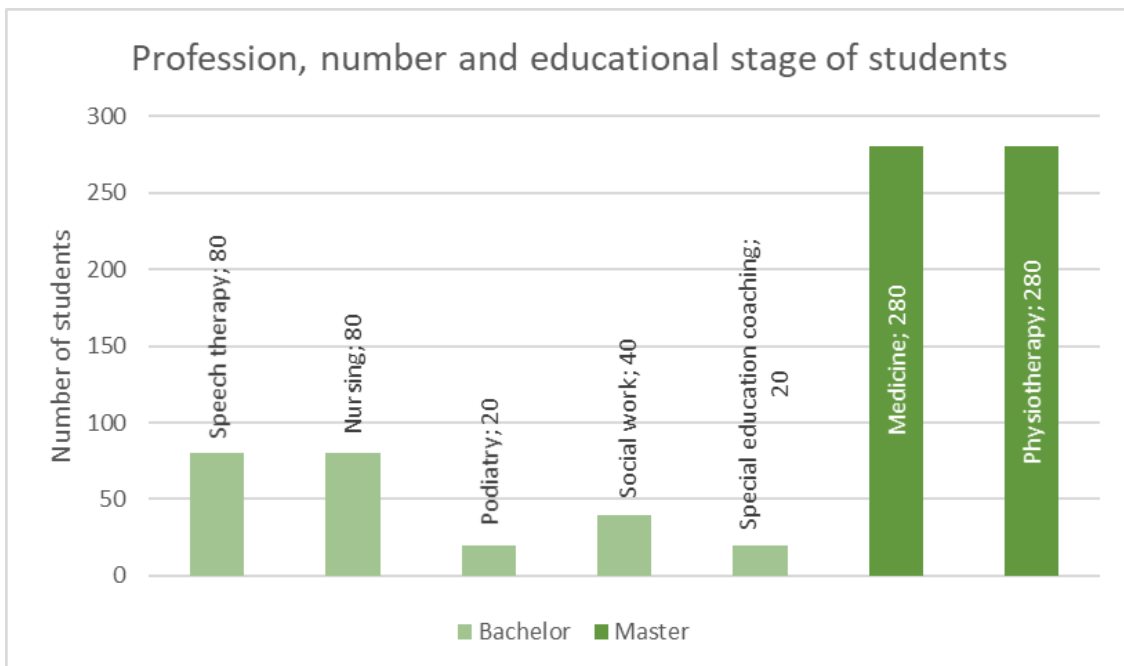
Description

In a course unit students learn about interprofessional collaboration and its role enhancing quality in health and social care. They follow lectures and have sessions in which they interact on the basis of cases. They also participate for 15 hrs in interprofessional meetings with other students, discussing a variety of themes relevant for interprofessional collaboration and acting as a professional in role play. Sessions are guided by a tutor. Students are evaluated on the basis of an exam, products and reports, and observation of their performance in the sessions. The course unit takes 3 credits (90 hrs). Besides knowledge about models, methods, and policy, we also use clinical case descriptions, practice experience, developments in professional aspects of health care, policy issues on interprofessional collaborative practice and quality management in health care, international and intercultural aspects of health care. Expected learning outcomes are: Collaborate efficiently and make appropriate referrals through insight in competences, limitations, target groups and working methods of the different health care workers, Communicate and consult adequately in an interprofessional team, focused on collaborative issues and performance, Plan, manage, and follow-up interprofessional interventions and care, and communicate on this issue with colleagues and other health care workers, Evaluate interprofessional collaboration, communication, decision making and care planning on relevant quality criteria (i.e. cost-efficiency), and Analyse and evaluate themes and policy issues of health care, and clinical paths, in terms of quality management and interprofessional collaboration.

Cooperation partner: Two partner universities

Additional funding required: There has been a limited funding in 2001 and in 2020

Profession, number and semester of students:



Didactic concept:

Patient- centeredness	ICF	Clinical reasoning
Yes	Yes	Yes
<p>Observation of the Patient-Centred Care model: The patient-centred care is involved in specific exercises: analysing needs of clients, in drawing up care planning, and in discussing ethical issues.</p>	<p>Observation of the ICF: Before 2020 ICF was a specific focus in the practicals for all students. The ICF remains in the focus for some programs, but this varies according to the study programme involved.</p>	<p>Observation of the Patient-Centred Care model: This is part of analysing patient situations and drawing up care planning.</p>

Learning principles applied:

- Activity-based learning
- Simulation-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: The mandatory course (for physiotherapy students) takes a whole year of study and incorporates 2 modules (LISa Quality & Care, and LISa Teams). The latter module consists of practicals and group work in interprofessional groups, for 3 days.

Intended Learning Outcomes incl. personal ranking		
1	The patient	Yes
2	Teamwork	Yes
3	Roles/responsibilities	Yes
4	Communication	Yes
5	Learning/reflection	Yes
6	Ethics/attitudes	Yes
	International competence (An extra module is inserted in the course, focusing explicitly on these components)	Yes
	Digital competence	No
	Other: Quality and policy aspects of interprofessional collaboration	Yes

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

Requirements for students:

Until 2020 students had to have acquired basic competence in:

- Listening and communication skills in small groups
- Formulating own ideas clearly and with respect for detail and modulation
- Making written reports of an action, meeting or consultation
- Making an estimation of treatment options from the own profession in the context of a clinical case
- Drawing up a diagnostic report from the viewpoint of the ICF model (WHO)
- Drawing up a care and treatment planning from the own discipline/profession
- Formulating goals and readjusting them based on feedback
- The student had to have experience in clinical practice, either before or during the course.

Since 2020 there is not a strict prerequisite.

Requirements for educators: Tutors follow a short training to coach the student groups. As the practicals are focused on an introduction into different aspects of interprofessional collaboration (since 2020) and as most tutors are already involved in teaching, this training is focused on handling the specific elements and exercises in the practicals, which are aimed to a large extent at self-directed learning.

Students' evaluation: anonymous poll

Learning experiences:

Learning experience	Measurement/ Evaluation
Changes in students' views on the learning experience and its interprofessional nature	Student assessment and feedback from students (but this feedback is still being collected and analysed)
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	Student assessment and feedback from students (but this feedback is still being collected and analysed)
Acquisition of knowledge/skills linked to interprofessional collaboration	Student assessment and feedback from students (but this feedback is still being collected and analysed)
Behavioral change/individuals' transfer of interprofessional learning to their practice setting and their changed professional practice.	Student assessment and feedback from students (but this feedback is still being collected and analysed)

Prerequisites: The course exists already for a long time, and so expertise has been built up. In 2020 the practicals were reconceptualized (LISa Quality & Care and LISa Teams). For LISa Teams a steering group supervised this conceptualization, in which representatives of the institutional partners are involved.

Barriers: Structural/organisational elements: this is a classic problem, especially when organizing on campus activities with different study programs

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