



Academisation / (Inter-) Professionalization – Together fit for the future

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AGENDA

- Overview activities IPE and IPC in Germany - Introduction
- PhD Programm ‚ILEGRA‘ – Interprofessional teaching in healthcare – mediation, examination, evaluation
- Importance of interprofessionality for the process of academisation for health professions

Development area ‚Interprofessionality in health care‘



- **Academisation of health professions**



- **OP-Team program Robert Bosch Stiftung**



- **Round table ‚Medicine and health professions‘ (HRK)**



- **Committee ‚IPE in health care‘ (GMA)**

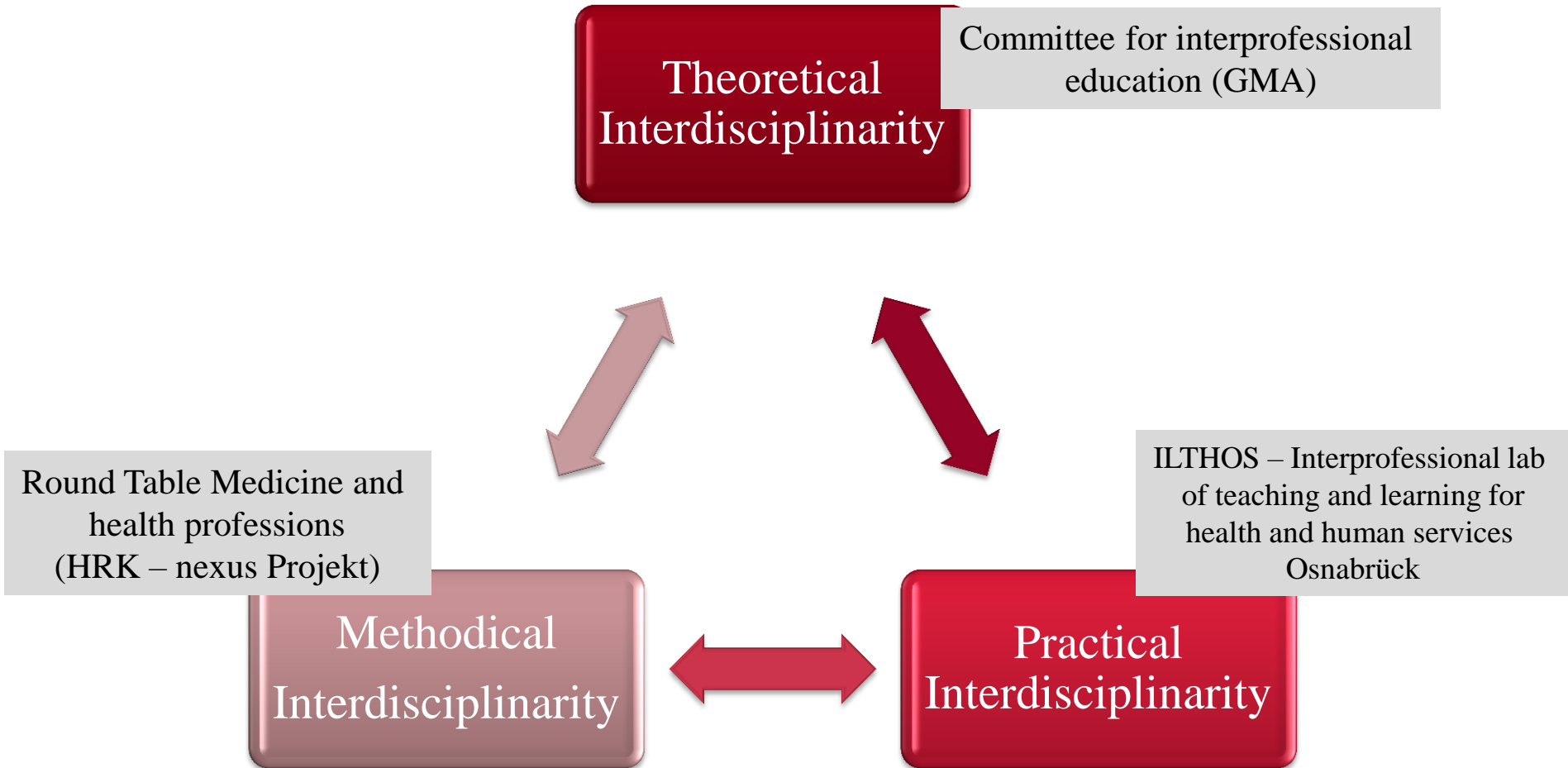


- **PhD Program ILEGRA (RBS) – UOS & LMU**



- **Different projects IPE / IPC / IPP**

Research areas ‚Interdisciplinarity‘



(vgl. Sukopp, 2013)

Research areas ‚Interdisciplinarity‘

Theoretical
Interdisciplinarity

Committee for interprofessional
education (GMA)

Round Table Medicine and
health professionals
(HRK – nexus Projekt)

