

The ins & outs at RF - Dokkum working on interprofessional team growth

Rehabilitation centre “Revalidatie Friesland” is one of the affiliated INPRO organizations, and has several locations; one of those locations is in the Frisian city Dokkum. The interprofessional team there works on an outpatient basis and treats patients with e.g. brain injury and chronic pain.



At Dokkum Revalidatie Friesland is developing and testing new interprofessional ways of working. They have selected two central themes from the concept of the competence set:

“Places the person and their family at the centre of interprofessional practice”

“Supports the learning and development of the interprofessional team, including the patient and their family”



The aim is to see to what extent the competencies help to grow as a team in the interprofessional field.

Here you can see the team brainstorming with different creative ideas. The students played an active role in this. It generated interesting ideas. Several ideas now are being implemented and experienced. In doing so, the team hopes to grow at an interprofessional level, with the patient and their loved ones at the centre.

International Classification of Functioning (ICF)

This forth quartal of 2022 colleagues and students at Revalidatie Friesland team Beetsterzwaag are piloting the Advance Course developed by our Finnish INPRO colleagues. A lot of colleagues and students from all professions reacted enthusiastic, so there are 3 groups: 2 groups with colleagues and 1 group with students.



Our electronic patient device and the report system is based on ICF, so our team meetings include a lot of terminology of ICF. The basic course didn't include a lot of new information for the colleagues; therefore, we were very curious for the advance course. A lot of new colleagues joined Revalidatie Friesland these past few months and they participated in the basic course to gain basic knowledge of ICF.

The groups of the advance course were participating very active during the three meetings. The most valuable of the advance course was the time and space to discuss with each other. Talking about ICF in a way that normally there is never time for. It also sparked interest of the colleagues not participating and they had the idea that they were missing important information and wanted to join!

The ins & outs at HANZE - Start of the Student Run Clinic Wiebenga

On 24 November, a start was made with the activities of the new student run clinic at location Wiebenga of the Hanze University of Applied Sciences Groningen. The starting point of the meet-and-greet with four chronic phase patients, their partners and the students was for the students to discover together the story of the person behind the patient's rehabilitation and possible needs for help. During the learning, lecturers from the Hanzehogeschool and practitioners from Revalidatie Friesland Beetsterzwaag and RvC Beatrixoord encouraged almost all of the four learning mechanisms of boundary crossing (i.e. identification, coordination, and reflection).

After the session, students process what they have learned using specific reflection methods such as a vlog combined with reflection questions that can be linked to the WP 4 competence set. What stood out most was the student's genuine interest in the patient's story. Students stepped uneasy into the learning process, yet their enthusiastic reactions afterwards demonstrated how learning together makes you grow as professionals in training.

Experiences with interprofessional learning

'How do students and professionals on the learning ward experience interprofessional learning and collaboration?'

This is the central question in our research on the interprofessional learning ward as an educational intervention. We have a special interest the development of the professional and interprofessional identity of the learners. In this semester, we used the outcome of the first research pilot to redesign the interprofessional client-meeting. In co-production with the involved supervisors, we discussed the experiences of the former student group with these meetings.

In the current semester, this led to changes in the overall goal and structure:

- Provide more structure through instructions about formulating patient's core problem and main goal.
- Students fill out standardized forms about their thoughts on the problem and goal for the patient.
- Adjusted the main goal of these meeting to have more focus on the process of interprofessional cooperation (quality), and less on the push to take the lead on the ward (quantity: number of discussed patients each session).
- Space for explicit reflection after each session.

The first evaluation of these changes are positive. After several meetings, we see more dynamics in the student group. Students come more prepared and the discussion has more focus. Professionals experience eyeopeners about possible improvements of interprofessional collaboration.

In our current second research pilot, we focus on students and their daily supervisors. Questionnaires on professional and interprofessional identity are being distributed and focus groups have started. We hope to gain more insight in the possible contribution of learning at the learning ward on the professional and interprofessional identity of students and supervisors. With this we look for possible improvements for the next student group, starting in February 2023.

Stay tuned and/or register www.inproproject.eu

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