



Interprofessional education in a field lab at the region of South Limburg, the Netherlands

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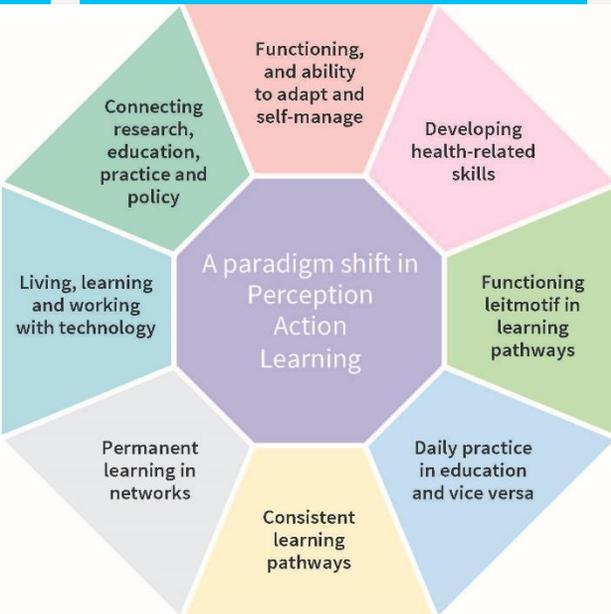
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National

National commission: needs for future professions and education in prevention, cure, care and welfare from an integrated perspective.

Points of departure:

- Demand of care in 2030 instead of the supply
- Functioning instead of disease or medical problems
- Ability to adapt and self-manage instead of a complete state of physical, mental and social well-being.



A paradigm shift in perception, learning and action:
Boundary-crossing learning in healthcare and welfare in the digital age (2016):

<https://english.zorginstituutnederland.nl/publications/reports/2016/11/17/committee-innovation-health-care-professions--education-summary-second-report>

EUROPE

NORTH AMERICA

- 1. LI
- 2. MC
- 3. KO
- 4. MA



Nederland



Country Boundary
Mountain Peak
mapsofworld.com
March, 2013



Azores (Portugal)

Madeira (Portugal)

30° 20° 10° 0° 10° 20° 30° 40° 50°

South- Limburg

Population

- Ageing and high proportion chronic diseases
- Unhealthy life styles
- High unemployment rate

Coherent innovation area

- Established networks of care providers and other stakeholders
- Limited number of educational institutes:
 - Three Vocational Training Institutes
 - One University of Applied Sciences
 - One University

Allied to commission's advice



From 2014 onwards

- Reinforcement of network(s) citizens, care providers, government, ehealth companies, education and research etc.

Innovation and research

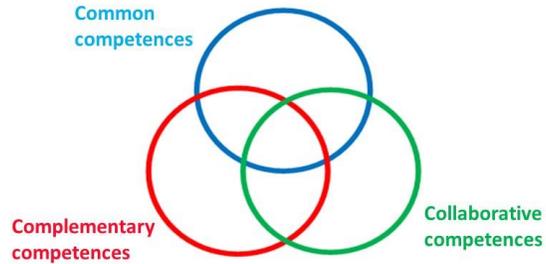
- Various projects to support frail elderly people (webbased community platform, frailty screening tools, integrated community – hospital care model,

Education

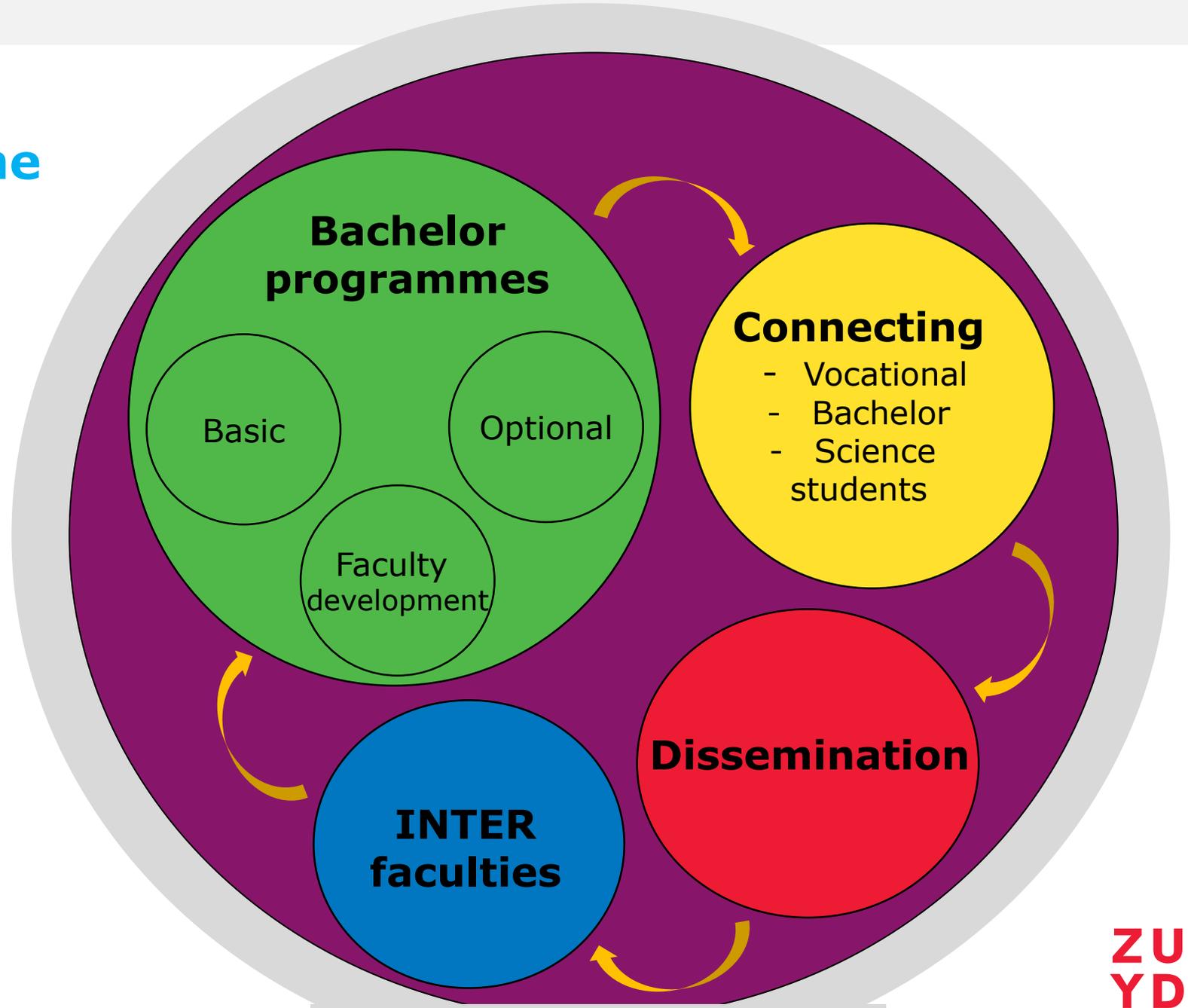
- Community learning labs
- New educational programmes (care technician, care technology, innovations in complex care,)
- Interprofessional education



