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How to promote interprofessional competencies in vocational and academic undergraduate nursing education sustainably: development of a nation-wide core curriculum for interprofessional education in German nursing education (interEdu)

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Agenda

- Nursing education in Germany
- The interEdu project
- interEdu Core Curriculum
- Context factors
- Further steps



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Nursing education in Germany

- **Nursing education in two distinct pathways:**
 - vocational education and training
 - undergraduate nursing education

- **Both education structures have limited connection to the medical degree. There are differences in:**
 - curricula
 - learning outcomes
 - organizational structures

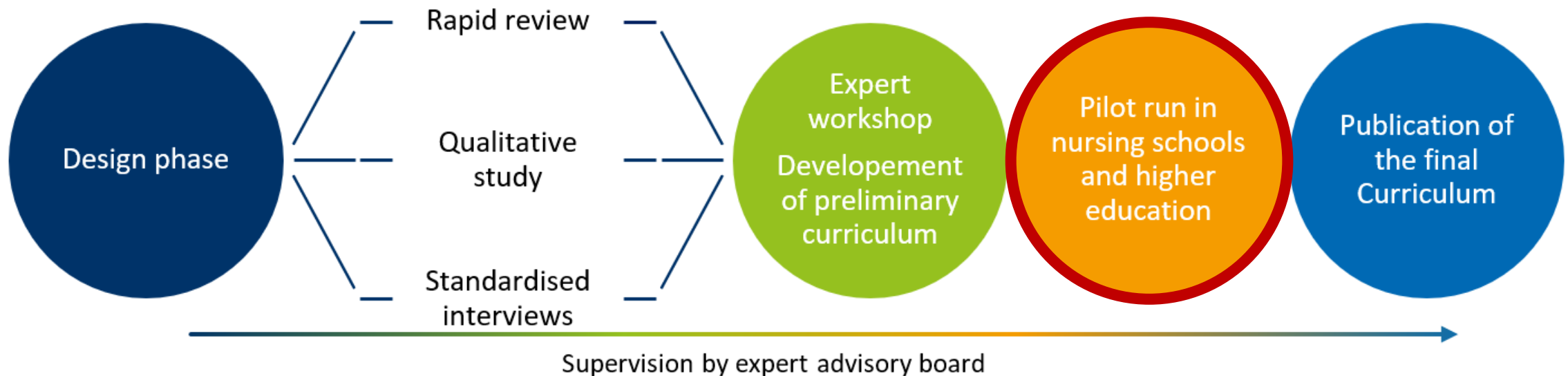
Interprofessional education (IPE)

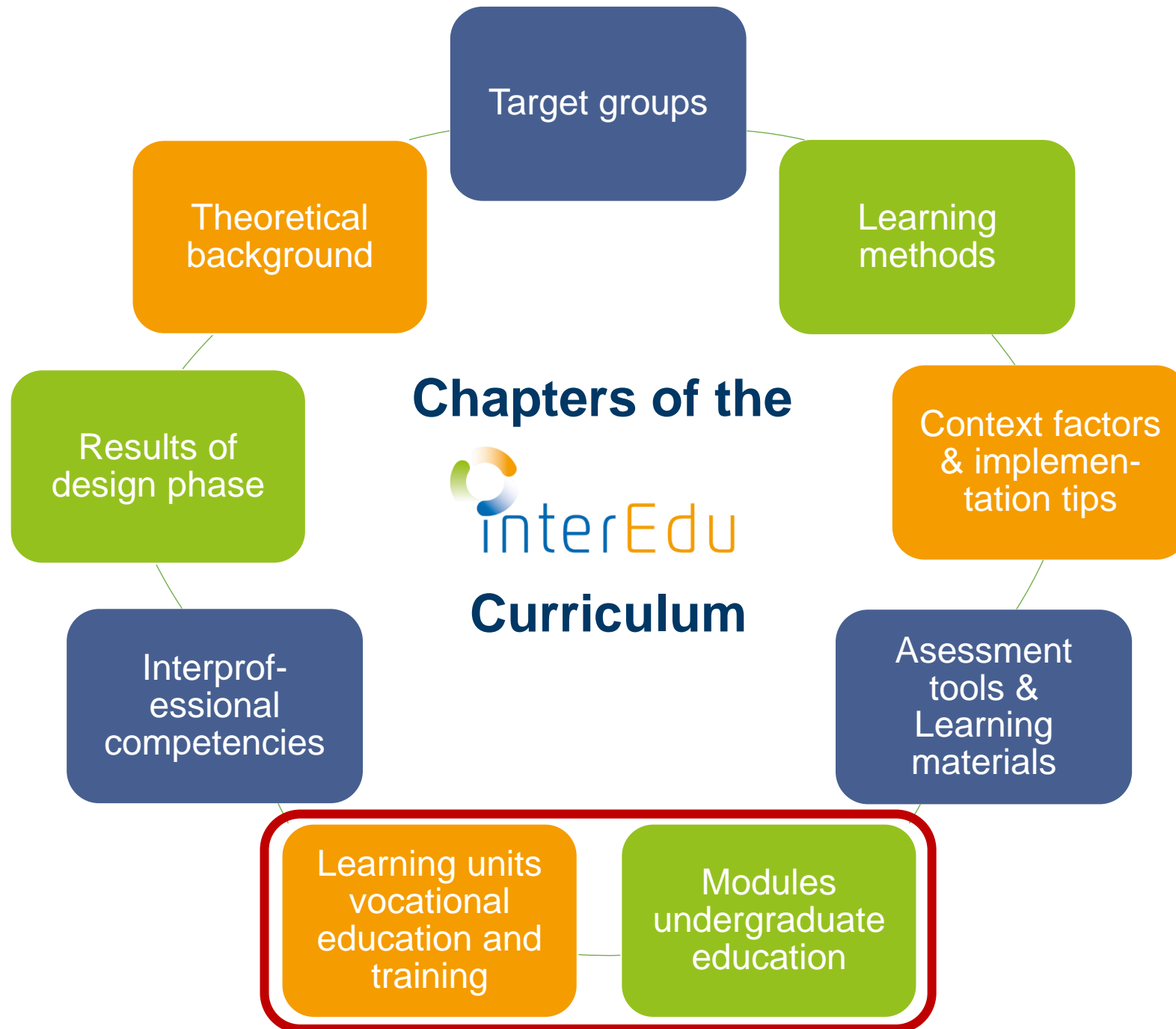
“Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.” (WHO 2010: 7)

