

## Interprofessional Nutrition Management in Inpatient and Home Care

Mutual teaching project of the Medical Faculty of Heinrich Heine University Düsseldorf, the Düsseldorf University Hospital, and the FlieBner Fachhochschule Düsseldorf for medical students and students in the nursing and health dual-degree program.

### Brief description

This project involves the development and permanent implementation of an interprofessional learning and teaching course comprising two semester hours for 36 participants (medical students and students in the dual nursing and health bachelor's degree program). The students analyze nutrition management in the real-world, practical fields of in- and outpatient care and create individual care plans for patients designed to ensure that the patient receives the proper nutrition. In this process, the learning and teaching course utilizes the inquiry-based learning method. The results generated by the students will then be put into practice, which – in turn – should encourage innovation among the teams in the practical settings (in- and outpatient care). The development process of this combined learning and teaching course is accompanied by a scientific process analysis. Based on the example of this teaching and learning course, a model of university didactic be developed that can guide the establishment of interprofessional learning and teaching courses. In so doing, the model will make a contribution even beyond the scope of the project to anchoring interprofessional learning in the health care professions.

### Project structure and course

The project involves the development, execution, and evaluation of teaching and learning courses on the subject of interprofessional nutrition management, as well as the design of a model of university didactic for interprofessional teaching and learning courses. The institutional infrastructure for the coordination of interprofessional learning will remain anchored at the participating institutions. This project structure results in six project milestones:

1. Conception: The interprofessional nutrition management teaching and learning course has been developed and is available. (March 2017)
2. Execution and evaluation: The teaching and learning course has been carried out and evaluated with the initial cohort. (Summer semester 2017)
3. Scientific process evaluation: The results of the external qualitative research on the development phase of the concept are available. (May 2017)
4. Infrastructure for interprofessional training: The control group "interprofessional training" has been established and has conducted its work on a regular basis. (June 2017)
5. Model construction: The model of university didactic for the conception of interprofessional teaching and learning courses has been finalized and presented to the professional community. (July 2017)
6. The model of university didactic has been used for the development of an additional interprofessional teaching and learning course (required elective) on the treatment and prophylaxis of chronic back pain. (October 2017)

## What makes our initiative stand out?

This project can create additional added value on several different levels. The subject of study is a relevant problem from the practical world of in- and outpatient care for which interprofessional collaboration is a factor of success for the improvement of treatment outcomes for the patients. The problem will be presented to the participants in one of the units of Düsseldorf University Hospital (UKD) and as part of visits to the homes of patients who are part of the participating academic teaching practices.

Joint interprofessional project work enables the participants to intensively examine the topic during the learning and teaching course. The objectives of the work, among others, are the observation of structural conditions in the fields of out- and inpatient care. The students develop the criteria for observation themselves and ultimately put them to use. Through the use of profession-specific assessment tools for the nutritional situation, the participants create individual care plans in interprofessionally mixed groups to ensure the appropriate nutrition of their patients. Moreover, the learning groups create a project report that contains the knowledge gained about the structural conditions of nutrition management in the respective field of activity as well as derives recommendations for collaboration in the interprofessional care team. As part of a project presentation, they submit their conceptual recommendations to the responsible parties for the respective experimental field and respond to their questions and critical objections and feedback. We postulate that – through the presentation of the solutions resulting from the interprofessional work – the level of acceptance for change processes in practice will be improved.

## Accompanying research (Formative Evaluation) for the project

In cooperation with the educational research and educational management department  
Philosophy department at Heinrich Heine University Düsseldorf, Professor Heiner Barz

In the case of collaboration between nursing and medical degree programs, the challenge of constructive collaboration among different teaching and learning cultures is especially prevalent due to the fields of activity being traditionally incorporated into different levels of the hospital hierarchies.

During the development phase of the teaching and learning concept, attitudes toward collaboration should be documented and made available for reflection so that any potential points of contention can be addressed early on within the team. Project participants have mutual expectations of the roles as well as specific understanding of the job characteristics in practice.

The main feature of the accompanying research is a formative evaluation conducted with focus groups. At two points, different project participants should speak about topic-related content – but also about subject- and collaboration-related aspects – under the guidance of an experienced moderator.

Similar to the problem-focused individual conversation, this focus group process enables the determination of subjective experiences, affective components, and attitudes toward a field of discourse without previous categorizations – because they are inextricably linked with the use of quantitative instruments – determining the research results.