

*Interprofessional
team meeting:*

National Interdisciplinary
Education Conference

2 february 2017

*Collaboration between
Zuyd University of Applied
Sciences & Maastricht
University*

Jerôme van Dongen
Hester Smeets
Albine Moser
(Zuyd)

Marion van Lierop
Miriam Janssen
(UM)

Presenters

Hester Smeets

PhD candidate

hester.smeets@zuyd.nl



Jerôme van Dongen

PhD candidate

jerome.vandongen@zuyd.nl



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



Content of this presentation

- Introduction
- Background
- Content of the module IP team meeting
- Evaluation study
- Follow up

Introduction





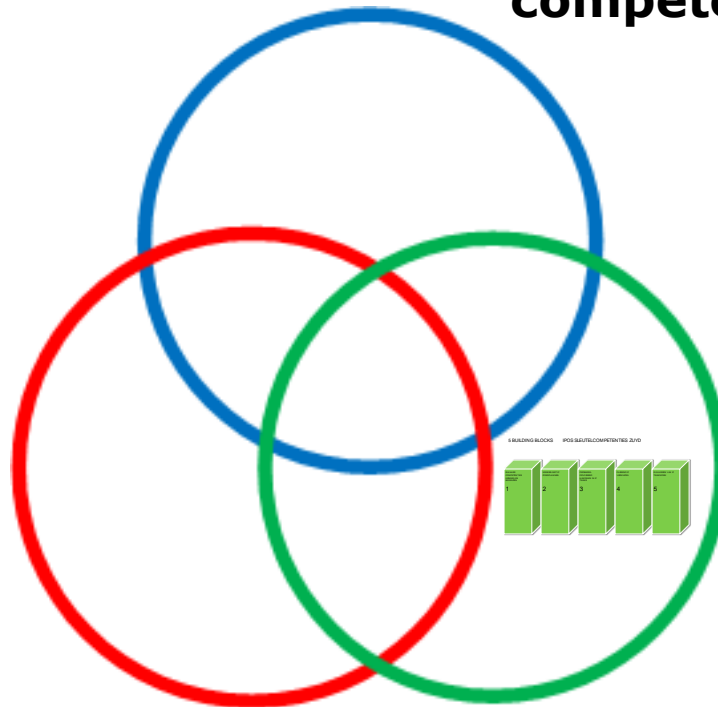
How can they work together if they don't learn together?

"Interprofessional collaboration can be considered essential part of client centered care. Well functioning teams demand collaboration between all professionals involved"

Competences in healthcare

**Common
competences**

**Complementary
competences**



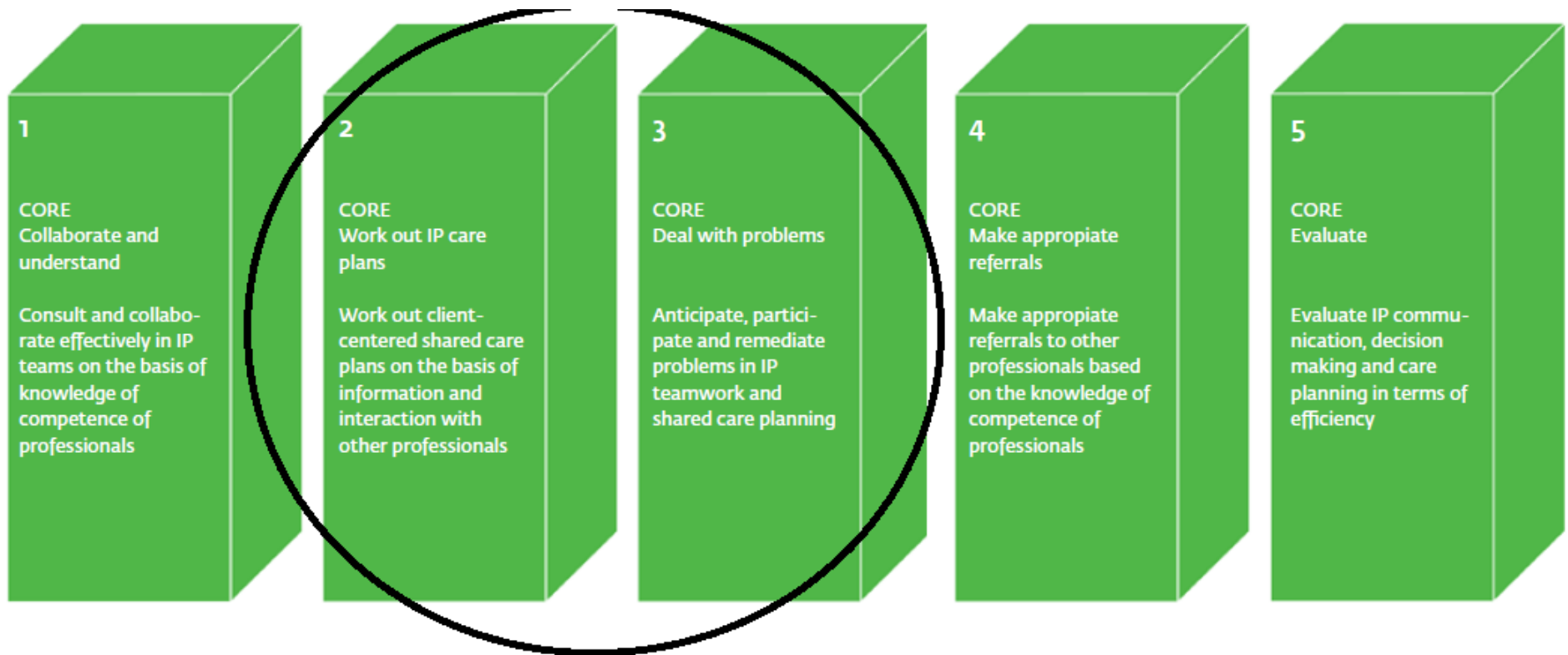
**Collaborative
competences**

Competence model by Barr (1998)