Methodical
Interdisciplinarity

ILTHOS – Interprofessional lab
of teaching and learning for
health and human services
Osnabrück

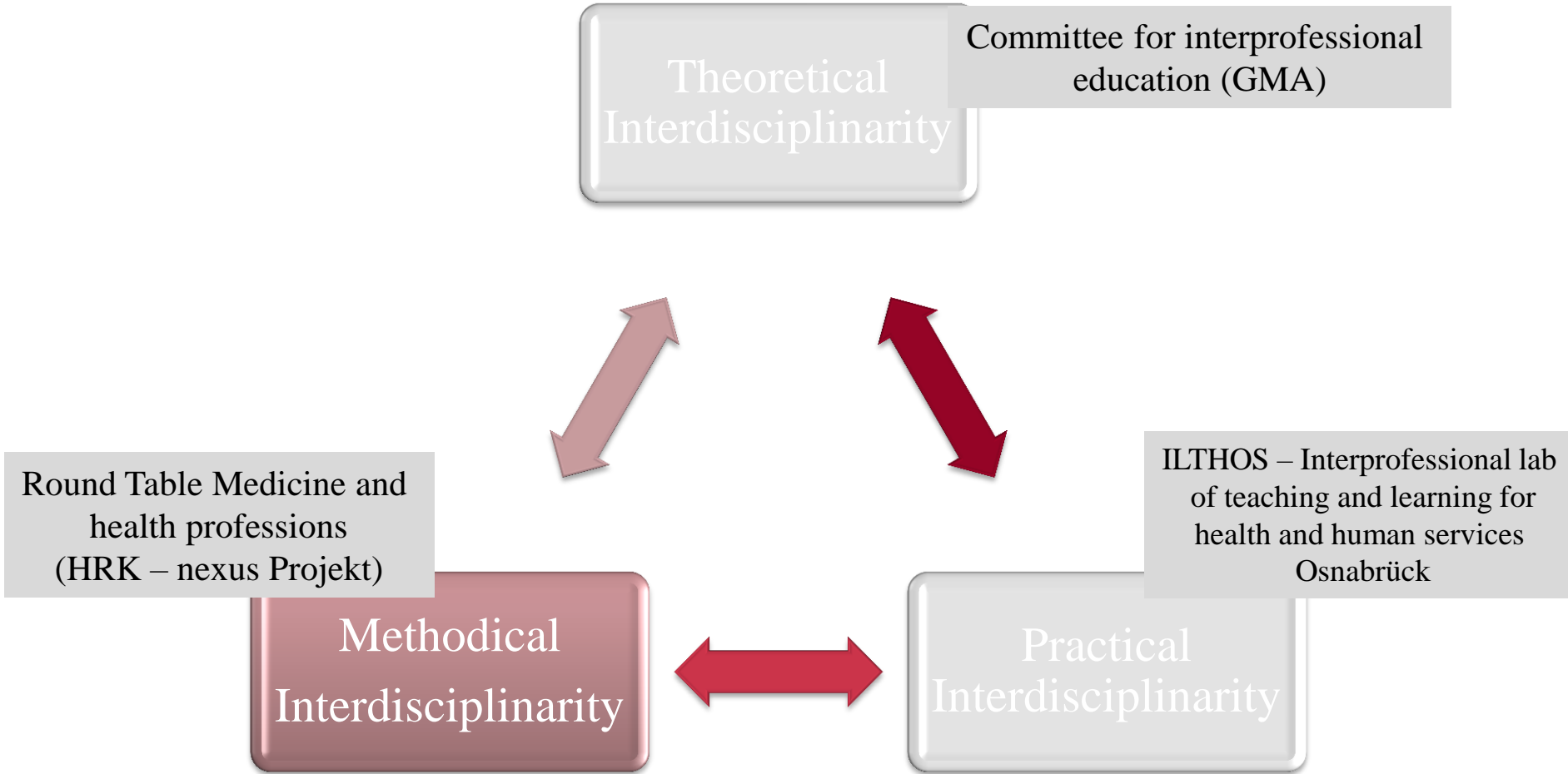
Practical
Interdisciplinarity

(vgl. Sukopp, 2013)

Committee for Interprofessional education in health care (GMA)

- Work together since 2011
- Aim: discussion and development of new knowledge how IPE works
- Members: medicines, physio- and occupational therapists, nurses, diagnostic professions from Germany, Swisse and Austria
- Common paper 2015 with recommendations for study-programs with interprofessional parts, faculty development, qualitymanagement
- Since 2014 topics: team-working evaluation / accreditation / frameworks / interprofessional situations

