

Development and implementation of an aligned programme for the assessment of interprofessional competencies



Introduction

Traditionally, health care professionals in bachelor education are educated in a monodisciplinary way. However, the complexity of health care increases. Therefore, it becomes ever more relevant that different health care and social work professionals are able to collaborate interprofessionally. This asks for future professionals to be educated likewise. Interprofessional education entails learning with, from, and about other disciplines to improve collaboration and the quality of care (CAIPE, 2016). To ensure that future professionals are interprofessional competent, it is important to have a valid and reliable interprofessional assessment programme.



Research Centre for Autonomy and Participation of Persons with a Chronic Illness

This centre of research aims to contribute to helping persons with a chronic illness or frail elderly people to make their own choices and to live a satisfying life. The core of the research is that professionals learn to deal with the increasing autonomy of patients or clients. Clients are increasingly partner and co-decision maker in health care and increasingly want control over what happens to them, especially when it concerns long term care.

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PhD Candidate:

Hester Smeets MSc.

Supervisors:

Prof. dr. Jeroen van Merriënboer

Dr. Albine Moser

Dr. Dominique Sluijsmans

Contact

Zuyd University of Applied Sciences
Research Centre for Autonomy and
Participation of Persons with a
Chronic Illness.

PObox 550
6400 AN Heerlen

+31 45 400 64 96
hester.smeets@zuyd.nl

Aim and research question

The aim of this study is the development of design guidelines for and the implementation of an aligned assessment programme to assess interprofessional competencies. The research question is:

What are the characteristics of a successful interprofessional assessment programme in higher health- and social work education?

Approach

This study follows the phases from design-based research.

- Phase 1 of this study consists of a scoping review of the existing scientific and grey literature regarding the aligned assessment of interprofessional competencies. Next to this, a study is conducted on what design guidelines are for the design of an aligned programme for the assessment of interprofessional competencies.
- In phase 2, the insights from phase 1 are used to develop and implement an interprofessional assessment programme, within the cluster Healthcare and Well-being at Zuyd University of Applied Sciences. In this phase, multiple prototypes will be consecutively implemented, evaluated, and adjusted.
- In phase 3, the aligned interprofessional assessment programme will be evaluated. In this evaluation, we will look at the experienced relevance, effectivity, and practical usability.

With this research, we hope to contribute to the further embedding of interprofessional education and assessment within higher professional education.

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