

Interprofessional education across vocational, bachelor and university students



Now I know what other professionals do and I can ask the proper assistance.”

Introduction

The care for elderly is changing rapidly. We observe an increasing attention for prevention. As a result of this attention shift from disease and care to health and behavior, adaptations in our education system are required. This encompasses a more prominent role for interprofessional education across vocational, bachelor and university students. Zuyd University of Applied Sciences participates in different IPE initiatives across vocational, bachelor and university students.

Interprofessional education working group and collaboration in the faculty of Health

Lecturers from all study programmes within the faculty of Health and faculty of Social Studies are working together to design and implement an integral interprofessional educational objective. Relevant stakeholders are involved in this process and sustainable collaborative networks are created.



We decided to train the participating students according to the principals of the InterProfessional Community of Practice (IPCoP): students from different educational institutes work together in small teams to perform tasks provided by professionals working in daily practice. Nursing students from vocational programmes, bachelor students from Physiotherapy, Occupational therapy, Speech therapy, Biometrics, nursing and medical students work together aiming to solve real-world problems and are supervised by teachers and health care professionals. The five Zuyd Building blocks guide the learning process.



We learn from and with each other.”

**IECP working group
information
faculty of Health**

Contact

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Resources

- Commissie Innovatie Zorgberoepen & Opleidingen (2016). Anders kijken, anders leren, anders doen. Zorginstituut Nederland: Diemen.

Best practice example

Nursing home Sevagram and care center Elsloo offer their interns the possibility to join an IPE program. During 3 to 4 meetings, students acquire the following competencies: 1) Knowing and understanding each other's competencies, 2) Working with interprofessional care plans, 3) Dealing with problems as part of interprofessional teams. The IPE activities are tailored for all participating institutions. In general the smallgroup meetings are constructed as follows:

- During the first meeting different assignments are done, all participants provide relevant information concerning their professional training. During the other meetings students work on interprofessional care plans of real patients. In some cases, the agreed interventions are actually performed on the patients. The final meeting is centered around a specific interprofessional theme like unrest, adverse effects of medication or communication with patients.

- Evaluations show that both students and teachers value the meetings. In particular working interprofessionally on care plans, with real patient's problems and obtaining 'first hand' information are appreciated highly.
- Professionals value the program in terms of 'sharing knowledge between all disciplines' and 'learning how to work in an interprofessional manner'.

Other interprofessional activities across vocational, bachelor and university students

- Interprofessional team meeting
- Interprofessional Mens Achter de Patient



Everybody brings their own knowledge and experience; this contributes to valuable results.”