- 2020 new Nursing Professions Act (PfIBG)
- for the first time in Germany interprofessional competencies are newly described as one of a relevant goal for nursing education

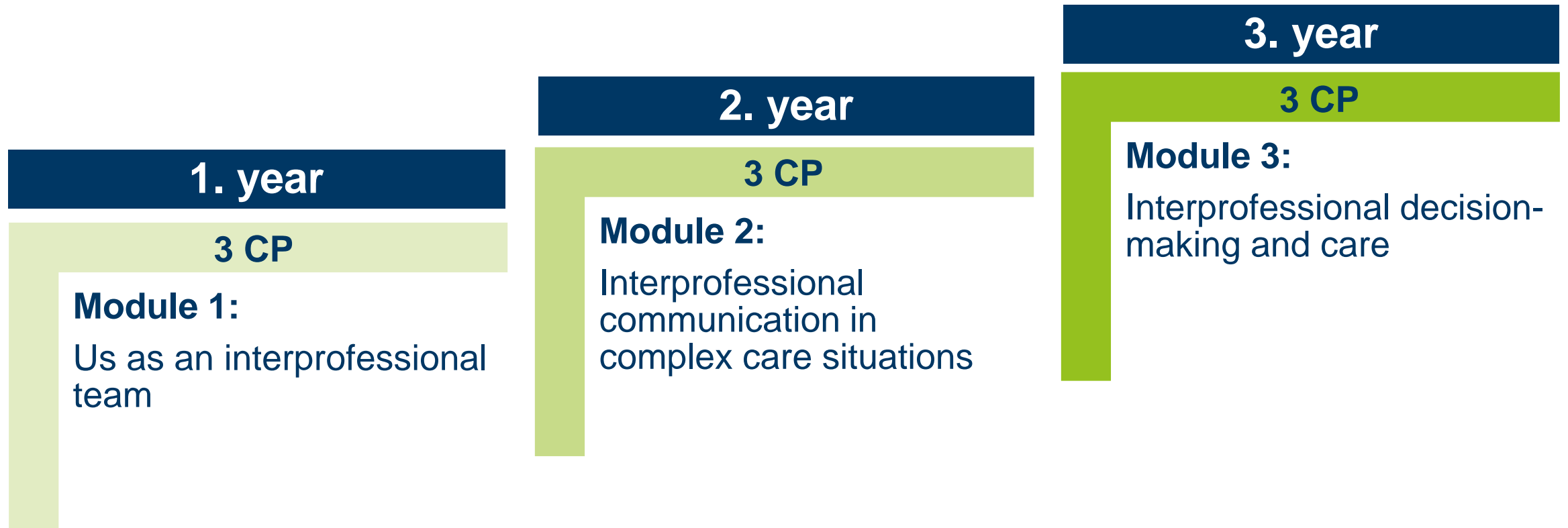
The interEdu project

Aim: Theoretically and empirically based development and piloting of a longitudinal curriculum for the training of interprofessional competencies in the context of vocational and undergraduate nursing education.





