



GReTL2.0 – Interprofessional Training of Health Care Professions in Reflexive and Transformative Learning

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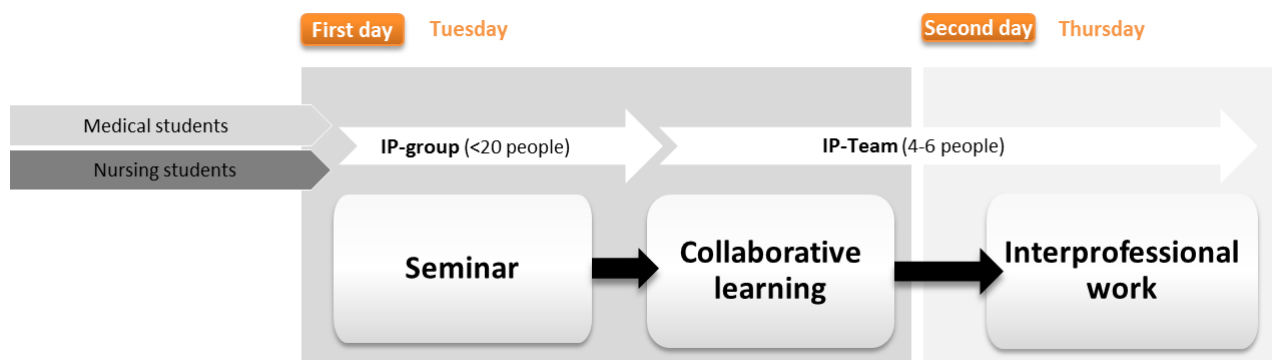
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Brief Description:

The GReTL2.0 project involves the conception, testing, and continuation of interprofessional courses associated with the medical program as well as training in nursing and health care at the medical school of Martin Luther University (MLU) Halle-Wittenberg. Learning within the framework of GReTL2.0 is meant to be transformative in nature, which specifically involves the acquisition of skills and self-confidence and critical reflection on one's own professional behavior. The experiences will be made available to other educators in a structured guide for IPL modules.

Since the 2014/15 winter semester, medical students have been attending interprofessional course modules during their practical year (PY) along with nursing trainees at the Dorothea Erxleben Lernzentrum. Participation in the course modules has been made a required part of the PY curriculum for medical students. The nursing students participate as part of the practical portion of their courses, which is provided for by close cooperation with the Training Centre for Health Care Professions (AZG) of the University Hospital in Halle. In the future, interprofessional courses will be a requisite part of the model evidence-based care program for primary qualification at the medical school of the MLU.

A standardized module structure was developed based on the experiences of the starter module on interprofessional emergency management, which now serves as the basis for the development of additional interprofessional course modules (see graphic).



Using various educational approaches (seminar, cooperative completion of group tasks, interprofessional work in the form of simulation training, or standardized patient units), completed thematic units will be addressed in the module so that interprofessional learning is always associated with a specialized, in-depth knowledge. The objective is to prepare students for the particular challenges of everyday work in a clinic in a targeted manner. For the conception of additional modules, interprofessional interfaces in the clinical environment are carved out with the help of experts and combined with focus areas such as geriatrics or palliative medicine. The conception of the modules and the qualification of the teachers are conducted by an interprofessional project team whose members have specific expertise in their fields as well as in teaching the subjects of medicine and the health care professions.

An additional focus area of the project is the accompanying scientific research, which is incorporated into several evaluation levels: the learning groups will be surveyed in relation to execution, goal setting, relevance, and transfer perspective of the new courses. Observable team-promoting interaction structures taking place during interprofessional work (simulation training or standardized patient units) are identified using video analysis of the interactions and reflected upon within the learning groups. A qualitative overview of these supporting interaction elements is incorporated into the guide so that, in the future, they can be integrated into interprofessional courses in a targeted manner. Opinions on interprofessional courses and interprofessional collaboration will be surveyed through a cross-section analysis of every year in the medical degree program as well as of the students and trainees in the care professions in order to address the needs of the students in a more targeted manner.

The objective here is to establish a sustainable, well-designed interprofessional training program at the medical school of the MLU. Due to the transformative and reflective approach of our courses, an increase in skills as part of direct, clinical interactions and team processes as a result of a better understanding of the professional roles of the team members is expected. This should be groundbreaking with regard to long-term interprofessional collaboration in patient-oriented care.