

## 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

<b>Name</b>	Hospital in Belgium
<b>Country</b>	Belgium
<b>Description of the organisation</b>	It is a hospital of acute care in Belgium
<b>Overall objectives</b>	The mission/vision is to provide accessible, high- quality medicine and care in a respectful and friendly way. The focus on collaboration started in phase 1 when we created a department to get help us to get to know each other better. What are the various roles of the disciplines within the department?
<b>Ideas by dialogues</b>	List all the actions planned (only name, add more if needed): A workshop with the department team and a poster as an end result
<b>Research question/aim</b>	Get to know each other profession
<b>Availability of resources/ Resources requirements</b>	The key to success was the care manager's support, which enabled a physiotherapist to conduct the workshop. The challenge arose when the head nurse insisted on handling the administration. This arose some communication malfunctioning.
<b>Learning experiences</b>	Learning from and about each other professions within the same department which is a positive stimulant for collaboration.
<b>Start date</b>	15 June 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

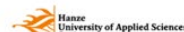
<b>Process to clarify the competencies</b>	A survey was sent to the heads of the department with various questions to ensure that the objectives and targets were understood by all members. The INPRO CF was then used to compare responses and identify competencies that the leaders prioritised.
<b>Learning objectives</b>	IPC3.L0b -IPC3.L2e IPC5.L0a – IPC5.L1 a/b/c – IPC5. L2a/b IPMC2.L0a- IPMC2.L1a/b – IPMC2.L2a/b/c IPMC3.L0a/b – IPMC3.L1a/b/c/d MLC1.L0a/b – MLC1.L1a/b/d/e

<b>Associated knowledge &amp; skills</b>	It's important for them to describe their profession to others. Basic knowledge and skills are the foundation for this project. They should have a good understanding of their job, responsibilities, and be able to communicate it to others clearly.
<b>Language</b>	Dutch
<b>Responsible person(s)</b>	Claudia De Weerd – Physiotherapist Head nursing department Care manager
<b>Target group</b>	The department in the geriatric part of the hospital: nurses (+/- 6), healthcare specialist (+/- 6), occupational therapist (2), physiotherapist (2), dietitian (1), pastoral worker (2), social worker (1), medical secretary (2), cleaning lady (3), logistic employees (3).
<b>Setting</b>	A part of organisation: geriatric department of the acute care hospital.
<b>Materials</b>	Jamboard is used to describe each other functioning.

### Phase 3: Sequencing

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

<b>Content of the project</b>	They are required to identify the tasks assigned to roles other than their own. Prior to the workshop, a brainstorming board was provided to the employees. Introductions are important. They are required to identify the tasks assigned to roles other than their own. They are required to identify the tasks assigned to roles other than their own. The project involves a team consisting of members beyond healthcare professionals, such as logistics personnel, cleaners, and secretaries.
<b>Feasibility of the project</b>	Nursing staff in Belgium have mandatory learning days. A workshop was held during one of these days, and other team members were invited to attend if possible. We had ample space and set aside enough time for the workshop. The first workshop took one month to complete, and the second took two months as different people attended, but the content remained the same.
<b>Working hours</b>	30 h



### Phase 4: Assessment

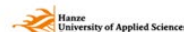
- **Step 9:** Assign assessment method(s) to each of the learning objectives in the curriculum
- **Step 10:** Considering gathering quantitative/ qualitative feedback

<b>Documents/tools used in the project</b>	A jamboard is used as a tool for the workshop. The project lead employed a PowerPoint presentation for planning and meetings.
<b>Feedback</b>	The staff were not familiar with the jamboard, so an explanation was communicated by email and in person.

### Phase 5: Piloting

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

<b>Implementation of the pilot</b>	<p>Two workshops were held with a different groups of the employers. At the workshops, each profession discussed the post-its on the jamboard related to their tasks. They also had the opportunity to add anything that was missed, creating a complete picture of each profession. The other attendees could ask questions or seek clarification if needed.</p> <p>Finally, a poster was created for each profession highlighting their three main tasks (see attached). Additional material: <a href="#">4.3.i INPRO CF instructions for workshop with an IP team</a></p>
<b>Outcome</b>	Poster: attachment in Dutch
<b>Evaluation of the implementation</b>	<p>This was the initial stage of interprofessional cooperation: acquainting ourselves. The employees and department heads responded well. Hindrance: the absence of the doctor from the meeting. Hindrance: the absence of the doctor from the meeting. We must now progress to advance interprofessional collaboration.</p> <p>Hindrance: the absence of the doctor from the meeting.</p>
<b>Evaluation of the benefits</b>	They understand their tasks and responsibilities. If they have any questions, they know who to ask for help. If they have any questions, they know who to ask for help.
<b>Is it in use</b>	<p>Yes/Partially</p> <p>The department displays the poster, but its current use is unclear since it is a work in progress. The first step has been taken, but there is still a significant amount of work left to do.</p>
<b>Further plans</b>	Yes



	The other competences and learning outcomes selected by the head nurse are in the plan. They want to create interprofessional working groups to talk about examples linked with the competences and learning outcomes.
<b>Overall success and its determinants at organisational level</b>	The workshop was arranged. It was successful at the organizational level, but there were challenges, such as a slow start-up, difficulty in recruiting staff in addition to clinical work, and turnover of leaders.
<b>Those who completed the google form/ the project</b>	Completed the project: the whole team
<b>Start</b>	Juny 2022
<b>End</b>	December 2022

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# INTERPROFESSIONEEL TEAM GERIATRIE

