

Interprofessional Communities of Practice Year 1 & 2

Introduction

Interprofessional education means learning with, from and about each other. This is the focus of the module Interprofessional Communities of Practice (IP CoP). In the module IP CoP, students following various study programmes within the faculty of Health and the faculty of Social Studies learn to work together. This module is based on the following philosophy:

'Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.' (Wenger, 1998).

The following Zuyd University of Applied Sciences study programmes participate in the module IP CoP:

- Arts Therapies
- Health Technology | Healthcare Biometrics
- Midwifery
- Nursing
- Occupational Therapy
- Physiotherapy
- Social Work
- Speech and Language Therapy

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.



**IECP working group
information
faculty of Health**

Contact

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Resources

- Wenger, E. (1998). Communities of practice: learning, meaning, and identity. Cambridge University Press: Cambridge

Process

The IP CoP module consists of three face-to-face meetings in year 1 and four meetings in year 2. In addition, students carry out their own CoP assignments, which they then discuss at these meetings.

Students collect the critical evidence of the meetings and assignments in an individual interprofessional portfolio. The contents of this portfolio are not limited to written reports, but can also consist of photos and video or audio recordings.

Design and competencies of the Zuyd IP building blocks

The first year of IP CoP focuses on building block 1, 'Knowing and understanding each other's competencies': learning what your role is and what the role is of the other disciplines in healthcare. In order to be able to collaborate efficiently, it is essential to understand each other and know what difference the other person can make to the client's care. The focus is on getting to know other professionals.

IP CoP Year 1 Focus: professional	IP Competencies 1 Consult and collaborate	IP Activities <ul style="list-style-type: none">- Getting to know each other- Discuss client cases- Demonstrations by students in own communities of practice (CoP)	Assessment IP portfolio: <ul style="list-style-type: none">- Group product about IP meetings- Individual reflection Formative assessment during meetings
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The second year of IP CoP focuses mainly on building blocks 1, 2, and 3: 'Knowing and understanding each other's competencies', 'Working with interprofessional care plans,' and 'Dealing with problems as part of IP teams': learning how to collaborate effectively with other disciplines and how to involve the client in this process. The client perspective is the focus: the client must be a respected part of the conversation, because healthcare professionals always work on the basis of the client's goals, beliefs and needs.

IP CoP Year 2 Focus: client & professional	IP Competencies 1 Consult and collaborate 2 Work out IP care plans 3 Deal with IP problems	IP Activities <ul style="list-style-type: none">- Interprofessional intake- IP Team meeting and feedback to patient- Client contact day- Follow-up Team meeting and feedback to patient	Assessment IP portfolio: <ul style="list-style-type: none">- Group product of IP meetings- Individual reflection Formative assessment during meetings
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IP CoP provided me with different insights in the client's situation than only the insights from my own discipline."