

# Dutch care innovation units and networks: enriched cultures for learning and working

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# Programme

- A short introduction (Miranda)
- Example 1: Freedom of movement for older persons with cognitive impairments (De Wever; Jolande, Monika and Ragna)
- Example 2: Collaborative learning within community care (RSZK: Dionne, Daniël)
- Questions and dialogue
- Closure: What we (don't) know about consequences and effects of CIUs/CINs (Miranda)



# **Dutch care innovation units and networks: an introduction**

**Miranda Snoeren**  
**Knowledge Centre Person-Centred Practices**

# Care Innovation Units (CIU) and Networks (CIN)

- Mixed team of staff and students
- Aim: Combining care, education, innovation and research with the objective of increasing quality of care and development of stimulating workplaces
- Lecturer practitioner (LP)
- Knowledge Centre Person-Centred Practices
- After 10 years: 17 CIUs/CINs in 9 organisations



# Practice Development (Manley et al, 2010)

A continuous process of developing person-centred and evidence informed cultures

- Enabled by facilitators who authentically engage with individuals and teams
- Based on various forms of evidence
- Learning in and at work
- Bottom-up



# CIU: the movie



# De Wever Care Innovation Units (CIU)



# De Wever

## De Wever



### Locaties

- |                    |                        |
|--------------------|------------------------|
| A. Damast          | K. Joannes Zwijsen     |
| B. De Bijsterstede | M. Koningsvoorde       |
| C. De Driehoek     | N. Mater Misericordiae |
| D. De Hazelaar     | O. Nelson Mandelahof   |
| E. De Heikant      | P. Notre Dame          |
| F. De Kievitshorst | Q. Padua               |
| G. De Sporen       | R. Olivijn             |
| H. De Vleugel      | S. Reyshoeve           |
| I. Den Herdgang    | T. Satiijnhof          |
| J. Dennenheuvel    | U. De Wever Centraal   |



# CIU Rietveld

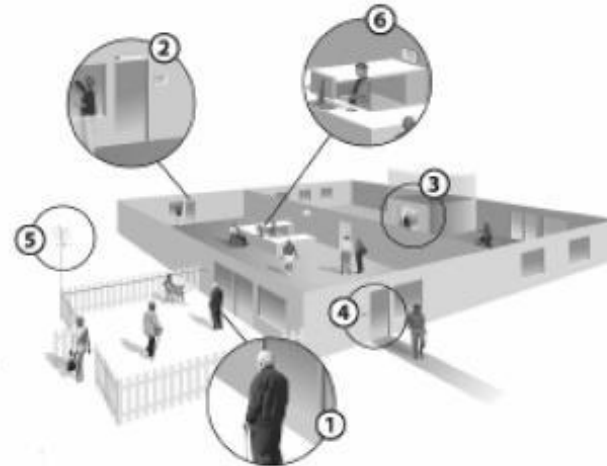


# Learning climate on Rietveld

- Open communication about the best way to give care
  - Feedback
  - Critical questions
- Reflective approach
  - Do we do the right things right?
  - How can we improve?
- Our support system on innovation
  - Knowledge centre
  - School of nursing → Bachelor theses

# An example...

- The CIU Rietveld is a locked ward,
  - Organisational vision on freedom of movement
  - Appropriate?
- technical solutions?
  - fit needs?
- Do we know the needs?



# Research on freedom of movement

- The knowledge centre and Rietveld formulated a bachelor dissertation assignment
- A qualitative research using focus groups and the CCI method (claims concerns and issues)
  - Some of the themes that emerged
    - Shared vision: more freedom should be given to the clients
    - Safety issues
    - One size does not fit all
    - Responsibilities of staff
- Take into account the C (concerns) and I (issues) of the team before making further plans
- A new assignment to explore family claims, concerns and issues

# Successes of this approach

On the aspect of:

- Team Dynamics
- Collaborative learning
- CIU as an incubator
- Student as a catalyst

# Concerns

## ➤ Proceedings

### ➤ Sustainability

### ➤ Continuity is important

- Thinking in research programs

- Collaboration with the Knowledge Centre helps

# Any questions?

- Any need for clarification?
- Dialogue after the next presentation

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RSZK ZorgProfessionals

# Collaborative learning within community care: creating networks

## The perfect match?!

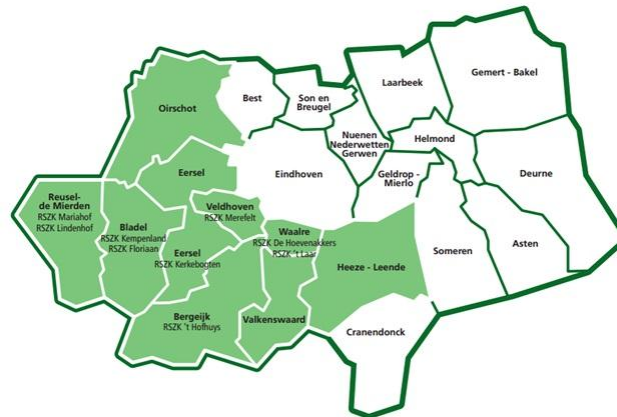
Dionne Berends

Daniël de Wit



# RSZK

- ▶ Health Care Organization
- ▶ Operating in the south of the Netherlands
- ▶ 16 Community Health Care teams
- ▶ 1 Bachelor of Nursing Intern in each team





# Expectations of the students before their internship

- ▶ No ambitions to work in the Community Health Care
- ▶ No development opportunities
- ▶ Easy work



# Changes in 2015, the future of Community Health Care

- ▶ Changing government policies
- ▶ Enabling elderly to stay at home longer
- ▶ Comorbidity
- ▶ Future of Community Health Care needs more higher educated employees

**Daniël, what was your view on Community Health Care before starting your internship?**



# Experience of a former student

- ▶ Graduating student in the first group of the Learning Network
- ▶ No great enthusiasm
- ▶ Lack of complexity and coördinating tasks

**What influenced this image of Community Health Care?**



# Experience of a former student

- ▶ Lack of attention to Community Health Care
- ▶ Example cases based on lecturer hospital-experiences
- ▶ Verification from other former students
- ▶ Lecturers at the university lack lived experience of Community Health Care
- ▶ Lecturers fail to enthuse students

How did your view change during your internship?





