

Collaborative instruments in enhancing professional competences

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Introduction

This abstract describes the means to develop the professional knowhow and competencies developed in the project.

Collaborative Intensity development projects aims to produce an innovative collaborative model between higher education and working life. The project partners are Metropolia University of Applied Sciences in Helsinki and the city hospital in Espoo. The project is taking place in the hospital of Espoo city.

Methods

The partnership model is developed as an action research in the Espoo-Metropolia pilot. The pilot consists of three subprojects that focus on patient safety, discharge, and enabling occupation, besides each project creates instruments for competence building.

Results

1. The principle lecturers coach ward personnel in terms of change that is taking place at hospital, ward and individual level. The whole multiprofessional staff of the wards participates to the coaching process. The staff includes a doctor, nurses, occupational therapists, physiotherapists, social workers and assistant nurses. The staff is divided into smaller multiprofessional groups (size 10-15 members). Each group has one hour coaching session once every three or four weeks.
2. The teachers give lecturers over their speciality during a spesific hour called wardhour that is taking place on weekly basis. The whole ward staff, students, and sometimes the other teachers from Metropolia University of Applied Sciences participate. The themes for the lecturers come from the needs expressed by the ward.
3. The integration of the theoretical studies to development work. Multiprofessional students from different degree programs and from different years and levels work together to develop the same target. Teachers adapt individual assignments according to students' curriculums.
4. All the working life developers and developing teachers, project personal, directors participate to twice a semester organized workshops. In the workshop the focus is to find as a partners win-win solutions for mutually important themes like collaboration in

working life professional competencies and professional competencies in the higher education together; recruitment promotion, students field practices in a win-win way.

5. Three subproject groups have multiprofessional groups where they plan and realise their own developing project. The workers in each subproject group are named by the hospital and by Metropolia University of Applied Sciences and they represent the very best experts in the subjects areas.
6. Multiprofessional final thesis seminars. Specialists from working life and Higher education take part and supervise students in the thematic final thesis seminars. The themes are the same as Collaborative intensity project's subprojects.
7. Coaching teacher 2 days/ week. One experienced teachers from Metropolia University of Applied Sciences has a coaching role on enhancing win-win collaboration in hospital. She is a kind of in-between person between the hospital and the higher education. The main tasks are 1) to supervise the teachers and students into project work that is done as a part of students field placements; 2) to map, listen and react to hospital staff's needs in terms of competence developing, developing work and students supervising; 3) to give or organize training in students' supervising to the hospital staff and 4) to have and run the students corner.
8. Teachers working life period. Every teacher from any degree program who supervises students' clinical studies can stay at wards one week or 40 hours. The teachers and the corresponding ward staff answer to a questionnaires concerning the ideas of collaboration when developing competencies and knowhow in a collaborative win-win manner.
9. Working life and higher education do benchmarking with the organizations they find interesting in terms of each subproject's developing work. These are done always together with both hospital's and Metropolia's personnel.
10. Hospital of Espoo city was devoted to microsystem developing model before Collaborative Intensity project started. The project uses this model as a part of its developing work in collaboration.
11. Journal clubs: Multiprofessional student groups take part journal clubs organized at the project wards.
12. Multiprofessional case study. Students practice their professional communication, multiprofessional co-operation and case analyzing skill in multiprofessional case study groups run by coaching teachers and taking place in wards.

Conclusion

Collaborative Intensity project has developed and implemented several instruments for enhancing professional competences. At this phase instruments were produced for working life surroundings. It was more natural and easier both for lecturers and professional staff in the field. It seems that it is more difficult to professionals in the field to use their competences in higher education surroundings. The question is: Is the higher education system open enough to welcome the practical knowledge from the field.