

Community-based interprofessional education of professionals in care and welfare: focus on vulnerable citizens and diversity

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- Prepare students for professional practice in an urban environment (HvA, 2015)

Faculty of Health

- Train flexible and resilient health professionals of the future
- Four bachelor programs
 - Exercise Therapy
 - Occupational Therapy
 - Physical Therapy
 - Nursing

Welfare state → Participation society

- Ageing society and rise of chronic diseases
- Rising financial costs healthcare system

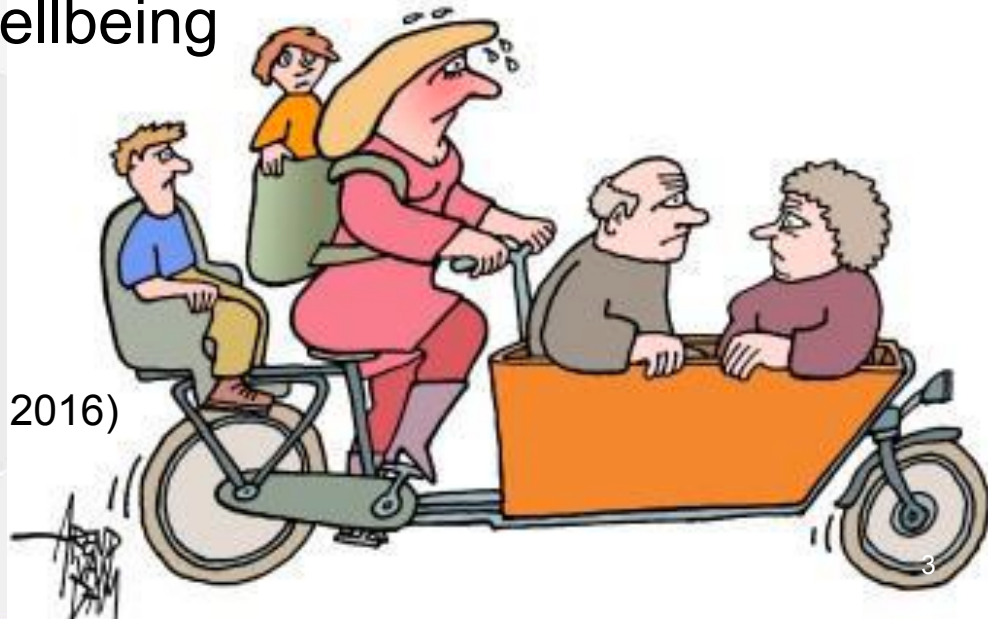
Citizens:

- Have their own responsibilities
- Control own health and wellbeing

Increase of:

- Health inequalities
- Vulnerable citizens

(Kaljouw & van Vliet, 2015; Van Vliet et al, 2016)



