



“Role of the coach”

Person-centred, interprofessional learning

	Content	Brainstorming sessions with employees, concerning on how to coach different types of employees or students with patients. General questions guided towards: How could the professionals grow as a coach and what is needed in this process?
	Learning objectives and learning outcomes (The INPRO CF codes are explained online , the full INPRO CF file is here)	Aim is to clarify roles and responsibilities. From the INPRO CF: IPMC1.L2d “Identifies common situations that may lead to conflict including role ambiguity, power differentials, communication differences (terminology or language) and differences in goals.” IPMC2.L1b “Understands one's own roles, responsibilities and expertise, and those of other types of professionals.” MLC3.L3a “Leads and evaluates initiatives to promote the role and value of interprofessionalism and its provision for all who need it.”
	Person-centredness	Yes, by considering patients as the benefiting target group
	ICF (WHO framework)	No
	Clinical reasoning	No
	Learning principles (see guide for educators)	Exchange-based learning
	Setting	An inpatient student-run interprofessional learning ward Face-to-face / in-person
	Target groups	Professionals of intermediate or advanced experience
	Number of participants	3 to 6 (group size suitable for an interactive discussion)
	Involved professions	Any profession involved in coaching employees or students.
	Duration, frequency	1 hour, repeated quarterly for three times
	Materials	Circle of chairs in a separate, quiet room Flipchart / notes
	Evaluation	Qualitative feedbacks and written summary of the content. Interprofessional identity and learning outcomes if suitable.
	Sharing contact	Line Atsma
	Institution	Rehabilitation Centre “Revalidatie Friesland”, The Netherlands
	Details www.inproproject.eu	The ideas that were discussed are summarised here: https://www.youtube.com/watch?v=K2z8plsfqW4

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