Learning results

Competency 2: Working out IP care plans

Competency 3: Problem solving within IP teams



Interprofessional team meeting



Goal of this activity is to learn students to develop interprofessional care plans

Background

- PhD study on interprofessional collaboration in primary care (2012 – 2017)
- Need for interprofessional learning
- Contact between Zuyd University and Maastricht University
 - 5th year medicine students during their clerkship social medicine or general practice
 - 4th year students occupational therapy, physical therapy, nursing, speech therapy and creative therapy

Content of the module IP team meeting

Timeline:

- February 2015 startup (year 1 pilot)
- February 2016 embedded in curricula
- June 2016 – march 2017 evaluation

Frequency:

Monthly Interprofessional team meetings

Extent

- Per month: 6 interprofessionele teams
- Per team: 5 UM students (Medicine) and 5 Zuyd students
= 60 students at a time

Meeting dates are determined together in an annual schedule

Interprofessional team meeting

Process

- Every medical student consults a frail elderly, he encounters during clerkship. Conducts an anamnesis.
- 1.5 week before the meeting, the medical students sends the anamnestic details to Zuyd. (per team 5 cases are discussed)
- Consequently this information is sent to the Zuyd students, who prepare their own care plan for these cases, based on the ICF and discipline specific guidelines
- During the meeting, each patient discussed has to result in an interprofessional care plan

Example of a case

Zorgplan Patiënten Casus – “Kwetsbare Oudere”

Casus:

Patiënt is een man van 70 jaar, gehuwd en van Nederlandse afkomst, hoogst afgemaakte opleiding: middelbaar onderwijs en van beroep vrachtwagenchauffeur. Sinds 7 jaar is hij met pensioen en woont in een rustige woonomgeving. Het afgelopen jaar heeft hij voor de tweede keer kanker gekregen.

Relevante voorgeschiedenis en medicatie

Voorgeschiedenis:

09 05 2016: Pneumonie links, waarvoor ziekenhuisopname en ciprofloxacine en amoxicilline-clavulaanzuur

13 01 2016: cT3N0M0 hypofarynx-sinuspiriformis carcinoom links waarvoor her-radiotherapie in zomer 2015

04 12 2015: Tracheotomie, panendoscopie met biopsie postcricoid ulcus.

Hulpvraag van de patiënt

1. Ik wil graag kracht in mijn benen terugkrijgen zodat ik zelf de transfers kan maken van en naar de wc/van en naar bank en bed.
2. Ik wil graag thuis blijven wonen samen met mijn echtgenote, maar met minder zorglast voor haar.

Stepwise plan to discuss patients collaboratively

1

Description
of client
situation

2

Goals and
motivation

3

Analysis

4

Formation
of
concrete
proposals

5

Formation
of
concrete
agreements

6

Evaluation

Team reflection

“To what extent are we able to collaborate constructively?”

How do we interact?



- Group climate
- Mutual interaction
- Hierarchy
- Leadership

Learning to collaborate during the interprofessional team meetings.

An innovative teaching method by the University of Maastricht and Zuyd University of applied sciences

J.J.J. van Dongen

H.W.H. Smeets

M. Van Lierop

M. Janssen

A. Moser

Method

4 focus group interviews

- 7 UM teachers
- 8 Zuyd teachers
- 5 UM students (Medicine)
- 12 Zuyd students (physiotherapy, speech therapy, occupational therapy, nursing)

1. Knowing each other's discipline

"During the team meeting different points of view were discussed, through which you learn about other's roles, tasks and treatment options"

2. Interprofessional collaboration

- Patient centered care
- Broad perspective on the patient

"At first, you only consider problems from a medical perspective. Now, with increased knowledge on availability of other opportunities, you can react in a more effective way"

3. Organisation

- Missing information

 - Information about the different disciplines
(beforehand)

 - Logistics

- Instructions

- Integrating IPE in the curricula

- Composition of the groups

4. Patient cases

- Authenticity
- Ad hoc

"I liked that the case was not just a fictive case, but that it really happened"

5. Design of the meeting

- Roles
- Supervisor
- Meeting structure
- Reflection

"It looks less like education, but more like a real team meeting"

6. Professional behavior

- Formation of an image beforehand
- Preparation of students

“In this team meeting you talk to future colleagues; you want to leave a professional impression”

7. Safe environment

"I expected that there would be more distance between the paramedics and medicine students, but that wasn't the case at all. The group climate was nice, which led to a good collaboration."

8. Teacher professionalization

"For me, the team meeting was a nice and valuable experience, since I noticed that my knowledge about the other disciplines was lacking"

Conclusion

Points for further development

- More disciplines like creative therapists, sociale workers, psychologists, biometrists
- More variation in the cases
 - Focus now is the elderly
- Shorten the instruction
- Increase consciousness regarding patient centeredness

References

- Barr H (1998). *Competent to collaborate: Towards a competency based model for interprofessional education*. Journal of Interprofessional Care, 12, 181-188.
- IPOS project group. (2014). *5 Building blocks, IPOS sleutelcompetenties Zuyd*. . IPOS. Zuyd Hogeschool. Heerlen.
- Tsakitzidis, G., & Royen, P. V. (2012). *Leren interprofessioneel samenwerken in de gezondheidszorg* Antwerpen: WPG Uitgevers BE.
- World Health Organization. (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Retrieved 15-10, 2014, from http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf