APPRENTICESHIPS: learning is working – working is learning

The HAN Centre of Expertise Rapid Recovery promotes and facilitates the cooperation between service providing organisations, research institutions and the HAN. The aim of the Centre of Expertise is to optimise health care. The CoE provides apprenticeship programmes that combine education, research and on-the-job training. Students, researchers and professionals work together intensively in interprofessional health care services and ongoing lines of research, whilst learning from each other throughout the process. They collectively develop new knowledge and insights that enrich the professionals’ competence and provide vocational education.
Apprenticeship research topics include integrated rehabilitation care, prevention, diagnostics, community based care and e-health.

Education and research programmes at the ZZG Zorggroep (Care group) Recovery Hotel focus on geriatric rehabilitation. Education and research programmes at the Thermion Academic Health Care Centre focus on cooperation in informal care and primary health care. This includes home care, care at the general practitioner level, speech and language therapy, dietetics, occupational therapy and physiotherapy. In addition, there are collaborations with various hospitals.
“You could compare our campus with a laboratory. You learn so much in a safe environment, which makes it very interesting to have our students, lecturers, researchers and professionals participate intensively together in an apprenticeship programme. This provides the professionals who have field experience with scholarship and the students who have professional knowledge with exposure to practice. The apprenticeships are creative workspaces for innovations in the area of health care, well-being and sport.”
The following professionals work at the Thermion: general practitioners, the ZZG Care group, GGD (Public Health Services), NIM Social work, physiotherapists, occupational therapists, speech and language therapists, nutrition experts, dieticians, Cesar therapists, child psychologists and psychologists. Students get the opportunity to acquire practical experience and to research relevant issues in this interprofessional environment.

“The Thermion apprenticeship is a good example of the connection between education, research and practice”, says Wietske Kuijer, coordinator of Thermion research apprenticeship and senior lecturer at the HAN. “Our research trajectory concerns itself with the optimisation of integrated health care. That is necessary because primary health care is becoming increasingly more complex.”

Complexity requires interprofessional coordination
Nynke Scherpbier – Head Primary Care Specialty Training Department at Radboud University Nijmegen Medical Centre and general practitioner at Thermion adds: “People are getting older, becoming more ill and taking a variety of medications that can affect each other negatively. In addition, much of their care moves from the
secondary care to the primary care setting. Services in primary care are becoming increasingly complex and this requires a higher level of coordination between various disciplines. How is this done to facilitate optimal care whilst maintaining a client’s independence? What role do prevention, consultation, advice service and new technology play in this process? These and other questions are dealt with in the ongoing practice-based research.

Learning from and with each other
Wietske Kuijer: “Students acquire practical experience at the Thermion. They work together with students from other disciplines and with professionals. They get to work on complex health care problems and experiment with new forms of integrated health care provision. Each group of students works on their own specific research question which is integrated into one research trajectory. After their part of the research is completed, the students draw their conclusions and make recommendations that are then implemented in the practice setting. This is how students, researchers and professionals jointly develop health care for the future and learn from each other.”
“Working together, living together, innovating together. That is the strength of the apprenticeships.”

WIETSKE KUIJER, COORDINATOR OF THERMION RESEARCH APPRENTICESHIPS AND SENIOR LECTURER OF IPS AT HAN

“The critical questions posed by students assist the professionals to break through their standard routines in order to optimise integrated health care services.”

NYNKE SCHERPBIER, HEAD PRIMARY CARE SPECIALTY TRAINING DEPARTMENT AT RABOUD UNIVERSITY NIJMEGEN MEDICAL CENTRE AND GENERAL PRACTITIONER AT THERMION
“We investigate how the Thermion can optimise patient participation. The nice thing about working with the apprenticeships is that you progress collectively. This aligns the allied health- and social sectors more closely with each other.

We can really make great strides forward because professionals and students from different disciplines use each other’s qualities.” CHARINA AND EEFKE, STUDENTS AT THERMIOn
ZZG RECOVERY HOTEL

The ZZG Recovery Hotel offers a unique combination of geriatric rehabilitation and ‘recovery with care’. For example, people who have had surgery or a stroke. An apprenticeship programme was set up immediately after the opening of the Recovery Hotel. Students in the nutrition and dietetics, physiotherapy, speech and language therapy, oral hygiene, occupational therapy and nursing education programmes work in an interprofessional manner together in stroke care.

Christa Nollen, Director of the ZZG Recovery Hotel: “Students not only bring their curiosity and critical questions along with them, they also bring the up-to-date theory resources. They see things differently and also teach us to see things differently. That is the start of innovation. This is how they raise our client care to a higher level.”

A broad view on rehabilitation

“Rehabilitation means much more than just doing your exercises. It’s not only about whether that arm or hip works again. We want people to start living their lives again, to participate and to be a part of things. They should be doing the things that they find important and that contribute, to their sense of health.”
“Students see things differently and also teach us to see things differently. That is the start of innovation.”

CHRISTA NOLLEN, DIRECTOR OF THE ZZG RECOVERY HOTEL
We want to create an inviting, enriching environment that promotes health. The ongoing research trajectory investigates how we can best structure the environment in order to achieve that. Additionally, we take a holistic view. This means, for example, that we want to know how our clients’ self-confidence and their own initiative can grow. But it also means knowing what our clients’ nutritional needs are or how we can best implement the use of apps to meet their needs. The research results of the students contribute to practical innovations in our health care services.

RIA NIJHUIS – VAN DER SANDEN, PROFESSOR IN ALLIED HEALTHCARE AT THE RADBOUD UNIVERSITY NIJMEGEN MEDICAL CENTRE: “I think the most important value added by the apprenticeships is that patients, students, professionals and researchers cooperate to find answers to questions that arise in practice. That means that the research results immediately add value to the patients, the professionals (including the future professionals) and society. The apprenticeships comprise a strong network of different disciplines, where innovative ideas get the room they need to grow into evidence-based interventions.”
Students see things differently and also teach us to see differently. That is the start of innovation. Christa Nollen, Director of the ZZG Recovery Hotel
EMBEDDED RESEARCH AND EDUCATION

Innovation from education

HAN

Practice

Innovation from the care sector

Continuing learning
Interprofessional education

Ongoing practice-based research

Professor

Students in practice education

Student researchers

Lecturer and practitioner

Researcher and practitioner
EMBEDDED RESEARCH AND EDUCATION SUMMARISED

- Embedded research and education is a powerful combination of education, research and practice;
- Students and professionals work together in an interprofessional environment where everyone learns from each other;
- Students, researchers and professionals perform long-term practice-based research on current issues;
- The result is durable, cost-effective innovation, from which patients, professional, researchers and students benefit.

WANT TO KNOW MORE?

If you want to know more about embedded research and education, contact us at snellerherstel@han.nl or call +31 (0) 24 253 16 29.

Team Sneller Herstel (Rapid Recovery)