

Workshops

EC-WS01

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Consensus building on interprofessional education competences in Europe

Authors: M Pahor, T Tervaskanto-Maentausta, A Vyt

In a growing number of European higher education and clinical institutions initiatives arise to train and assess interprofessional skills and competences. Also governmental initiatives focus on interprofessional aspects in recognition of competences. Frequently reference is made to frameworks such as CANMEDS, as this is known to be one of the first frameworks developed for medical professions. In the UK, benchmarks have been formulated by the QAA for graduates in health care professions. In Finland, a close collaboration exists between government and institutions for the implementation of interprofessional education. In Belgium, the decree regulating the health care professions has recently been put under major revision to incorporate interprofessional collaboration, and to put this even more into the focus. As higher education and health care is more and more becoming a matter on European level, a consensus regarding the definition and assessment conditions of interprofessional competences is needed. Higher education institutions could then adapt their study programs accordingly. National accreditation bodies could integrate these conditions into their frameworks for health care study programs. Professional bodies could integrate them into their professional codes. In this roundtable a draft document for consensus building is presented, and attendees will be able to validate this IP competence framework, which will then be adopted by EIPEN as a standard reference. Participants need to have at least two years' experience in interprofessional training in a European setting.

E-WS01

Anita Stevens, Albine Moser & Richard Pitt

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Facilitating interprofessional learning of students: The role of the teacher

Authors: A Stevens, A Moser, R Pitt

The literature demonstrates the need for health care students to learn together to be enabled to collaborate effectively to provide best quality care to patients. One of the success factors of high-quality interprofessional education is the skills of faculty members to support interprofessional learning among students from different professional backgrounds. The aim of this interactive workshop is to clarify an understanding of IPE and prepare faculty staff to facilitate interprofessional learning and collaborative team working. This workshop is for faculty staff, policy makers, curriculum managers and students, who are commencing interprofessional education. The workshop commences with a small exercise getting to know each other and building relationships, followed by an open forum of IP education and curriculum. Key factors for successful planning and developing IPE will be presented. The workshop ends with reflection and discussion. Several interactive learning methods will be used in smaller groups. The workshop experience will role model successful facilitation of learning. Participants will (1) Identify ground rules of facilitating interprofessional learning, (2) identify strengths, challenges and opportunities faculty staff may encounter, (3) develop successful strategies engaging key stakeholders, and (4) be prepared for the interprofessional teaching role focusing on skills of facilitation and faculty development.

E-WS02

Michiel Schokking & Marjon Breteler

Radboud UMC, Nijmegen, Netherlands

Pole position and beyond: Formula 1 racing and interprofessional education

Authors: M Schokking, M Breteler, A Welmers, N Aalfs, T Klaassen

Getting started in Interprofessional Education (IPE) is one thing, getting on with it in the best way remains a challenge. The specific goal of this workshop is finding out how to monitor and improve an IPE-programme in the best way. In an IPE-pilot in the Radboud UMC with medical and postgraduate nursing students feedback of both students and faculty was used to monitor and improve IP-teaching. This interactive workshop starts with a short introduction and a plenary Game of Theses on IPE and Formula 1 racing, followed by discussions in small groups. Comparing our IPE-programme to a Formula 1 race, we discuss with the participants how to implement a good starting position, how to use briefing and debriefing, how to improve content of the course as well as performance of the faculty team continuously. Specific experiences of the participants are compared with our findings using Educational Design Research as a tool of evaluation and improvement of our IPE-efforts. In our study best practice in IPE focused on choosing a well-balanced IPE-faculty team, that is enthusiastic and flexible, involving students of both professional training programs regarding development, improvement and performance of IPE, incorporating real experiences of patients in the programme and application of interactive educational methods in IPE. Participants will be able to take home sustainable ideas and suggestions on best practice of IPE.

E-WS03

Corinne Borloz & Andre Vyt

La Source School of Nursing Sciences, University of Applied Sciences of Western Switzerland, Lausanne, Switzerland, and Artevelde University College & University of Ghent, Belgium

Getting out of the comfort zone: beyond the thresholds for effective interprofessional education

Authors: C Borloz & A Vyt

In European higher education institutions a growing number of initiatives exist for interprofessional education by introducing course units or events. Practically always such events are appreciated by students and staff in a positive way. In many cases it is the first time students actively work together from a different professional perspective, and frequently is also the case for staff. Initiatives are not only considered as nice but also useful, as there is a growing awareness that siloed professional education does not match with modern health care issues, as is frequently stated also by regional and worldwide authorities such as the WHO. But interprofessional education needs to get out of the comfort zone, and needs to be self-critical with regard to effectiveness. Is it okay to continue focusing on events and course-units as add-ons to study programs, or do we need to focus on assuring the effective acquisition of interprofessional competences in study programs? How do we avoid putting the IP activities in the focus instead of the IP outcomes? We know IP competences are hard to assess, but we have an ethical duty to point out what is at stake. In the workshop, a hands-on self-assessment exercise will be used, and data will be compared with a benchmarking base. Participants of the workshop need to have at least two years' experience in interprofessional education.