Research areas ,Interdisciplinarity‘

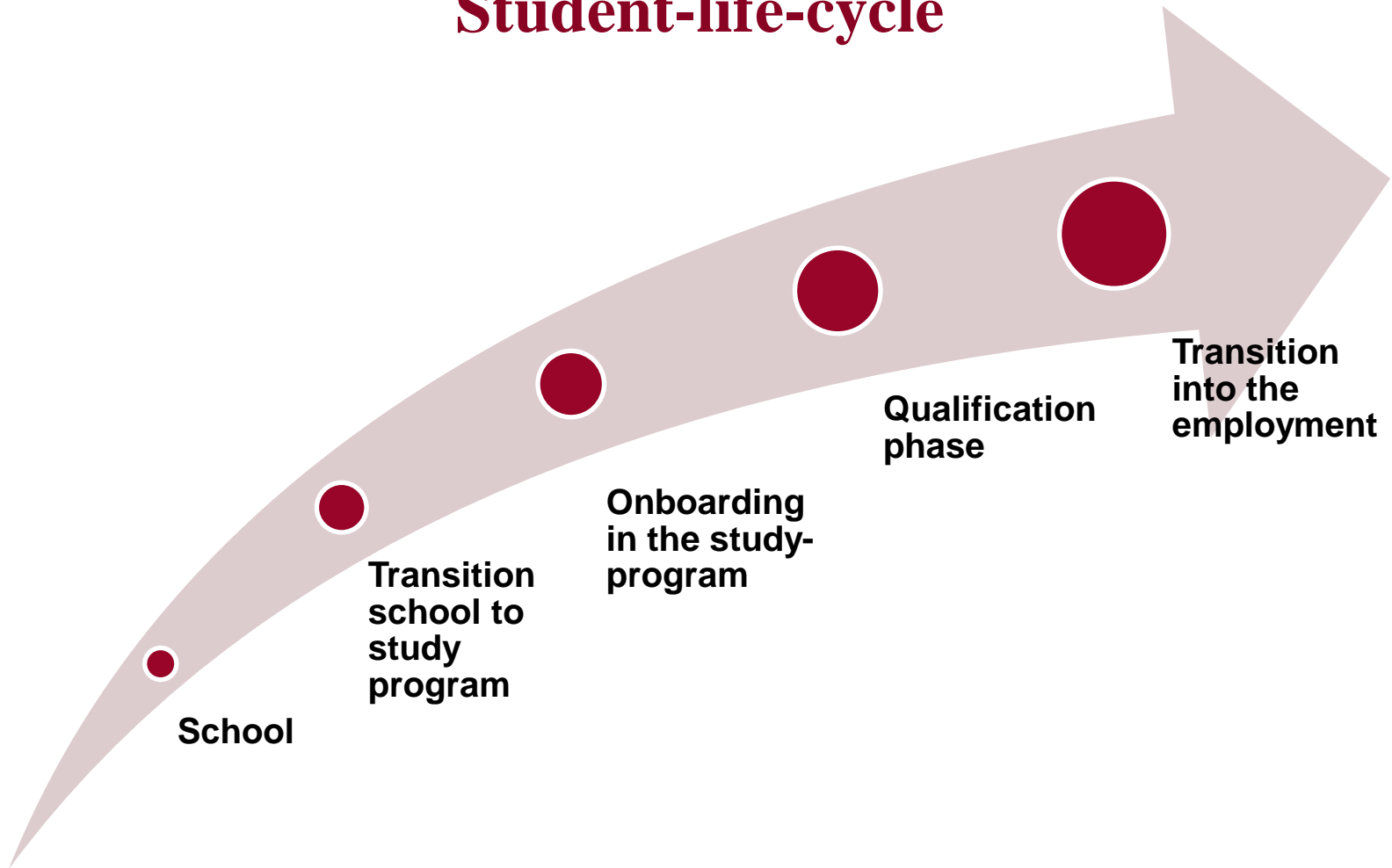


(vgl. Sukopp, 2013)

