

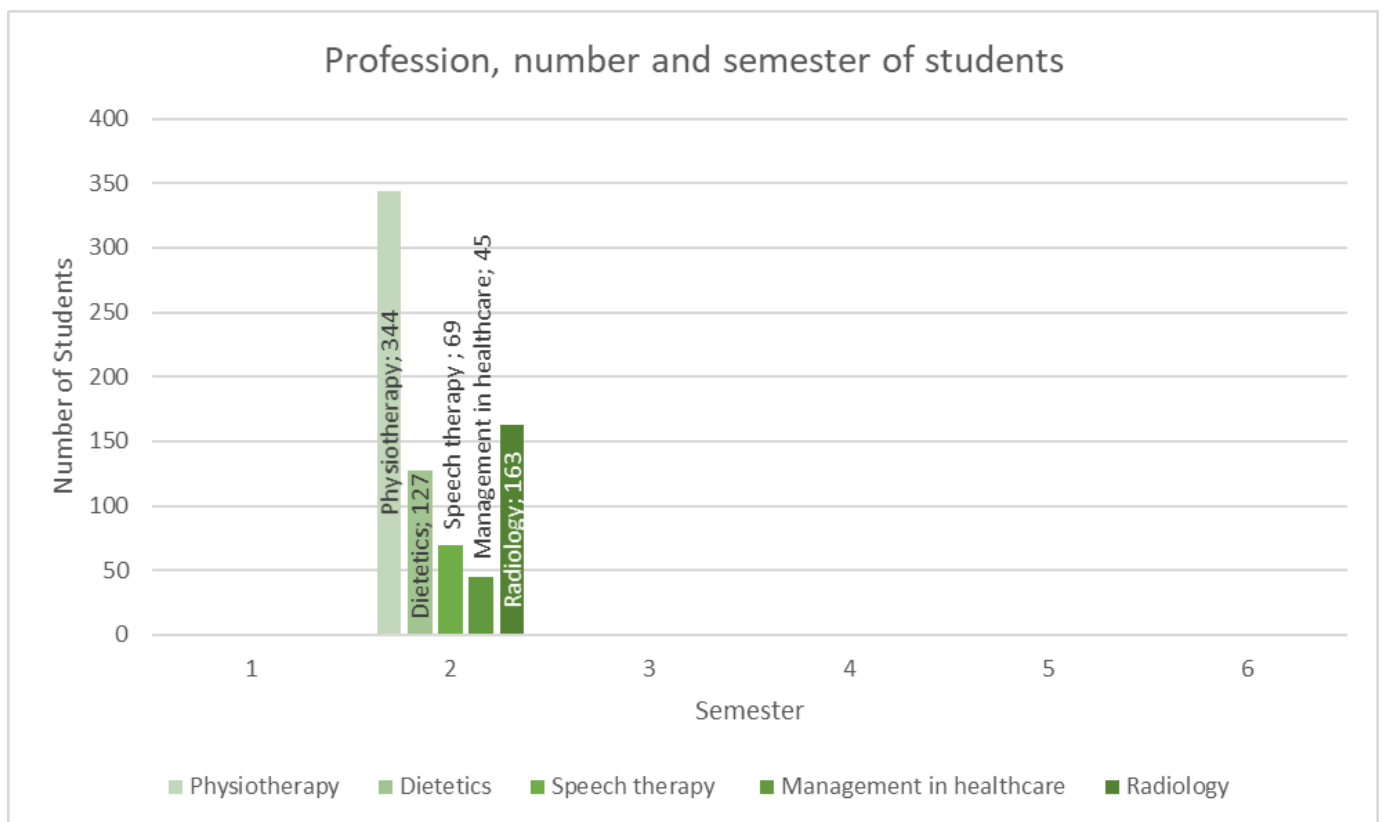
Interprofessional Collaboration Project

Description

In this module students of different studies work on a specific issue/problem as a project team. The Healthy Ageing professorship will provide themes that interprofessional project groups use as a basis to formulate an issue/problem. Project groups will create a design for a solution (or approach) to the previously stated issue/problem. If possible, IP-project groups will further develop this solution into a prototype.

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: Students are free to collaborate in accordance with their preferences (at school or online).

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	Learning/reflection	Yes
4	Roles/responsibilities	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	Role understanding	Yes
2	Teamwork	Yes
3	Interprofessional communication	Yes
4	Reflexivity	Yes
5	Interprofessional values	Yes
	Coordination and collaborative decision-making	No
	Other: Entrepreneurship	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.

For further information please contact: inpro@org.hanze.nl

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