Roundtable discussions

EC-RD01

Loes van Amsterdam & Ine Boermans

Jan van Es Institute & European Forum for Primary Care, IJsselstein, The Netherlands

Development of a National Network for Interprofessional Education and Collaboration

Authors: EJLM van Amsterdam, I Boermans, A Moser, N Scherpbier-de Haan

The Dutch network for Interprofessional Education and Collaboration (IPEC) was founded in 2014 for Dutch health care professionals, lecturers, policy makers, consultants, patient organisations, researchers, change agents, administrators and managers in social and health care. The IPEC network aims to: make the WHO guideline Framework for action on interprofessional education and collaborative practice (WHO 2010) more visible and accessible in the Dutch context; promote interprofessional education and collaboration in the educational institutes for social and health care, continuous education, practice and research; be an independent platform to exchange knowledge and experiences to strengthen interprofessional education and collaboration. Social media, use of national and international peer contacts, underpinning by research and practical experiences, have all proven to be essential in the creation and establishment phase. A Collaboration triangle has been developed which has proved itself to be an effective and supportive working model of the IPEC network. The EIPEN conference in Nijmegen has been a driving factor for the (increasing) interest in IPE and IPC in the country. Now it is necessary to explore how to build the next phase of the network. Our aim is to let others learn from our experiences in setting up a nationwide network and to invite participants from other countries to share theirs. In this 'round table' session, a joint dialogue can take place about the Dutch initiative and the approach of others in the development of a (national) network about Interprofessional Education and Collaboration. To start the dialogue a short presentation will be given about process and content, after which the successes will be highlighted, pitfalls can be explored and challenges can be identified.

C-RD01

Michael Palapal Sy & Nobuo Ohshima

Tokyo Metropolitan University, Tokyo, Japan

Creating a service model of interprofessional collaboration in substance use and addiction settings in the Philippines: A workshop using the Kawakita Jiro method

Authors: M Sy, N Ohshima

In the past year, the Philippines has been featured across international media for its government's controversial battle against illicit substances and to its users, abusers, and traders. Despite the controversies, the Philippine's health, social welfare, and police ministries have managed to perform their functions more visibly to address the issues on mental health care services, social care services, and community peace and order, respectively. An initial step in this research project is to conduct study visits and interviews in selected sites where drug users are living and undergoing rehabilitation. A total of three hospitals and one community district was visited where semi-structured interviews were conducted. The aim of the interview was to 1) identify the health and social care professionals and services available to drug users, 2) to determine gaps for collaborative practice, and 3) create a model for collaborative practice on substance use and addiction settings within the Philippine health and social care systems. The interviews initially revealed that health and social health professionals naturally refer to each other but often miss the opportunity to sit down and discuss assessment plans, goals, intervention programs, and discharge plans for the client. Moreover, the shortage of qualified health and social care professionals serves as the major setback in providing quality care necessitating a strategy that will address human resource management and development. From the interviews, a narrative from a former substance user and trader was captured, which will serve as a case study for the workshop. The workshop primarily aims to gather ideas from different health and social care professionals to generate a preliminary framework for the Philippines' substance use and addiction service model.

C-RD02

Beat Sottas

Careum Foundation & Kalaidos University of Applied Sciences, Zurich, Switzerland

Getting prepared for interprofessional primary care in Switzerland

Authors: B Sottas, K Levine-Bürki, I Bischofberger, U Baumgartner, S Essig et al.

There is worldwide a phenomenon in primary care towards task shifting. The Swiss case is particularly interesting. It is oscillating between strong resistance of the majority of the family doctors and some early adopters who integrate nurses and implement organizational changes. There are also some political initiatives (Swiss Academy of Medicine, Health Ministry etc.) which need support. The workshop discusses issues regarding competencies, i.e. the acquisition of needed skills as well as the strategies and models leading not only to co-habitation but to real co-production. Inputs will illustrate (1) the upgrade process of acquisition of primary care skills & competencies by medical preceptorship, (2) the observations and taxonomic reflections of a future primary care nurse accompanying her experienced colleague on home visits, and (3) the changes occurring in the observed primary care settings by better addressing the needs of patients and professionals as the transformation reaches beyond the doctor-nurse interaction. The roundtable discussion aims to get conceptual and practical advice and backing from participants.

E-RD01

Richard Pitt & Liz Anderson

CAIPE & University of Leicester, Leicester, UK

The contribution of theory to the design and delivery of interprofessional education: Findings of a Best Evidence medical education review

Authors: S Hean, C Green, EA Anderson, C O'Halloran, C John, R Pitt

This workshop presents the outcomes of a Best Evidence Medical Education Systematic Review which aimed to offer guidance for curriculum developers who wish to design interprofessional curricula with strong theoretical underpinnings. A short presentation outlines the difficulties encountered during the evaluating approach to synthesis, the main findings and some good practice suggestions. Reviewing papers between 1988 and 2015 show a recent growth of studies with higher theoretical quality. Reports tend to be either theory-heavy/curriculum-light or curriculum-heavy/theory-light. The evaluation has had to grapple with defining inclusion criteria concerning theory and our deliberations have led to a richer understanding on theoretical quality. Take home outcomes: Theory is shown to aid curriculum designers, providing explanations for observed interactive learning and allowing conditions for improvement to be implemented and experimented. Theoretically informed curricula rely upon theoretically informed research to propel the field.