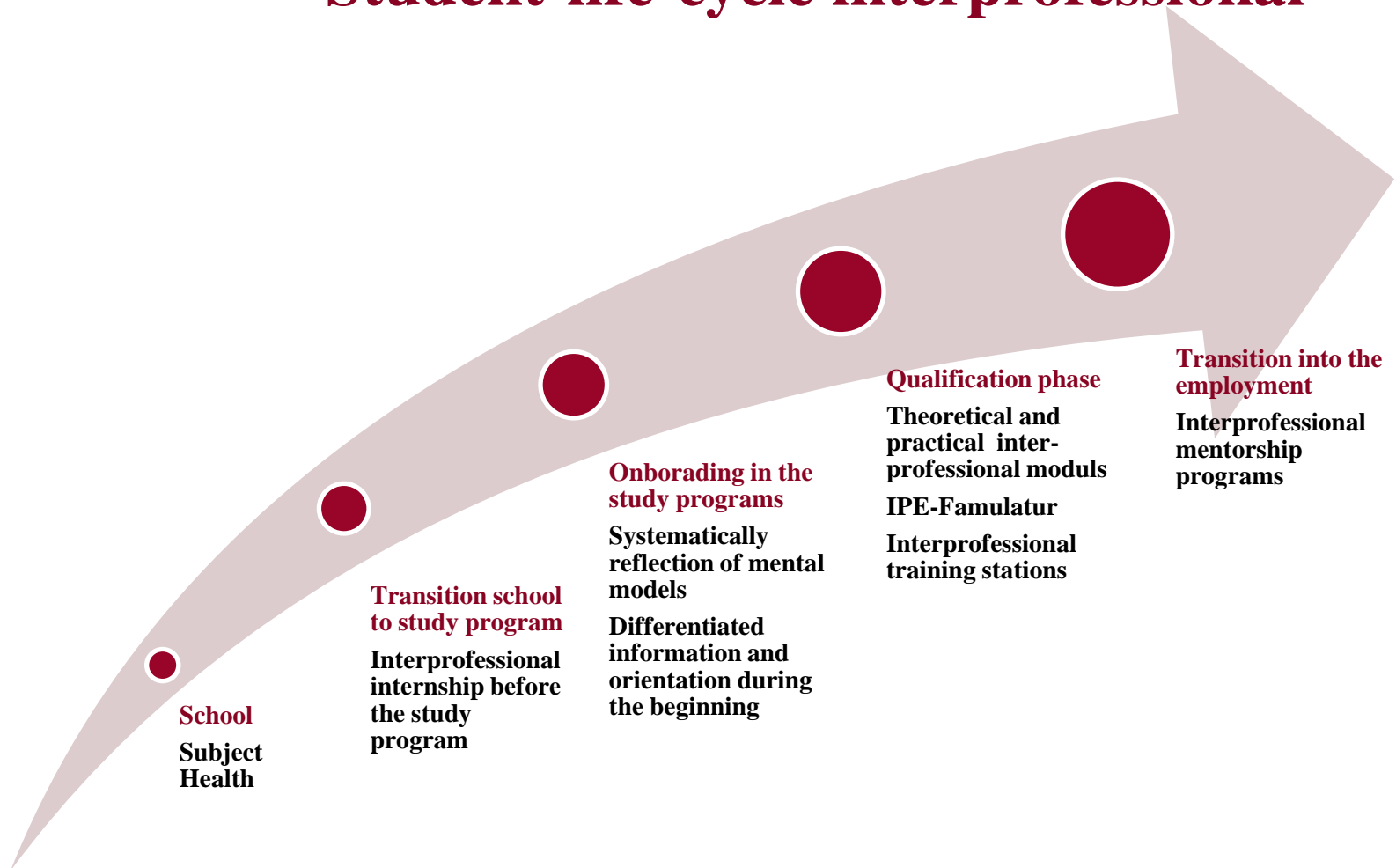
Round table Medicine and health professions (HRK – nexus Projekt)

- Project financed by BMBF 2014-2020
- Members: scientists from different disciplines and faculties in universities and universities of applied sciences, political members
- Aim: discussion and development of interventions in study-programs to realize successful studies (Beginning / Qualification / transition to the job)
- Focus: Interprofessional education – especially structures like health universities (Gesundheitscampus)

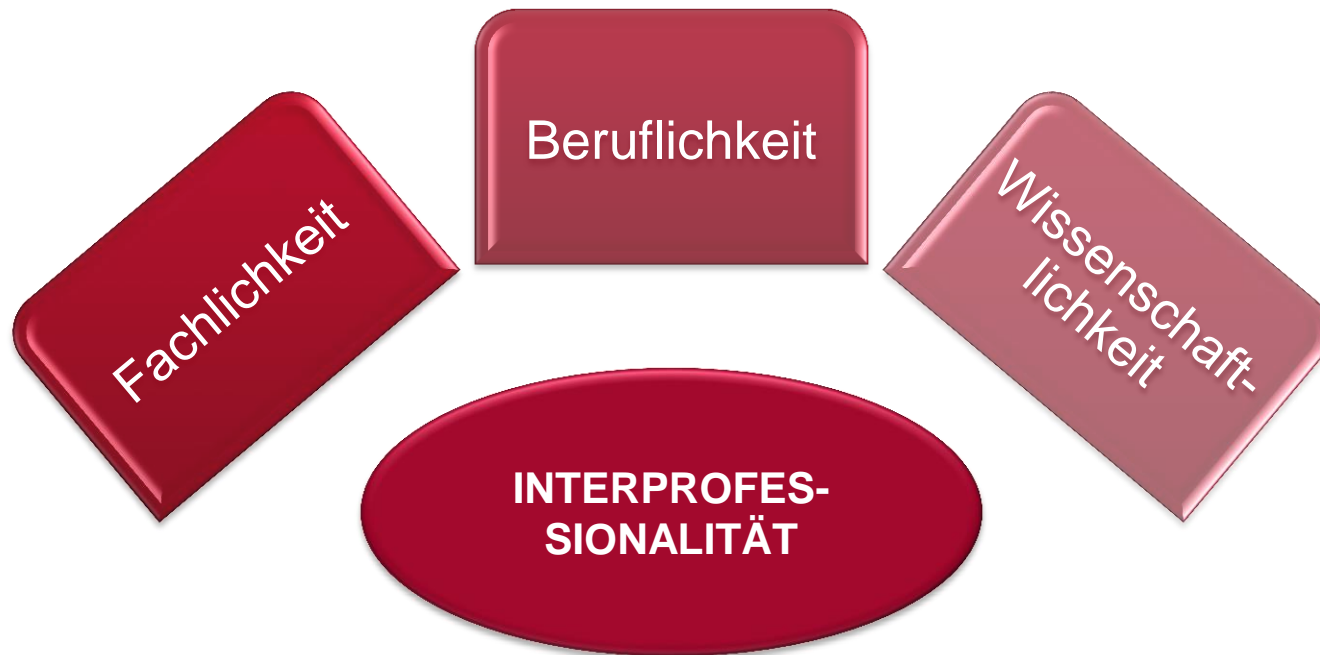
RT medicine and health professions – Student-life-cycle



