

Phase 1: Planning

- **Step 1** information gathering
- **Step 2** Stakeholder dialogue, critical decision-making, developing a project
- **Step 3** Confirm availability of resources and learning experiences

Name	<p>Enter organisation legal name</p> <p><i>AP University of Applied Sciences Antwerp, Department Health and sciences, Bachelor programme nutrition and dietetics</i></p> <p>Enter short name if used in the text</p> <p><i>AP UAS</i></p>
Country	<p>Enter country</p> <p><i>Belgium</i></p>
Description of the organisation	<p>Enter a short description</p> <p><i>AP UAS Antwerp is a wide-ranging University of Applied Sciences. The working language of the institution and most instruction is Dutch. AP UAS has 14,000 students in 26 vocational and 8 art programmes, grouped into 4 faculties and 2 schools of art. The university is also home to various programmes of both adult education and vocational education and training.</i></p> <p><i>According to its mission statement, the purpose of the university college is to provide higher education in a pluralistic perspective, focusing on active recognition and appreciation of the various ideological, philosophical, and religious ideologies, and founded on the principle of independent governance.</i></p> <p><i>Our dietetics programme has already included learning activities such as communicative skills and skills lab (patient simulation and consultation, with actors and video recording), project work (developing interpersonal skills such as problem analysis and methodology), dietitian-focused classes (including lab work), evidence-based seminars and personal development tools (portfolio highly focused on reflective learning) for over ten years in the curriculum. They also have a lot of experience in Interprofessional Education as they have been a member of IPCIHC (Inter Professional Collaboration in Health Care) since 2005. The ICF is implemented in our educational programme to use it as a tool for person-centred care.</i></p>
Overall objectives	<p>Describe your organisation's starting point and overall objectives when you started to design INPRO CF project. OR The mission and vision statement of your organisation linked with interprofessional collaboration</p> <p><i>One of the visions of education is that AP wants to break open the learning and living environment and make the field of work and the wider environment a fundamental part. The interaction between what you learn from and what you learn in reflection on practice is, after all, a lasting way of acquiring competencies and developing your (interprofessional) personality. Right from the start</i></p>

of the education programme, substantial and meaningful cooperation is established between our students and the professional field or the wider environment. This can be through active participation in a workplace, Community Engaged Learning, Communities Of Practice,... Afterwards, the learning environment also becomes more interdisciplinary and/or international. The project's aim is to explore which of the INPRO competencies were gained during the practice placement by the students of nutrition and dietetics.

Ideas by dialogues

List all the actions planned (only name, add more if needed):

1) Reflection of nutrition and dietetic students on INPRO CF during and after practice placement

Research question/aim

Describe overall goal and/or research question

- Which learning outcomes of the INPRO CF do students of nutrition and dietetics reach during their practice placement?
- Another goal was that the students evaluate the INPRO CF. That's part of the validation phase of the INPRO CF

**Availability of resources/
Resources requirements**

The overall success (at organisational level): what/how was successful and what were the challenges (e.g., slow start-up, difficult to recruit people in addition to clinical work, turnover of people in charge)

In the beginning, the challenge was to involve various health education programmes of AP UAS, but we didn't succeed in motivating them to participate. The reasons were diverse; students either had a lot of assignments already or lacked time.

Learning experiences

Enter the expected learning experiences

See in attachment 'the chosen learning outcomes of INPRO CF for the practice placement of nutrition and dietetic students'

Start date

Enter date start idea
may 2022

Phase 2 Construction

- **Step 4** Clarify the competencies and activities, and the expected level of proficiency to be achieved
- **Step 5** Determine the learning objectives and associated knowledge and skills
- **Step 6** establish the learning experiences, language according to the context and the material needed for learners to achieve the learning objectives

Process to clarify the competencies

Describe the process how you selected the competencies

This happened in different steps:

1. *we explained the INPRO CF to the coordinators of the practice placement from the education programme (n=2)*
2. *They each separately indicated in the Excel of the INPRO CF the learning outcomes they thought students would encounter during their internship.*
3. *The two coordinators and the two researchers came together and discussed these possibilities to arrive at a consensus*



4. *The researchers made the tools for the students (INPRO CF with only the expected chosen Learning outcomes, reflection documents to fill in)*

Learning objectives

Which learning objectives did you choose for the project
From INPRO CF competencybook

*IPC1.L0a – IPC1.L1B – IPC1.L2b – IPC1.L3c
IPC2.L0a - IPC2.L0b - IPC2.L3a - IPC2.L3b
IPC3.L1b – IPC3.L2a - IPC3.L2b - IPC3.L2d
IPC4.L0a
IPC5.L0a - IPC5.L1a - IPC5.L1b - IPC5.L1c – IPC5.L3b
IPMC1.L0a - IPMC1.L0b - IPMC1.L3a - IPMC1.L3d
IPMC2.L0a - IPMC2.L1a - IPMC2.L1b - IPMC2.L2c
IPMC3.L1c - IPMC3.L2c
IPMC4.L1c – IPMC4.L2a
LDC1.L1b - LDC1.L2a - LDC1.L2c
LDC2.L2a – LDC2.L2b
LDC3.L0a
RC1.L2b - RC1.L3a
RC2.L1a – RC2.L1c*