Zuyd IPE Programme



IPE refers to occasions when **two or more professions learn with, from and about** each other to improve collaboration and the quality of care.



Centres of Research

Interprofessional
team meeting

Goal: To learn how to make interprofessional care plans for elderly people living in the community

- Start February 2015, one year pilot
- February 2016 integrated in curricula of 3th and 4th year bachelor programmes (Zuyd University) and 5th and 6th year medical students (Maastricht University)
- March 2017 vocational training (ROCs)



Interprofessional
team meeting



Format

Frequency: every month

Six interprofessional teams (ca. 70 students) :

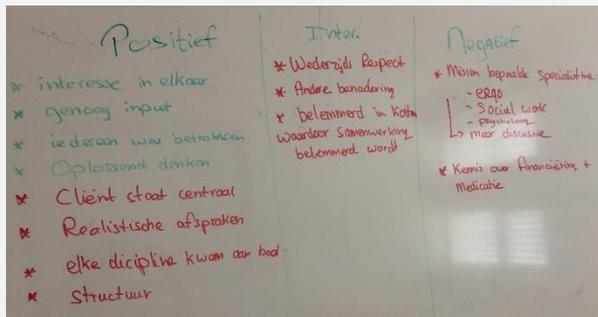
- Five medical students: 5th or 6th year (UM)
- Five bachelor students: 3th or 4th year: speech therapie, occupational and physical therapie, nursing, and arts therapy (Zuyd)
- Two vocational nursing students (ROCs)

Total: 2900 students



Products per team

- Five interprofessional care plans
- Groep evaluation
 - P-I-N method: group climate (pleasure, fear, feeling free); interaction (contribution, non-verbal); and leadership (who, what style)



Evaluation

- Students are enthusiastic
- Little knowledge of certain professionals
- 'Missing professionals'
- Perceived equality but medical students take the lead
- Students feel safe

Interprofessional
Community of
Practice

Primary Care Network for vulnerable elderly people Lead: dr Loes van Bokhoven, GP



Interprofessional Community of Practice

Goal: To learn interprofessionally how to care for vulnerable elderly people in the context of frequent occurring symptoms/problems

Learning programme is developing collaboratively and iteratively



Time	Students	Activities
June 2017 pilot	Nursing assistants Occupational therapy Physical therapy GP in training N=6	Formal learning moment: <ul style="list-style-type: none"> • Getting to know each other / job shadowing • Workshop on interprofessional collaboration in general • Simulation of an interprofessional team meeting • Interprofessional case meeting: delirium in elderly people. <i>GP involved.</i>
April 2018	Nursing assistants Occupational therapy Physical therapy Practice nurse Pharmacy assistant N=6	Formal learning moment: <ul style="list-style-type: none"> • Getting to know each other / job shadowing • Workshop on interprofessional collaboration in general • Simulation of an interprofessional team meeting. <i>Occupational therapist involved during this meeting.</i> • Interprofessional case meeting: medication safety. <i>Community pharmacist involved.</i>
Oktober 2018	Nursing assistants Occupational therapy Physical therapy Speech therapy Medical student N=6	Formal learning moment: <ul style="list-style-type: none"> • Getting to know each other / job shadowing • Workshop on interprofessional collaboration in general • Simulation of an interprofessional team meeting • Interprofessional case meeting: communication with vulnerable people. <i>Speech therapist involved.</i>

Interprofessional
Community of
Practice



- The impact of students on the long-term strategies of Primary Care Network.
 - Delirium in elderly people - development of a local protocol to improve interprofessional collaboration
 - Organisational interprofessional learning
- Involvement of professionals in IPE: Collaborative reflection on interprofessional teamwork between professionals and students

Medical Centre Elsloo + Care Network Elsloo + IPE
Zuyd = You are in a community of practice when it
changes practice.



**Take
home message*

In the field lab, we strive to provide innovative IPE to prepare a 'collaboration ready' future health professionals by embedding meaningful IPE in the real-world context.

In future IPE activities we plan to involve students from other faculties such as ICT, facility management, business etc.