RT Medicine and health professions – Student-life-cycle interprofessional



Perspectives of academisation and conditions for study-programs



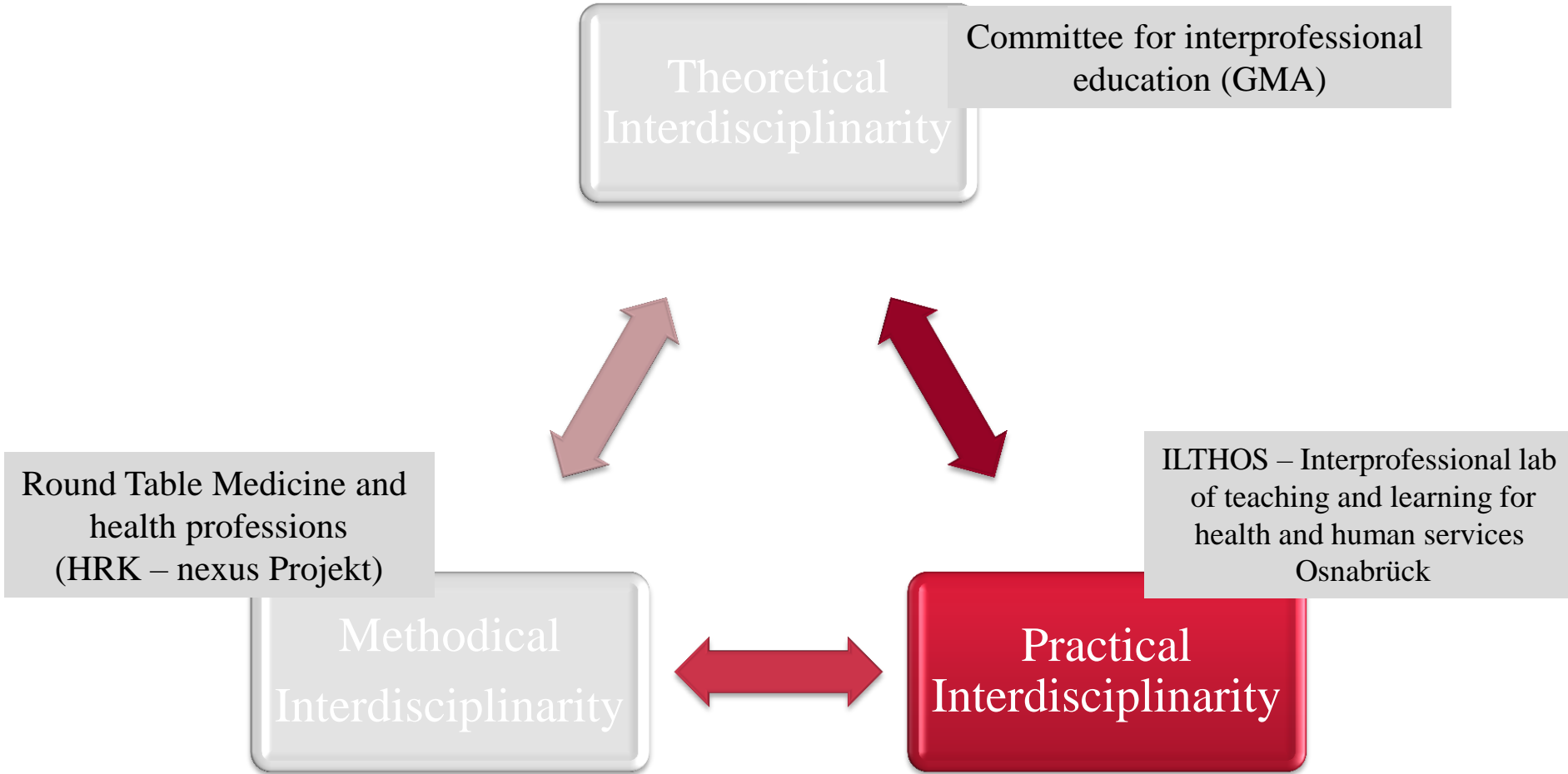
Invitation

Next conference of the Round table
„Medicine and health professions“
2020
Universität Osnabrück



