

Interprofessional Communities of Practice



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.

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 IP CoP module, students follow various study programmes within the faculty of Health and 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). These modules are based on the Zuyd interprofessional building blocks representing the five key competencies for interprofessional collaboration. The key competencies are based on the European Interprofessional Practice and Education Network (EIPEN) (Vyt, 2009):

- Knowing and understanding each other's competencies
- Working with interprofessional care plans
- Dealing with problems as part of interprofessional teams
- Making appropriate interprofessional referrals
- Evaluating interprofessional teamwork

From simple to complex

Zuyd University of Applied Sciences has subdivided the key competencies into component competencies that can be easily incorporated into the curricula of various educational programmes. These component competencies are organized in three levels of increasing complexity, degree of responsibility, and degree of transfer, analogous to the Dublin Descriptors (Contributors in attendance at the JQI meeting in Dublin, 2004).

The programme called Interprofessional Communities of Practice (IP CoP), is built on these IP building blocks. In year 1, students start with the more simple competencies related to getting to know each other, and in year four they evaluate interprofessional teamwork within their internships, which is more complex. The degree of complexity is indicated by colour intensity (from pale green to bright green).

Curriculum beginning level

Curriculum middle level

Curriculum end level

More information about these Zuyd building blocks and all component competencies can be found in: Background paper, Interprofessional competence model and interprofessional building blocks (2016)



IP theory and model: Community of Practice

Bachelor Interprofessional Education year 1 – 4

IP CoP Year 1

Focus:
professional

IP Competencies

- 1 Consult and collaborate

IP Activities

- Getting to know each other
- Discuss client cases
- Demonstrations by students in own communities of practice (CoP)

Assessment

- IP portfolio:
- Group product about IP meetings
 - Individual reflection
- Formative assessment during meetings

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

- Interprofessional intake
- IP Team meeting and feedback to patient
- Client contact day
- Follow-up Team meeting and feedback to patient

Assessment

- IP portfolio:
- Group product of IP meetings
 - Individual reflection
- Formative assessment during meetings

IP CoP Year 3 | 4

Focus:
practice

IP Competencies

- 1 Consult and collaborate
- 2 Work out IP care plans
- 3 Deal with IP problems
- 4 Make appropriate referrals
- 5 Evaluate

IP Activities

- At the university:
- IP 'Patient as a Person'
 - IP Team meeting
- In practice:
- Client shadowing
 - Observe team meeting
 - IP logbook
 - 360° IP feedback

Assessment

- Reflection 'Patient as a Person' and team meeting
- Reports from internship activities



We get insights into how other professionals look at a certain problem. This way, we can align our treatments for the patient.”

Student in IP CoP year 2

**IECP working group
information
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Contact

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Resources

- Contributors in attendance at the JQI meeting in Dublin. (2004). Shared 'Dublin' descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Award. Dublin: Joint Quality Initiative Informal Group.
- Vyt A (2009). Exploring quality assurance for interprofessional education in health and social care. Antwerpen-Apeldoorn: Garant.
- Wenger, E. (1998). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press: Cambridge.

Besides the IP CoP module, students have the opportunity to engage in other IP activities. These activities are optional and are not obliged for all students, in contrary to the IP CoP programme.

Optional IP activities include:

- IP internships
- IP projects (within the faculty of health care or with students from other faculties, such as engineering or IT)
- IP minor
- IP thesis

All optional IP activities are based on the IP competencies as described in this factsheet. Assessment is done according to the type of activity and can include for example a presentation, a paper or a knowledge test.

