

# Invited Speaker Abstract

Official Language: English

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## Title of Presentation

Inter-professional work-based learning in learning environments: the so called 'Sparkcentres'

### **1. Abstract**

In future healthcare functioning, resilience and self-direction of citizens are at stake. This requires a new and different skillset of healthcare professionals. They must learn to collaborate with other professionals and participate in regional development and innovations.

The Faculty of Health and Social Studies of the HAN university developed inter-professional work-based learning in learning environments; the so called 'Sparkcentres'. The aim of these Sparkcentres is to provide lifelong learning, to contribute to regional innovation and to help solve professional and social issues. In the Sparkcentres, 20 to 25 students from different healthcare disciplines, two embedded lecturers/researchers and practitioners work together with citizens on issues in healthcare.

Boundary crossing is a term used for processes in which a boundary is experienced between parties (such as educators and healthcare professionals) and need effort to settle the boundary. In the Sparkcentres different learning mechanisms of boundary crossing are put in motion. Through the education in the Sparkcentres the participants develop insight in the work of their colleagues from different disciplines and find ways to bridge the differences.

The first evaluations of the Sparkcentres education shows promising results in competence development of students

### **2. key reference**

- Hoeve, H, Kuijer-Siebelink, W. Nieuwenhuis, L. (2019) Innovative Work-Based Learning for Responsive Vocational Education and Training (VET): Lessons From Dutch Higher VET. Book chapter. H21, p 415-432. In: eds. Guile, D and Unwin L. The Wiley Handbook of Vocational Education and Training. Wiley-Blackwell.
- Tsakitzidis, G., & Paul, R. v. (2015). Leren interprofessioneel samenwerken in de gezondheidszorg. Berchem: De Boeck.
- World Health Organization. (2010). Framework for Action on Interprofessional Education & Collaborative Practice. Geneve: World Health Organization.
- Bakker, A., Zitter, I., Beusaert, S., & Bruijn, E. d. (2016). Tussen opleiding en beroepspraktijk. Assen: Koninklijke Van Gorcum.

### **3. key messages**

- Inter-professional education is extra effective when it is done in work-based learning environments
- Using boundary crossing principles for inter-professional collaboration and education is

successful.