



“Voucher journey”

Person-centred, interprofessional learning

	Content 	<p>A voucher journey is a card of any kind and can be implemented for professions or students in a working / (service) learning field.</p> <p>A specific amount of vouchers can be spend by visiting / exchanging with other professions / clients, learning from and about their expertise. Students can attend classes of other professions; clinicians could shadow their colleges at work (just as an example). For better compliance, spent vouchers could unlock benefits.</p>
	Learning objectives (The INPRO CF codes are explained online , the full INPRO CF file is here)	<p>Getting to know other professions within an interprofessional team and to value their knowledge and viewpoints better.</p> <p>INPRO CF, LDC1.L0a: Identifies own learning needs and poses an appropriate interprofessional learning question. LDC2.L1a: Collaboratively identifies opportunities for interprofessional learning according to the needs and preferences of others.</p>
	Person-centredness ICF (WHO framework) Clinical reasoning	<p>Yes, by facilitating transition to the field in individual learning</p> <p>Yes, if ICF is implemented in / part of the learning experiences</p> <p>Yes, cases’ reasoning process seen from different viewpoints</p>
	Learning principles (see guide for educators) Setting	<p>Task-dependent: Practise-based, activity-based, simulation-based, observation-based, exchange-based, theory-based</p> <p>Continuous professional training, Bachelor/Master student level Multiprofessional learning / clinical / service learning setting</p>
	Target groups Number of participants	<p>Students, Professionals, Volunteer, Management, Administrator Experience: Beginner / Intermediate / Advanced</p> <p>1+, depends on the environment</p>
	Involved professions Duration, frequency	<p>Any health care-related profession available</p> <p>10 experiences, could be individualised and repeated</p>
	Materials	<p>Some form of vouchers/ token-Card / Collection pass / Checklist Some from of learning Management System</p> <p>It is advisable, but not necessarily perse, to set up a digital environment in which the activities, and programs that are open for exchange are visible for students.</p>
	Evaluation	<p>Number of received vouchers, CPD certificate as an incentive Feedback provided and reflected directly at experience, e.g. supportive learning diary / portfolio / competency profile</p>
	Contact Credits Details	<p>Sandra Jorna-Lakke, PhD., a.e.jorna-lakke@pl.hanze.nl</p> <p>Hanze University of Applied Sciences, Groningen, the Netherlands.</p> <p>Educator journey; student-run, interprofessional learning ward guide or examples how to use the INPRO CF or ICF: www.inproproject.eu</p>

Findings from the evaluation:

Reaction	Surprisingly easy to set up. Students feel more engaged to other student studies.
Learning	Differentiates per student
Behaviour	Self-assessment by a set of self chosen learning outcomes
Results	The student gets aware of other professions. The students are aware of the content of other health care professions

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