



“Renewed-Interprofessional Skills Day”

Person-centred, interprofessional learning

	<p>Content</p>	<p>The student works within a team of 5 that comprises at least 3 different professions (at the Hanze: physiotherapist, dietetics, speech therapists, occupational therapy, and nursing). Based on the metamodel of interprofessional development (Jan Jaap Reinders, 2022) the student prepares the R-ISDs by home tasks at level 0 ‘to get to know each other’ and level 1 ‘to learn about stereotypes of each others profession’.</p> <p>There are 2 days of physical attendance.</p> <ul style="list-style-type: none"> - Day 1 Treatment of video cases - Day 2 Assessment of real-life patients <p>During both R-ISDs, student teams are guided by a variety of tasks that are delivered per timeframe (per TEAMS) and students move towards profession specific classrooms (nursing ward, exercise classroom, dietetic kitchen, etc.).</p>
	<p>Learning outcomes (see INPRO CF online)</p>	<p>From the INPRO Competency Framework, fully listed here: IPC1-5 (level 0-3); IPMC2-4 (level 1-3); LDC1 (level 1); MLC1 (level 0-1)</p>
	<p>Person-centredness</p>	<p>Yes, the unique needs, preferences and values of a real patient is gathered in real lifetime and discussed with the patient and within students of health care studies, nursing and social work. A tailored interprofessional intervention plan must be delivered by the interprofessional student team. However, the intervention plan is not discussed by means of shared decision making with the patient involved.</p>
	<p>ICF (WHO framework)</p>	<p>Yes the ICF is the common language. Teachers undergo training through a brief module in the ICF.</p>
	<p>Clinical reasoning</p>	<p>Yes, the clinical reasoning is in accordance with the Hypothesis Oriented Algorithm for Clinicians (HOAC)</p>
	<p>Learning principles (the terms are explained in a guide for educators)</p>	<p>A mix of learning principles is applied based on social constructive theory; Practise-based, Activity-based, Simulation-based learning, Observation-based and Exchange-based learning.</p>
	<p>Setting</p>	<p>The setting of preparatory tasks is that students meet at the University or online. The setting of ISD 1 and 2 is at several practice teach classrooms of the University.</p>
	<p>Target groups</p>	<p>Second year students of dietetics, speech therapy, occupational therapy and nursing, and third year physiotherapy bachelor students.</p>
	<p>Number of participants</p>	<p>At the Hanze 475 students, 5 disciplines, 20 teachers and 73 interprofessional student teams attend per semester</p>
	<p>Involved professions</p>	<p>Physiotherapy, Speech therapy, occupational therapy, nursing, dietetics (social work will be involved in 2023)</p>
	<p>Duration, frequency</p>	<p>Preparatory tasks: 4 hours ISD 1 : 6 hours ISD 2: 6 hours</p>



Materials

TEAMS environment to offer and answer questions and homework. A guidebook for teachers is available (please email the sharing contact person for more details).

Organisation:

Digital environment must be suitable for the amount of students. Reserve ample classrooms to accommodate student groups during the activities (e. g. tasting dietetics drinks, exercise activities etc). Organise several patients who need an interprofessional approach. The ISD should be integrated within the curriculum.

Organisation comprises:

- Scheduled in precedence over all the study programmes
- One coordinator per study direction
- Creating interprofessional groups in an excel file
- Obligatory attendance
- Overall coordinator that sends the students the preparatory tasks and the tasks during the R-ISD 1 and R-ISD 2
- Kick off start and final sessions are created per day
- The Extended Professional Identity Scale (EPIS questionnaire) is available to measure at start and end of both R-ISDs. -> **see the EPIS questionnaire file [here](#)**



Evaluation / Assessment

The R-ISD is compulsory in nature. At the start of each ISD and at the end of each ISD the EPIS is filled in by all students. Students improve their interprofessional identity, the measuring tool (EPIS questionnaire) is validated (Reinders et al., 2020). Peer-feedback is given on team collaboration.



Sharing contact

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Details

Reinders, J.J., Lycklama À Nijeholt, M., Van Der Schans, C.P. & Krijnen, W.P. (2020). The development and psychometric evaluation of an interprofessional identity measure: Extended Professional Identity Scale (EPIS), Journal of Interprofessional Care. www.tandfonline.com/doi/pdf/10.1080/13561820.2020.1713064

Findings from the evaluation from the renewed version of the ISD as implemented through INPRO:



Reaction

Student experiences this renewed ISD as very inspiring

Learning

Professional identity has increased.

Behaviour

Peer feedback of students of other professions on the behavior as team player.

Results

Beside the learning effect on student, teachers indicate to appreciate the importance of interprofessional collaboration. Furthermore, teachers get to know each other and shared knowledge and their typically professional paradigm.

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