# My changing view

- ▶ Positive change
- ▶ Learning Community Meetings with other students
- ▶ Tasks of a nurse in the Community Health Care setting
- ▶ From intern to employee
- ▶ But how can I continue to develop myself within my daily job?



# Learning Network

- ▶ Lecturers and nurses want to develop
- ▶ Identification of learning needs
- ▶ Forming couples based on qualities and questions
- ▶ Mutual Learning Environment

Daniël, you were part of a couple, can you share your experience with us?

# Experience as part of a learning couple

- ▶ Learning questions
- ▶ My question: How can I involve informal caregivers?
  - ▶ Communication
- ▶ Lecturer is an expert in communication
- ▶ The lecturer wanted to expand her vision on Community Health Care

**What was your approach to finding answers to these questions?**

# Experience as part of a learning couple

- ▶ Care evaluation
  - ▶ Client
  - ▶ Family caregivers
  - ▶ Nurse
- ▶ With permission of client and family
- ▶ Preparation
  - ▶ Tasks of a Community Nurse
  - ▶ Examples
  - ▶ Purpose of the evaluation

How did this care evaluation go?



# Experience as part of a learning couple

- ▶ Care evaluation
- ▶ Role of the lecturer
- ▶ Feedback
- ▶ Unique chance



What was the lecturer's experience?

# Experience of the professor

- ▶ Better understanding of current situation

**What's next?**

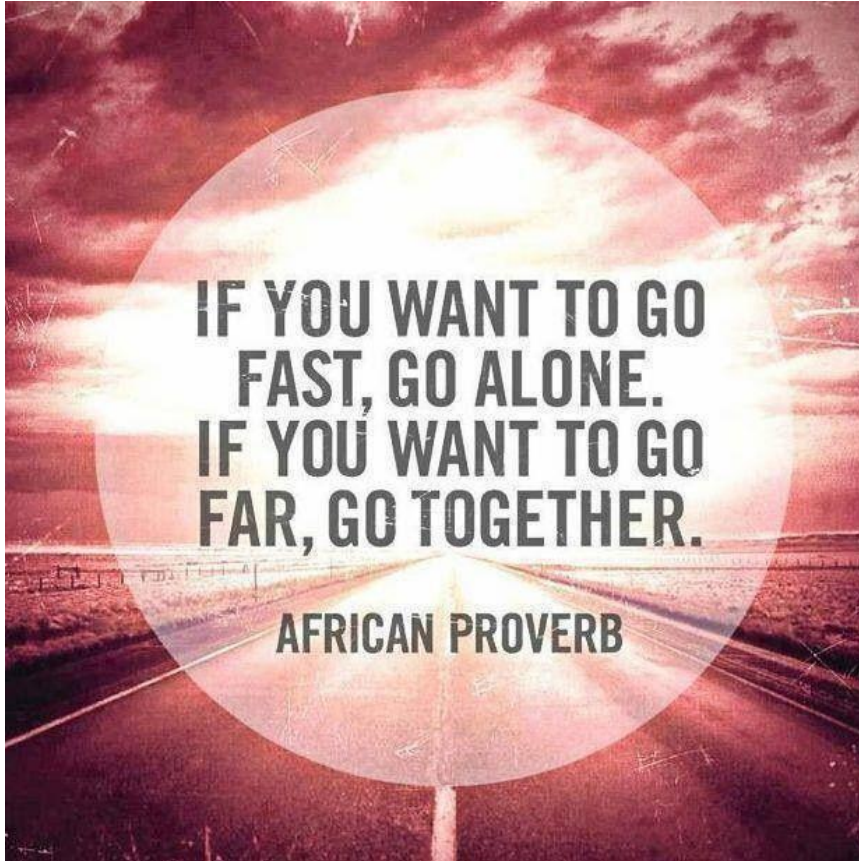
# The future

- ▶ Follow-up
- ▶ More mutual learning

# Conclusion and issue

- ▶ Current mutual learning
  - ▶ Nurses in Community Health Care
  - ▶ Lecturers
  - ▶ Students
- ▶ How to motivate colleagues?

# Thank you for your attention



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# Further exploration of CIU/CINs through dialogue

# How to encourage sustainable changes in practice?





# How to involve others and to promote dissemination among other teams and wards?



# What we (don't) know about the consequences and effects of CIUs/CINs

Miranda Snoeren  
Knowledge Centre Person-Centred Practices

# Influence and results of CIU/CINs

- Students experience abundant learning (Snoeren et al, 2016)
- Positive influence on students' self-efficacy beliefs (Gloudemans, 2012)
- Case studies show staff learning, cultural change and more person-centred care (Snoeren, 2015)
- Care organisations experience low staff turnover and increased attentiveness from potential staff.



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