Associated knowledge & skills

Basic Knowledge and skills they need to have before starting in the project (comp/LO level lower? Or comp not included but basic knowledge)/ core values and beliefs
They need to have the following values: 'Compassion and empathy, sensitivity and respect for diversity, dignity and human rights, self-determination, flexibility

Language

Language used of the INPRO CF
We used a combination of English and Dutch

Responsible person(s)

Enter name(s) and occupation(s) of the person(s) who are responsible for the project; describe those person(s)
Ingrid Aerts, researcher INPRO – Marleen Adam, practice placement coordinator – Bente Le Bruyn, practice placement coordinator

Target group

Describe the target group of the development project(numbers and professions/background of participants, etc.)
Students who graduated as dietitian in January 2023. 2 of the 5 students filled in the required reflection form.

Setting

Describe where implemented (whole/part of organisation, in/outpatient, etc.)
Students were asked to reflect on the chosen INPRO Competencies at the end of their clinical practice placement.

Materials

Describe the material(s) needed for learners to achieve the competencies
They just needed to understand the competencies and the formular for reflection



Phase 3: Sequencing

- **Step 7** Structure the content
- **Step 8** Allocate time and resources to the project

Content of the project	Describe the content of the project <i>During their hospital internship, dietetic students were tasked with reflecting on INPRO interprofessional competencies.</i>
Feasibility of the project	Is implementation possible, when considering the size of the cohort, the time required, and/or the logistical factors? <i>Incorporating this action into the internship's reflection component is highly viable; it could seamlessly integrate as a part of it.</i>
Working hours	Estimation of the working hours you spend on the project in total (project itself so not the writing of this projectfile) <i>Total project-related working hours, excluding the time spent on drafting this project file, are estimated at 4 hours. During this time, tasks included ensuring the availability of <u>reflection tools</u> and dedicating 2 hours to inform students and provide an explanation of the INPRO CF.</i>

Phase 4: Assessment

- **Step 9:** Assign assessment method(s) to each of the learning objectives in the curriculum
- **Step 10:** Considering gathering quantitative/ qualitative feedback

Documents/tools used in the project	Describe the documents/tools that you used in the project. Can also be a manner of behaviour. (the name of the document and it can be included in attached if you have to much information) <i>Initially, we instructed the students to view the Prezi presentation of the INPRO CF, available in four languages (English, Dutch, German, and Finnish) on www.inproproject.eu. Subsequently, we provided an explanation of the reflection form, which students were required to complete in three sections: at the commencement of the internship, during the internship, and post-internship.</i>
Feedback	Which feedback are you taking into account: quantitative/qualitative, how are you gathering these feedback,... <i>We considered both quantitative feedback (from the evaluation section of the INPRO CF) and qualitative input to leverage the gathered information for enhancing the INPRO CF.</i>



Phase 5: Piloting

- **Step 11** Pilot/implementation of the project
- **Step 12** Evaluate and revise the project

Implementation of the pilot	Describe what was done and how
Outcome	Describe outcome (verbally, you can add pictures, attachments, web links, etc. as necessary) <i>Only two out of the five students completed the additional assignment. While it was optional, the two students who participated provided detailed and valuable information.</i>
Evaluation of the implementation	Evaluate the action implementation, reflect on whether it was successful, what helped to achieve the result, what was an obstacle / what could have been done differently, what was changed in the life of the project, etc.) <i>The implementation is highly beneficial in raising students' awareness of their collaboration with other professionals. It serves as the initial step towards expressing interest in the expertise of colleagues, potentially motivating more interprofessional engagement. Integration into the entire reflection component of the internship would enhance its overall effectiveness.</i>
Evaluation of the benefits	What is the benefit of the result for everyday work / practices <i>The advantage lies in fostering awareness among students, allowing their interprofessional identity to develop and grow.</i>
Is it in use	Yes/Partially/No <i>At AP UAS, the integration into the portfolio section is currently underway.</i> Describe the current use. If not in use, indicate why. <i>The initiative is currently a work in progress; after completing the pilot phases, the focus has shifted to persuading the management to permanently incorporate it into the curriculum.</i>
Further plans	<i>Certainly, the effort is directed towards integrating it into the reflection components of the practice placement portfolios.</i>
Those who completed the google form/ the project	Enter occupations and number <i>2 Dietetic students</i>
Start	Enter start date of the project <i>September 2022</i>
End	Enter the end date of the project <i>January 2023</i>



Visualisation: Timeline

		Nov /21	Dec /21	Jan /22	Feb /22	Mrch /22	Apr /22	May /22	Jun /22	Jul /22	Aug /22	sep/ 22	oct /22	Nov /22	Dec /22	Jan /23	Feb /23	mrch /23
Planning	Step 1										X							
	Step 2										X							
	Step 3										X							
Construction	step 4											X						
	step 5											X						
	step 6											X						
Sequencing	step 7											X						
	step 8											X						
Assessment	step 9												X					
	step 10												X					
Piloting	step 11													X	X			
	step 12															X	X	X

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