

Professional Conversation and Interaction

Description

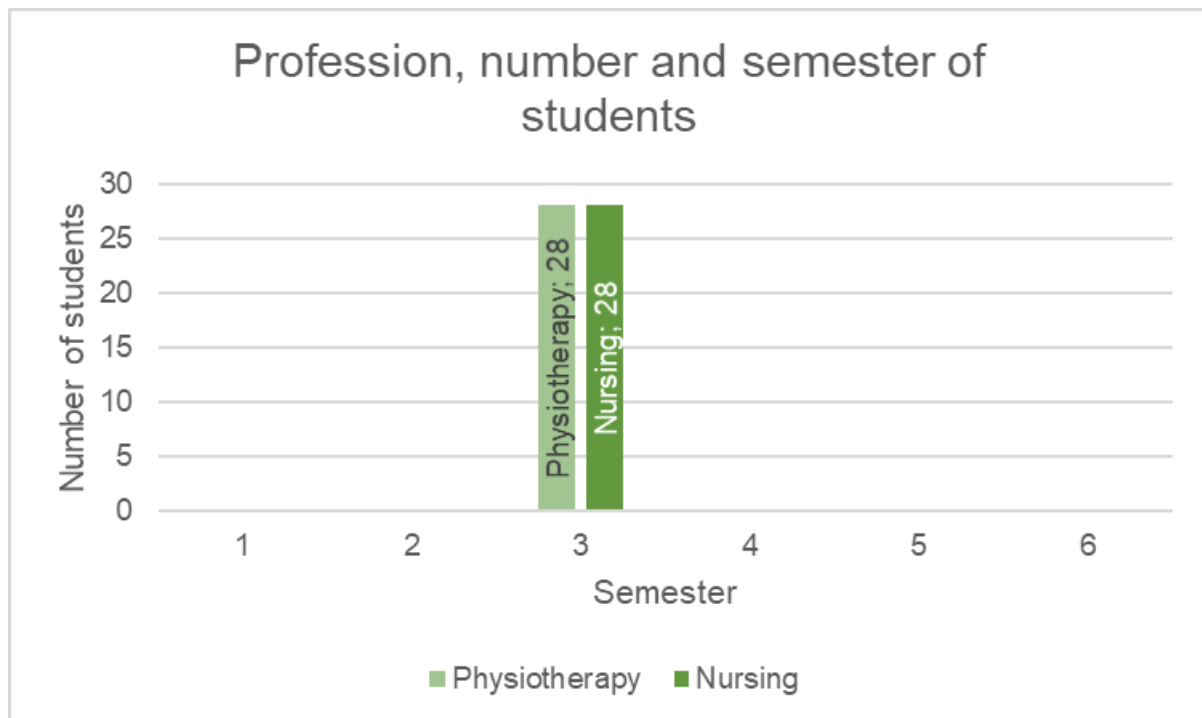
Surveys under patients on the health professionals-patient communication show us that the quality of this communication lags behind the EU average. Therefore, the further development of communication competences represents a measure to the prioritised framework health goal "strengthen the health literacy of the population". Patients must be able to communicate their health problems, understand the treatment options, share the treatment decisions made and understand their own required contribution to successfully manage their health problem. To make this possible, a team of different health professionals must support them with appropriate conversation strategies which must already be taught to the basic training at the university.

Based on an interprofessional communication course in the first semester which involves physiotherapy, nursing and health management and health promotion students this interprofessional intervention "Professional Conversation and Interaction" focuses more on patient-centred communication of health professionals and on team communication among each other.

Cooperation partner: No

Additional funding required: No

Profession, number and semester of students:



Communication trainers are also involved in the intervention.

Didactic concept:

| Patient- centeredness | ICF | Clinical reasoning |
|--|------------|---------------------------|
| Yes | No | No |
| Observation of the Patient- Centeredness model: Using case vignettes, students experience the role of a patient and of different health professionals. So they learn how a health professional communicates with patients in an appreciative and adequate manner. | | |

Learning principles applied:

- Practice-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:** 1 semester

| Intended Learning Outcomes incl. personal ranking | | |
|--|--------------------------|-----|
| 1 | Communication | Yes |
| 2 | The patient | Yes |
| 3 | Roles/responsibilities | Yes |
| 4 | Teamwork | Yes |
| 5 | Learning/reflection | Yes |
| 6 | Ethics/attitudes | Yes |
| | International competence | No |
| | Digital competence | No |
| | Other | No |

| Assessment domains of interprofessional learning incl. personal ranking | | |
|--|--|-----|
| 1 | Interprofessional communication | Yes |
| 2 | Coordination and collaborative decision-making | Yes |
| 3 | Interprofessional values | Yes |
| 4 | Teamwork | Yes |
| 5 | Role understanding | Yes |
| | Reflexivity | No |

Requirements for students: -**Requirements for educators:** strong interest in health professional and patient oriented communication**Students' evaluation:** verbal and with our standard document**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 | using reflection |
| Acquisition of knowledge/skills linked to interprofessional collaboration | about a different professional approach to the case vignette |
| Behavioral change/individuals' transfer of interprofessional learning to their practice setting and their changed professional practice. | reflection after clinical training in health institutions |

Prerequisites: -

Barriers:

- Organisational/structural elements: time management of 4 part-time lecturers, management of the timetable of two different study programs

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Co-funded by the
Erasmus+ Programme
of the European Union