Marginalized groups in Amsterdam

Needs in multiple areas of life

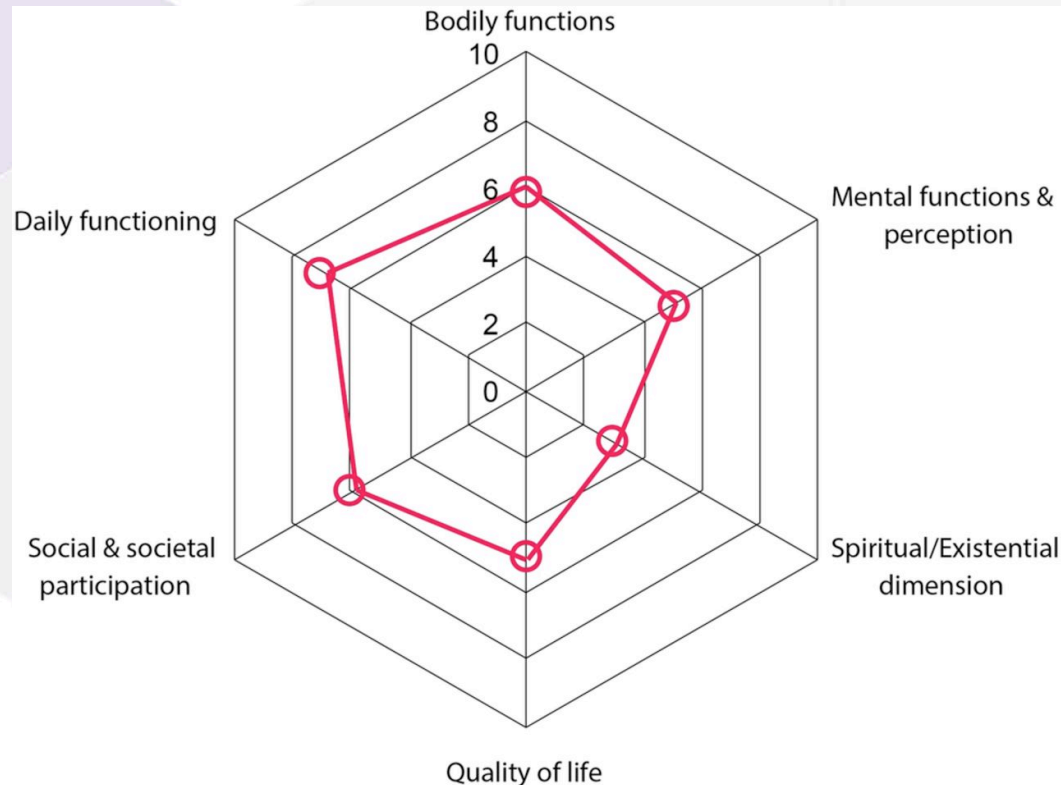
- health
- poor housing
- addiction
- debts

More than 50%
migration background
(OISAmsterdam, 2015)



New concept of health

Health as the ability to adapt and to self manage, in the face of social, physical and emotional challenges (Huber, 2014)



Social determinants of health



(Dahlgren & Whitehead, 2006)

Explorations Faculty of Health AUAS

In two Amsterdam areas with partners in health and welfare

- more than 50% non-Western migration background
- low income
- much unemployment
- high percentage illness and psychiatric disorders
- 15,3% isolation (OISAmsterdam, 2015)

Acute need for (health) professionals who support the needs of citizens

Average student in our Faculty from middle-class Western background

➔ **Greater attention to diversity in education**

Educational innovation in connection with:



BOOT

- AUAS local initiatives for research, education and talent development
- 800 students/year from other faculties
- practical assignments tying in with local needs (BOOT, 2017)

Educational innovation

Students develop competencies in:

1. enabling participation in citizens with complex needs
2. interprofessional collaboration beyond the health domain with students from other AUAS faculties
3. intercultural sensitivity in working with marginalized groups with a migrant background



Educational methodologies



- urgency problem
 - reflection
 - social engagement
 - active participation
 - exciting learning environment
- (Dochy et al, 2015)



- motivation
- autonomy
 - competence
 - belonging

(Hiemstra & Bohlmeijer, 2013)

Educational innovation

- Education to prepare the students for community work on
 - positive health & social determinants of health
 - interprofessional collaboration beyond health domain
 - intercultural communication skills
- Parts of the current curricula of the four bachelor programmes will be used within the initiatives regarding
 - performance of projects
 - service learning
 - internships

MAP-IT framework

1. **M**obilize individuals and organizations
2. **A**ssess the areas of greatest need and resources
3. **P**lan approach
4. **I**mplement your plan
5. **T**rack your progress



<https://www.healthypeople.gov/2020/tools-and-resources/Program-Planning>.

EDUCATIONAL INNOVATION

- Continuous learning track in the curricula of all bachelor programmes
- Collaboration beyond the health domain
- Based on a sustainable assignment portfolio
- Students carry out assignments in the Amsterdam community
- Teaching staff supervises students in the community
- Local professionals and citizens enrich the education

10% of students from the Faculty of Health (300 students) will participate in inter-professional student teams

Discussion innovative educational program

- Are there good practices in other universities?
- Are there options for collaboration?



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