Interprofessional collaboration / Interprofessional education

November 18th, 2019

Visit to:

Dr. Stephan Ramaekers,
Faculty of Health, AUAS
1. Health care developments in the Netherlands

2. IPC / IPE initiatives Faculty of Health AUAS

3. Ongoing and new projects IPC/IPE
Demographic development - the Netherlands

Source: CBS 2019
Demographic development - the Netherlands

Source: CBS 2019
Demographic development - the Netherlands

Source: CBS 2019
Demographic development - the Netherlands

Source: CBS 2019
"Doctors and patient are heading in opposite directions: Patient increasingly have multiple conditions, while doctors are specialising not just in organ systems but in parts of organs." Richard Smith (BMJ, 2018)

Over 68% of all health care professionals in the Netherlands would like to specialise further (NIDAP, 2014/2017)
Developments in society and health care

Changing views on:
• Health and well-being, e.g. positive health
• Health care and health professionals
• Patient rights and responsibilities, e.g. access to information, SDM
Advancements in HC and Complexity

ADDRESSING MEDICATION COMPLEXITY THROUGH COMMUNITY-BASED STRATEGIES

Complexity and Healthcare Organization: a view from the street

Complexity in Healthcare and the Language of Consultation: exploring the other side of medicine

Coping with Complexity in Health Care

Understanding and Managing the Complexity of Healthcare

William B. Rouse and Nicoleta Serban

Derek Steinberg
Interprofessional collaboration

Different contexts require different care models

- **Supportive system care**
  - PCMHs
  - ACOs
  - Specialized interventions (e.g. health coaches, remote monitoring)

- **Self-serve suite of care services**
  - Urgent Care
  - Ambulatory clinics (e.g. Minute Clinics)
  - ASCs
  - Apps

(Recon strategy, 2018)
Interprofessional education at FH-AUAS

- Programme implementation started in 2016
- Participating: Nursing, Occupational therapy, Physical therapy, Exercise therapy, Medicine

<table>
<thead>
<tr>
<th>year</th>
<th>Perspective</th>
<th>Main learning formats / focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Whom am I as health professional?”</td>
<td><strong>Observations &amp; interviews:</strong> Own professional identity</td>
</tr>
<tr>
<td>2</td>
<td>“How do <strong>WE</strong> collaborate as an interprofessional team?”</td>
<td><strong>Simulations</strong>: Collaboration in teams, rolls of participants, common language, directing team collaboration</td>
</tr>
<tr>
<td>3</td>
<td>“How do we <strong>TOGETHER</strong> deliver the best possible health care?”</td>
<td><strong>Simulations</strong>: Collaborative leadership, dealing with opposing views or conflicts</td>
</tr>
<tr>
<td>4</td>
<td>“How do we <strong>TOGETHER</strong> deliver the best possible health care?”</td>
<td><strong>Application in authentic practices</strong>: providing care and bearing responsibility in student-run health care clinics</td>
</tr>
</tbody>
</table>
Interprofessional education at FH-AUAS

Further development of IPE at the faculty of Health:

• Develop further / increase number of student-led interprofessional health facilities (in particular in PHC) and extending participation: dietetics, pharmacy, social work, applied psychology.

• Development of an Interprofessional BSc programme:

- Exercise therapy
- Physical therapy
- Occupational therapy

• Other interprofessional courses: minors, skills-lab facilities, etc.
Does IPE contribute to optimal health care?

Interprofessional education → Interprofessional competency → Interprofessional collaboration → Optimal health care provision

<table>
<thead>
<tr>
<th>IPE →</th>
<th>IPS competencies →</th>
<th>Collaboration in health care team →</th>
<th>Good health care</th>
</tr>
</thead>
<tbody>
<tr>
<td>When does IPE lead to the development of IPC competencies?</td>
<td>When do IPS competencies lead to optimal collaboration?</td>
<td>When does IPC lead to optimal health care?</td>
<td>What is optimal health care?</td>
</tr>
<tr>
<td>Design characteristics IPE</td>
<td>Characteristics IP teams</td>
<td>Characteristics health care tasks and optimal IP organisation (context)</td>
<td>Characteristics of good health care</td>
</tr>
</tbody>
</table>
Ongoing and new projects

1. **Interprofessional collaboration in clinical internships** (hospital, specialised centres for e.g. rehabilitation) and student-run clinics (*Project ‘Leerwerkplaatsen’*)
   - Focus: competency development at MSc level, supervision and support by clinical staff, formats of student and team assessment
   - Format: PhD project

2. **Interprofessional collaboration in non-clinical settings** (primary health care, community based care) and student-run clinics (*Projects ‘Leerwerkplaatsen’ and ‘BSc thesis’*)
   - Focus: interprofessional versus transprofessional collaboration, community based care approaches, shared decision making, vulnerable (patient) groups
   - Format: Student projects / theses, Innovation projects

3. **Integral health care provision and support to elderly living at home** (*Project ‘Wijk-up call’*)
   - Focus 1: development of interprofessional internships for health care professionals (nursing, physiotherapy, occupational therapy, dietetics, social work), embedded in primary health care (student-run health clinic)
   - Focus 2: Establish a network for health care professionals, supportive to interprofessional collaboration and community-based health care
   - Format: Innovation project

4. **Patient profiles in interprofessional decision making** (patients with LBP and LUTS)
   - Focus: interprofessional decision making, shared decision making, supportive patient profiles, decision supportive tools (collaboration with medical informatics)
   - Format: PhD project
5. **Interprofessional collaboration and shared decision making**
   - Focus: Ethical dilemmas in shared decision making, decision making in PHC teams and approaches to SDM shared decision making with vulnerable (patient) groups
   - Format: PhD project

6. **Key competencies in Interprofessional collaboration**
   - Focus: competency development, longitudinal assessment and psychometrics
   - Format: PhD project

7. **Curriculum design: embedding Interprofessional education at BSc level** *(health – professionals)*
   - Focus: competency development in IPC, team-based educational designs, longitudinal assessment
   - Format: PhD project

8. **Team Based Learning at BSc level** *(health professions)*
   - Focus: Cultivating professional reasoning and decision making in teams, TBL: effective assignments, teacher scaffolding and assessment
   - Format: PhD project
Questions, remarks