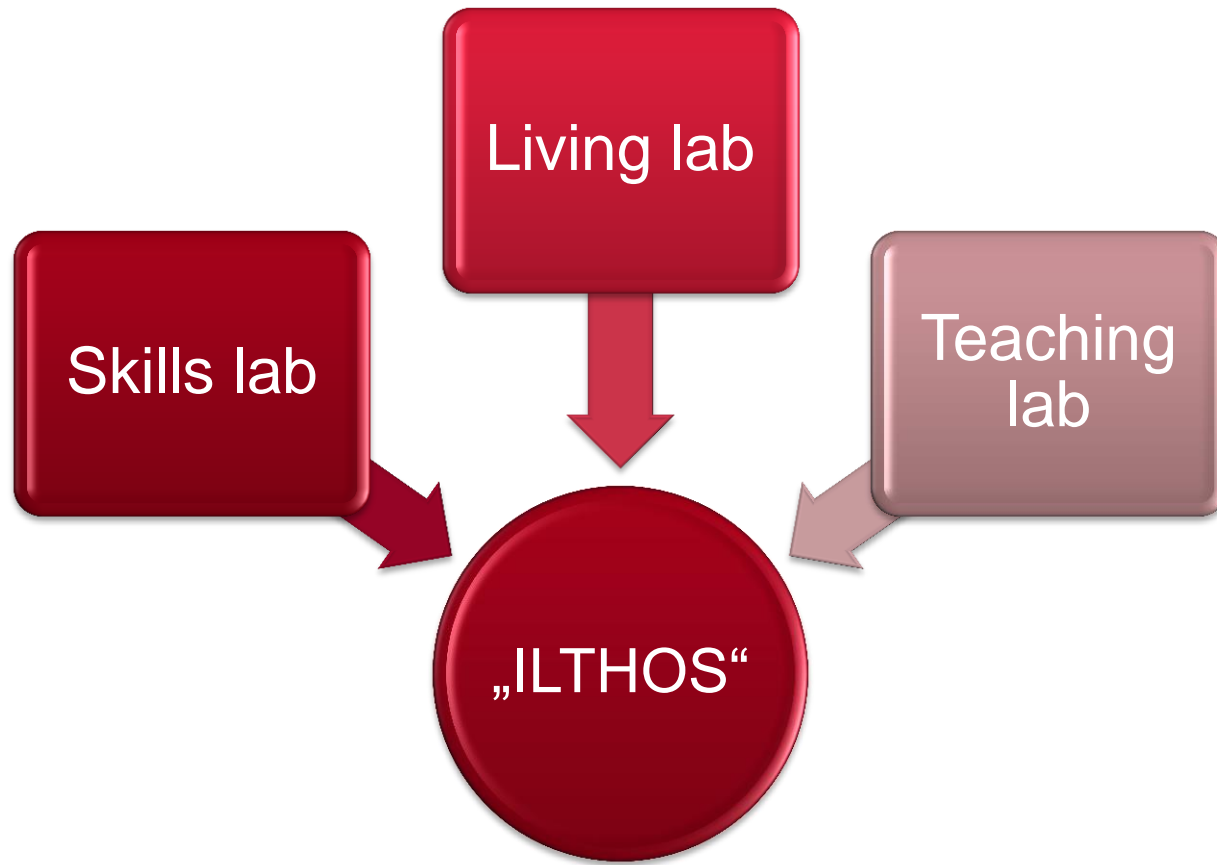
www.hrk-nexus.de

Research areas ,Interdisciplinarity‘



(vgl. Sukopp, 2013)

Interprofessional lab of teaching and learning for health and human services Osnabrück (ILTHOS)





Skillslab (Pflege / Therapie / Gesundheit / Körperpflege)



Living Lab



„Interprofessional Lab of Teaching and Learning for Health and Human Services Osnabrück (ILTHOS)

- Part of the curricula for teacher training programs BA/MA (nursing science / health sciences / dermatological professions)
- Focus: development of teaching models for vocational trainings in schools
- Research area to identify the necessary competences for teaching interprofessional education (Doctor thesis)
- Digital media context IPE

„A greater focus on theory is needed to understand the underlying process involved in IPE, IPP, and the transition between them.“

Lawn, S. (2016). Moving the interprofessional education research area beyond the limits of evaluation student satisfaction. In: Journal of research in interprofessional practice and education (JRIFE). Vol.6.2.

Graduate school

„Interprofessional teaching in healthcare –
mediation, examination, evaluation“

(ILEGRA)

(founded by the Robert-Bosch-Stiftung)

Prof. Dr. PH Ursula Walkenhorst (Universität Osnabrück)

Prof. Dr. med. Martin Fischer, MME (Ludwig-Maximilians-
Universität München)

Aims of ‚ILEGRA‘

“The graduate program's aim is to make a central contribution to the improvement of interprofessional collaboration in healthcare through the development of a systematic scientific qualification process for scholarship holders and which focuses on interprofessional teaching and research in the context of education, further education and advanced education. It is expected that an important step in the professionalization of interprofessional teaching on the basis of scientific knowledge on the subjects of mediation, evaluation and examination will be taken as a result. Interprofessional education as a basis for interprofessional practice will, as such, become a self-evident integral part of the curricula in the various educational contexts of health professions and will no longer be just an 'add on' or 'nice option'.