Overview modules undergraduate nursing education



CP = Credit points

Overview of learning units vocational education

1. year

72 hrs

- LU 1:** Develop an interprofessional understanding of roles
- LU 2:** Promote mobilisation and self-care
- LU 3:** Communicate in the interprofessional team

2. year

78 hrs

- LU 4:** Recognise and reflect on diversity in the interprofessional team
- LU 5:** Consult patients and their relatives in an interprofessional team
- LU 6:** Deal constructively with errors in the interprofessional team

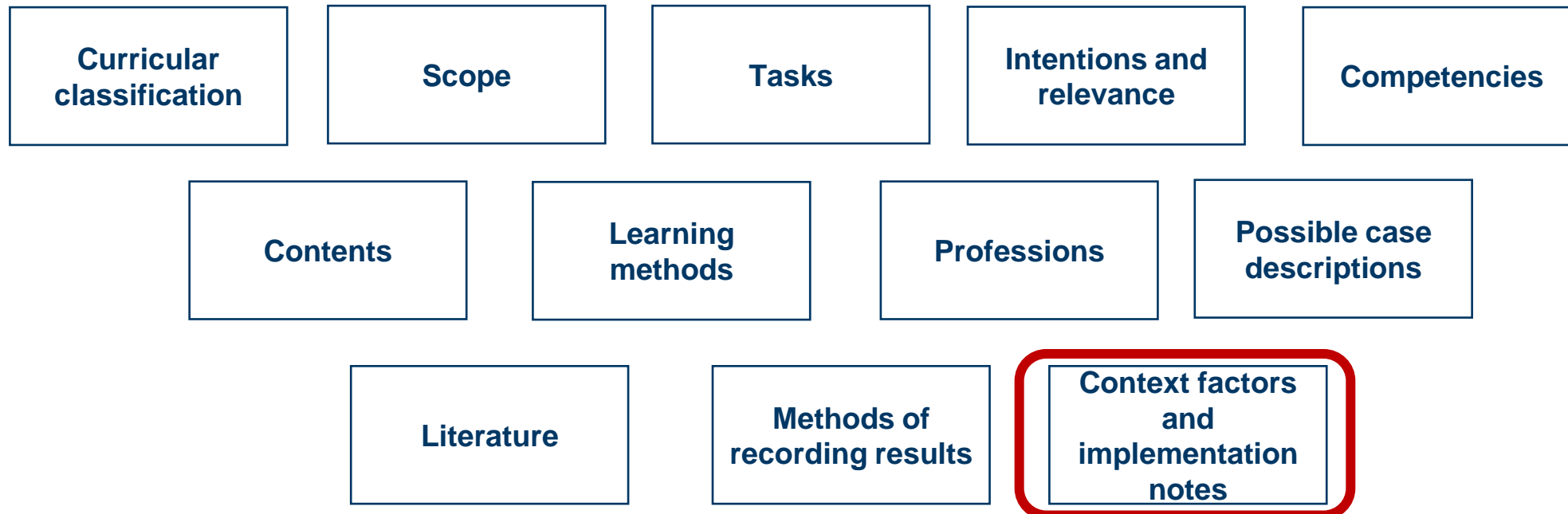
3. year

96 hrs

- LU 7:** Make ethical decisions in the interprofessional team
- LU 8:** Work on social and professional policy issues interprofessionally
- LU 9:** Combine profession-specific evidence

Matrix Learning Unit/Module

<p>Title of the learning unit</p> <p>LU 6</p>	<p>Deal constructively with errors in the interprofessional team “[...] Error culture, that is already to be introduced as a topic [...] to make clear [...], without good interprofessional collaboration there is a higher probability of not dealing well with such situations” (E10, pos. 186–189)</p>
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Context factors

Makro Level

- Legal framework and curricula
- Training regulation

Meso Level

- Cooperations
- Spatial, time and human resources
- Financial resources
- Commitment of educational institutions

Micro Level

- Attitudes of involved persons
- Teachers qualification
- Heterogeneity of the learning groups

Challenges and approaches for a sustainable implementation IPE

Legal Framework and Curricula

- Define legal framework conditions to enable IPE
- Building networks for further development of IPE

Human resources

- Facilitators training programm

Qualification teachers

- Training courses for teachers

Further steps

- Continuation of the implementation
- Accompanying evaluation
- Final Publication of the Interprofessional Curriculum

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Contact

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Discussion

Which experiences do you have in your institutions
in regard to context factors ?