

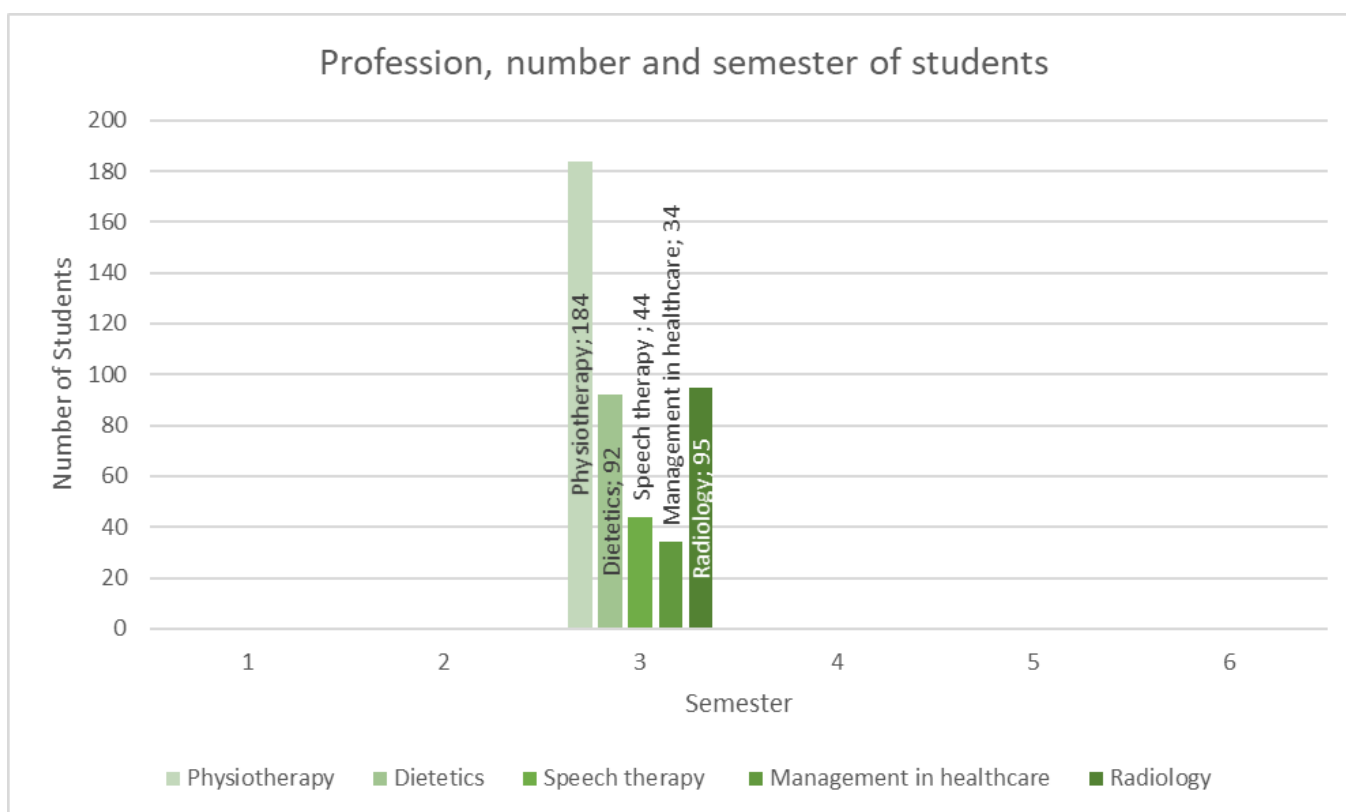
Interprofessional Innovation and Entrepreneurship

Description

The university took the step to give the 17 WHO-Sustainable Development Goals a prominent place in education. The student as a socially moved global citizen who uses his talents for the world. For the second-year project interprofessional innovation and entrepreneurship, the students of the six different courses are mixed into groups. The groups will work with care related contribution to the Sustainable Development Goals. On the basis of preparatory assignments, the project group works on their interprofessional skills. After motivated exploration of the sustainable development goals, the project group selects a joint interprofessional problem. By using the Business Model Canvas and Design Thinking, the problem is mapped in detail. The final product is a presentation, in which the interprofessional process, the interprofessional problem theorem and the interprofessional solution presented.

Cooperation partner: No

Additional funding required: Only teaching hours (4 hours per project group)



Didactic concept:

Patient- centeredness	ICF	Clinical reasoning
No	No	No
		Students reason what a profession can add to healthy Ageing is not Clinical Reasoning but more value based care.

Learning principles applied:

- Activity-based learning

Teaching/learning locations: Online teaching/learning only

Use of learning management system: No

Workload and Duration of IPE Interventions: 8 weeks

Intended Learning Outcomes incl. personal ranking		
1	Teamwork	Yes
2	Communication	Yes
3	Roles/responsibilities	Yes
4	Learning/reflection	Yes
	Ethics/attitudes	No
	The patient	No
	International competence (in some groups English taught physical therapy students are present (divided over groups))	Yes
	Digital competence	No
	Other	No

Assessment domains of interprofessional learning incl. personal ranking		
1	Interprofessional communication	Yes
2	Interprofessional values	Yes
3	Coordination and collaborative decision-making	Yes
4	Reflexivity	Yes
5	Teamwork	Yes
6	Role understanding	Yes
	Other: 1. The student applies the principles of value creation, such as: Business Model Canvas Design Thinking. 2. The student performs a pitch from the process and solution to present. 3. The student investigates the possible use of technology in the care that contributes to Sustainable Development Goals (SDGs). 4. The student describes the interprofessional process and the added value within Sustainable Development Goals (SDGs) at the micro and or macro level. 5. The student works together with students from other disciplines a constructive and entrepreneurial way on this project.	Yes

Requirements for students: -

Requirements for educators: No predefined criteria but teacher need to have affinity to interprofessional collaboration in the work field and/or education. Cultural sensitivity, being curious and have an open mind and attitude toward other professions.

Students' evaluation: Yes, on collaboration in the project group. Halfway and at the end by means of a presentation.

Learning experiences:

Learning experience	Measurement/ Evaluation
Changes in students' views on the learning experience and its interprofessional nature	Students find it interesting to talk to other students and get an insight in their knowledge
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	Perception of the knowledge of IP students changed from sceptical to valuable contribution
Acquisition of knowledge/skills linked to interprofessional collaboration	Acquisition more of knowledge than of skills

Prerequisites: Support from IPE-workgroup and support from organisation (schedules).

Barriers:

- Teaching staff: Teacher who were not enthusiastic about the entrepreneurship line at the start (it took a while till the teachers were enthusiastic). At the start we did not apply a teacher learning intervention (teach the teacher). Now that we do (by a flash lecture) the barrier disappeared. The non-presence of enough teachers who are interprofessional role models. Teachers who are more used to teach teacher-based learning than student-based learning.
- Students: Students who had problems to speak English (since second-year students no longer experience language problems). Teacher's task is small (only 4 hours), therefore the involvement in this learning intervention is low and it is difficult to get a team-collaborative feeling in teachers of this learning intervention.

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