The scholarship holders will qualify themselves as „multipliers“ and experts in a comprehensive and innovative interprofessional teaching and research.” (Antrag RBS, 2017)

1. Interprofessional training on the basis of empirical and cutting - edge findings on teaching / learning research

- a) Attitude and habitus as preconditions and outcomes of interprofessional teaching
- b) Teacher-based teaching and methodology in the field of interprofessional Teaching – Evidence-based-teaching and educational reasoning in the context of interprofessionalism
- c) Digitalization in interprofessional teaching and learning contexts - methods and media to support an interprofessional competence profile
- d) Communication and interaction in interprofessional learning and learning facilities and organizations

2. Examination of interprofessional competences - Development and implementation of specific test formats

- a) Interprofessional examination or interprofessionalism - pedagogical diagnostics and examination competence
- b) Development of interprofessional testing instruments - innovative testing formats used in training, further education and continued education (including performance tests, OSCE tests, video-based tests)
- c) Interprofessional performance – criteria and development options for teachers and learners to record, evaluate and compare their work

3. Evaluation - Evaluate interprofessional teaching and practice concepts

- a) Develop interprofessional expertise in several steps
 - Evaluate concepts and models in educational contexts

- b) Interprofessional practices and patient care - Team and patient perspective on interprofessional collaboration

- c) Evaluation of interprofessional teaching - Compare and further develop national and international instruments and procedures

Conditions

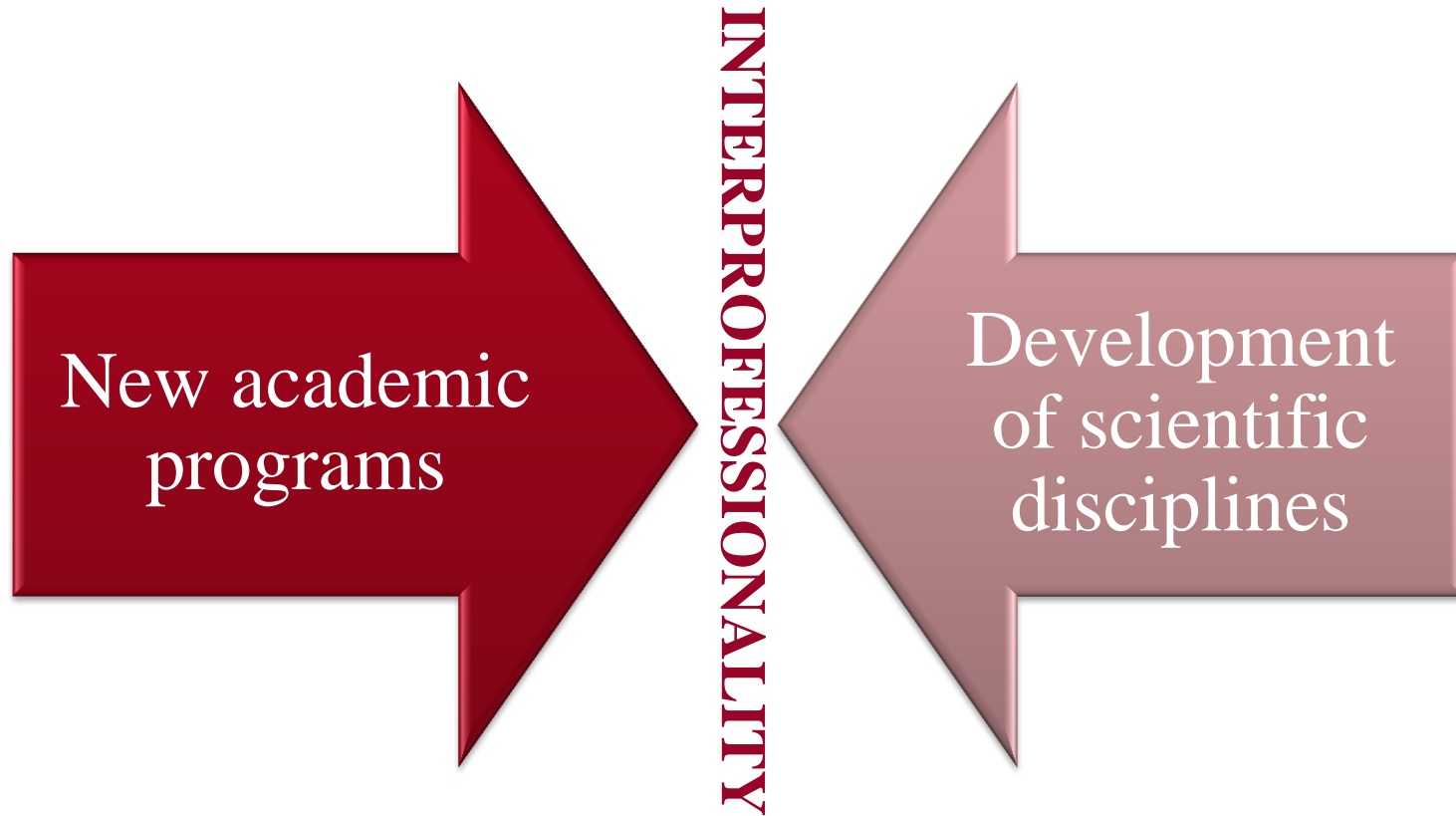
- 12 scholarships (6 LMU / 6 UOS)
- Participants: 4 medicine-students, 3 occupational therapists, 2 nurses, 2 speech-therapists, 1 physiotherapist
- 3 years scientific program with common lectures
- Interdisciplinary scientific team and cooperation with national and international experts (international advisory board)
- Thesis Committees
- Tandemstructure between scholarships in Munich and Osnabrück

