

IPCIHC - Interprofessional Collaboration in Health Care

Description

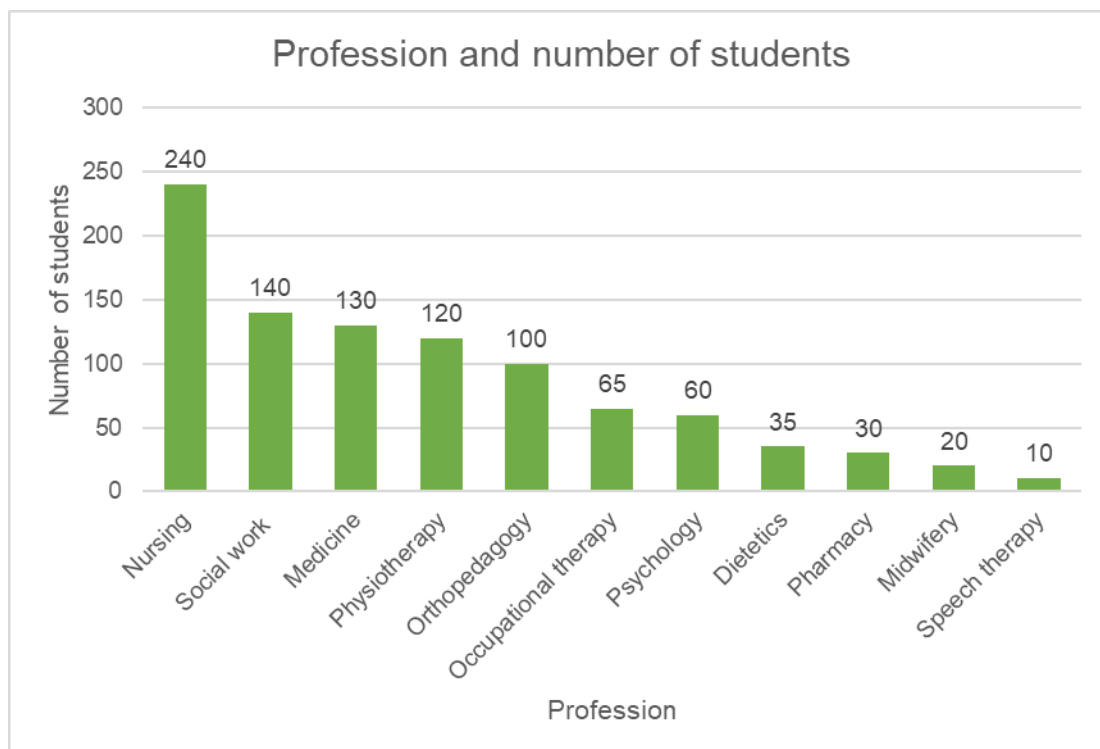
The interprofessional learning intervention consists of 17 training programs from 5 different institutions organizing an Interprofessional Collaboration in Healthcare 1 (IPCIHC 1) module. This module units' students who will graduate in a few months' time as doctors, nurses, midwives, physiotherapists, occupational therapists, remedial therapists, pharmacists, psychological consultants, social workers, dieticians or speech therapists.

A unique joint training, which receives yearly an upgrade to address feedback and contextual changes. IPCIHC 1 is a learning module which has several levels of interprofessional collaboration (bachelor students, master student and current developments towards professionals). Panels with in total about fifty experts, patients and stakeholders from welfare and health care interact with the participating students on the final day.

IPCIHC 1 module involves yearly more than a thousand future health professionals together in small groups, accompanied by about a hundred trained tutors learned together "from, with and about each other".

Cooperation partner: This module is a result of collaboration between five universities.

Additional funding required: Yes, to be able to pay catering, facilities, promotional gifts, books and other course materials, partners to make movies, or team buildings.



The students are in the last semester of their Bachelor- and Master degree study.

Didactic concept:

Patient- centeredness	ICF	Clinical reasoning
Yes	Yes	Yes
<p>Observation of the Patient-Centred Care model: We use the ICF-model to explore the help- question of the patient and to start an interprofessional care plan. We make sure students have to work out a care plan that is patient-centered. Therefore students have to take the role (position) of a patient. Throughout the program we show cases using movies to make it more visual. Also, patients are invited in the final plenary session.</p>	<p>Observation of the ICF: We explicitly use that format on the second day of the program to build up an interprofessional care plan.</p>	<p>Implementation of Clinical Reasoning: This is of course necessary to be aware of when discussing the care plan with all different participating students from different disciplines.</p>

Learning principles applied:

- Practice-based learning
- Activity-based learning
- Simulation-based learning
- Observation-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 week

Intended Learning Outcomes incl. personal ranking		
1	Roles/responsibilities	Yes
2	The patient	Yes
3	Teamwork	Yes
4	Learning/reflection	Yes
5	Ethics/attitudes	Yes
6	Communication	Yes
	International competence (We always have two international IPCIHC-groups. Students from Erasmus or from the master physiotherapy which is an international education program. Also, we have teachers and students form our partner university abroad)	Yes

	Digital competence (We use BB collaborate as our virtual learning environment)	Yes
	Other	No

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

Requirements for students:

The student:

- knows the organisation and different sectors of health care
- knows the context and competences of its own discipline and the specific contribution for the management of health care problems
- has had some contact with other disciplines
- has basic knowledge of communicative and relational skills
- has basic knowledge of patient and health education
- has some experience in developing a professional relationship with the patient
- has basic knowledge of group dynamics and working in a team
- shows an open attitude towards communication

Requirements for educators: No special requirements but obliged to participate on the two- day training.

Students' evaluation: evaluation of the module on the final day and tips on the 4th day

Learning experiences:

Learning experience	Measurement/ Evaluation
Changes in students' views on the learning experience and its interprofessional nature	A survey
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	A survey
Acquisition of knowledge/skills linked to interprofessional collaboration	A survey

Prerequisites:

There was a finance support to remake a movie which was used to present a case. It is always important to have the infrastructure to have enough classrooms and auditoria to make the module possible. There is an agreement among the participation institutions that teachers' working hours and the didactic resources are sponsored by the institutes themselves.

Barriers:

- Teaching staff: when not enough teachers then the groups become too big to work interactive in a good way.
- Structural/organizational elements: Classrooms, ICT facilities, helpdesks, financial, infrastructure general, ...

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