Jahr	Semester	Semester	Kompetenzerwerb (Qualifizierungskonzept)	Betreuungskonzept
1. Jahr	1. Semester Gemeinsame Veranstaltung (2 Tage) als Auftaktveranstaltung 2 Workshops (inkl. Auftaktveranstaltung a 2 Tage) Beteiligung an Kolloquium der/des Betreuer/-in 2 Qualifying paper Internat. Exkursion (RBS)	2. Semester 2 Workshops a 2,5 Tage (beinhalten Methodenkurs, Gastvortrag, scientific retreat) 2 Qualifying Paper Beteiligung an Kolloquium der/des Betreuer/-in ZEPROS / MCLS Angebote	Themenkonkretisierung Generierung Forschungsstand Vorbereitung der theoretischen und methodischen Analyse Vermittlung übergreifender Inhalte Arbeiten am wissenschaftlichen Portfolio	Konkrete und enge Begleitung der Stipendiatinnen / Stipendiaten bei der Profilierung des Dissertationsthemas Aufbau des Betreuungsverhältnisses
2. Jahr	3. Semester 2 Workshops a 2,5 Tage (beinhalten Methodenkurs, Gastvortrag) Einstieg in die Lehre 2 Qualifying paper Beteiligung an Kolloquien der/des Betreuer/-in ZEPROS / MCLS Angebote Internat. Exkursion (RBS)	4. Semester 2 Workshops a 2,5 Tage (beinhalten Methodenkurs, Gastvortrag, scientific retreat) Lehre 2 Qualifying paper Beteiligung an Kolloquium der/des Betreuer/-in ZEPROS / MCLS Angebote	Theoretische Fundierung und Bearbeitung des Themas Generierung empirischer Daten Präsentation erster Produkte in entsprechenden Veranstaltungen Förderung des interdisziplinären wissenschaftlichen Diskurses Arbeiten am wissenschaftlichen Portfolio	Konkrete und enge Begleitung der Stipendiatinnen / Stipendiaten bei der theoretischen und methodischen Durchführung
3. Jahr	5. Semester Beteiligung an Kolloquien der/des BetreuerIn 1 Workshop (2 Tage) Beteiligung an Kolloquium der/des BetreuerIn Lehre	6. Semester Beteiligung an Kolloquium der/des BetreuerIn 1 Workshop (2 Tage) Beteiligung an Kolloquien der/des BetreuerIn Gemeinsame Abschlussveranstaltung (Fachtagung)	Darstellung und Diskussion der Untersuchungsergebnisse Fertigstellung der Dissertation Arbeiten am wissenschaftlichen Portfolio	Unterstützung der abschließenden Tätigkeiten bei der Erstellung der Arbeit

Importance of the discussion of IPE for the academisation

- Anachronism between academisation and interprofessionality
- Interprofessionality as a social construct
- Professional identity needs interprofessional learning processes
- Development of scientific disciplines needs interprofessional discussions

Anachronism between academisation and interprofessionality



Interprofessionality as a social construct

Berufssoziologie

- How is the development of professional und interprofessional occupational identity?

Professionssoziologie

- Which are the characteristics for professional and interprofessional action?

Bildungswissenschaften

- How can interprofessional education be designed?
- How can interprofessional competence be evaluated?

Kognitionspsychologie

- How is it possible to influence and controll interprofessional processes?

Wissenschaftstheorie

- How can the development of scientific disciplines cooperate with professional und interprofessional processes?

Construction of scientific disciplines

- Definition of scientific objects
- Identification of discipline specific problems and questions
- Reflection of the specific methodology
- Summary of explicit and implicit assumptions as theories
- Building an own corpus of knowledge
- Definition of related disciplines

Summary

- Interprofessional scientific discussions in the universities are the basic for the development of scientific disciplines
- Interprofessionality / Interdisciplinarity builds an own research area and needs more qualification thesis
- Interprofessionality learning processes are the basic for professional identity
- Identification of the importance of interprofessionality for the academisation will support the force of health professions

