ORAL PRESENTATIONS AND WORKSHOPS

ROOM L.03.11
09:00-10:15 ORAL PRESENTATIONS

Title	Return to work: How to speak the same language across all stakeholders?
Institution	PXL University College of Applied Sciences and Arts
Authors	G. Theuwissen
Presenter	Els Knippenberg

Background/Relevance
Workers absent from work for more than 4 weeks face significant challenges in job retention and returning to work due to the duration and the complexity of the process. Employees do not know which stakeholder can provide support and/or advice, and at which point in time. Additionally, they receive contrary information, have to tell their story several times and are unaware of the administrative documents that are necessary for their situation.

Aim
We aim to explore the specific problems that occur at each point in time, with each stakeholder, and look into developing at least one solution.

Methods and materials
Semi-structured interviews, co-creation and feedbackloops with all stakeholders (i.e. employee, employer, primary/occupational/consulting physician, return-to-work coordinators) were performed in Flanders (Belgium) between January and May 2024.

Results
Twenty-four semi-structured interviews and three feedbackloops were conducted with a diverse group of stakeholders. By creating a customer journey, two main practical issues of the process were detected. First, there is a lack of uniform communication between all stakeholders. And second, the paucity of a standardised evaluation protocol. During a co-creation session (n = 13) with stakeholders, these issues were aligned and further discussed. This resulted in the demand for a solution for the communication problem between all stakeholders. Based on the interviews, the feedbackloops and the co-creation session, a digital proof-of-concept regarding a communication tool was generated through ThingLink. This was presented to two stakeholders and feedback was gathered and implemented in the developed proof-of-concept of a communication tool. This will be further developed within an iterative user-centred process.

Conclusions
The return-to-work process is complicated in Belgium. Through interviews, feedbackloops, and co-creation with all stakeholders, a proof-of-concept of a communication tool is created. This proof-of-concept will be further developed towards a functional prototype within an iterative user-centred process.

Title	Living labs healthy ageing for all (AHAA): the co-creative development and implementation of an integral lifestyle program for socially vulnerable community-dwelling older adults in Flanders and Brussels
Institution	Odisee University of Applied Sciences
Authors	Sabine Lambers (1), Pieterjan Verschelden (1), Eva Es (1), Julie Vanderlinden (1,2) 1. Odisee University of Applied Sciences, Department of Health Care, Belgium; 2. University of Brussels, Medical sciences (Pain in motion research group), Belgium
Presenter	Julie Vanderlinden

Background/relevance

Socially vulnerable older adults often face lower health literacy and limited access to health care. Current lifestyle programs for older adults are often insufficiently adapted to this socially vulnerable target group. From a public health perspective, lifestyle programs that improve the health of these older adults, should be made more accessible by involving the expertise, the participation and the needs of this group. Despite the important role of community health professionals within health promotion, information on healthy lifestyle behaviors in an older population is lacking in the curricula of health educational programs. Therefore, students in health care education should be made more aware of the importance of healthy lifestyle behaviors within the scope of healthy ageing.

Aim

The aim of this project was to develop and implement a lifestyle program adapted to the expectations and needs of socially vulnerable older adults.

Methods and materials

Motivators and barriers for a healthy lifestyle were identified through focus groups. Both the target group and the local community centers were involved in the co-creation of this AHAA program. Students (n=21) from nursing, occupational therapy and nutrition were involved in the needs assessment and implementation of this AHAA program in the form of research support, public services and their bachelor's thesis.

Results

The developed AHAA-program consisted out of 10 weekly group sessions on physical activity, nutrition, stress, sleep, positive psychology, meaningful living and motivation. Ten health/community centers for community dwelling older adults in Flanders and Brussels were included. In total, 110 older adults were recruited out of which 90 completed the full program. The program was evaluated by means of objective and subjective methods.

Conclusions

This AHAA program was developed in co-creation with the socially vulnerable older adults. Both researchers and students were involved in this real-life program to raise awareness about healthy lifestyle and to help these socially vulnerable older adults to take up more healthy behaviors on a daily basis. Including students in this research project helped them understand social frailty and the importance of different lifestyle behaviors in an older population to support 'Healthy ageing'.

Keywords

Living labs, Healthy ageing, Co-creation

Title	Learning to learn in the complex health transition; a living lab approach.
Institution	Hanze UAS
Authors	R. Kersjes (Hanze UAS), M. Bosch (Hanze UAS)
Presenter	Paul Beenen

Background/relevance

Our education systems need to contribute to sustainability transitions. In health, transformative change is needed where health is no longer seen as something that solely belongs to healthcare systems but is seen as an intrinsic value in everyday life that needs caring for. The inherent complexity of these challenges (e.g. multiple stakeholders who have different views and interests) means that there are no concrete, easy, solutions. Therefore, they cannot be tackled in a traditional, project-based way. Instead, a long-term learning process is needed in which education, research and innovation are blended and rooted in the complex reality of daily practice.

Aim

To offer students a learning landscape and tools to deal with complex societal challenges. These issues cannot be taught well in a class-based setting, using traditional education (e.g. knowledge transfer), as the complexity of the issues is rooted in the messy reality of daily practice. Instead, we designed a Living Lab: a regional program team including citizens, businesses, care and welfare organisations, knowledge institutes, governance and the voice of the environment.

Method and materials

Students from various backgrounds (formal educational programs of various knowledge institutes, vocational, universities (applied sciences)) are partaking in informal learning practices in the program team. The method we present is reflexive monitoring (or learning evaluation) in which the learning processes of both the students and all other participants are being monitored. We show a) the design of the overall method, b) a number of examples of instruments which can be used, such as the timeline method and the dynamic learning agenda, and c) examples of results derived from earlier applications of the methodology in various regional projects.

Outcomes

Students will gain important skills to navigate transition processes where one-size fits all solutions don’t exist. They (as well as the other stakeholders) will learn how to design a monitoring process that guides the wayfinding in practice.

Conclusion/ future direction

We are currently studying how to integrate the method and instruments into the daily practice of stakeholders in a feasible way.

Keywords

Living Labs, sustainability transition, innovative education

Title	How to develop an in-depth collaboration between research, (primary care) practice and education; putting the concept of the 'academic workplace' into practice.
Institution	Artevelde University of Applied Sciences
Authors	S. Ackaert (Artevelde University of Applied Sciences, Ghent, Belgium), P. Devriendt (Artevelde University of Applied Sciences, Ghent, Belgium)
Presenter	Elise Pattyn

Background

Primary care is being challenged in multiple ways. The concept of the 'academic workplace', involving stakeholders from research, primary care practice and education might be a potential solution to tackle these complex issues through interdisciplinary collaboration in order to improve quality of primary care. Yet putting this academic workplace into practice seems to be challenging.

Aim

The aim of this research project is to identify the strengths and facilitators as well as the challenges and pitfalls of implementing the concept of an academic workplace.

Methods

Data will be gathered by means of 2 focus groups discussions and semi-structured interviews (N=6). One focus group will take place with the current members of the academic workplace involving primary care practitioners (N= 5) and another one will include potential future members of the academic workplace, also involving representatives from the field of education (teachers and students) (N=12). In addition, in-depth interviews will take place with patient representatives, informal care takers and volunteers involved in community care.

Results

In a first phase, three research topics have been outlined by the academic workplace to work upon collaboratively: (1) strenghtening integrated care through the method of patient journeys, (2) improving preventive care through the method of shadowing and (3) facilitating the collaboration between informal and formal care through the method of cocreating community care interventions and outlining the service blueprint behind it. In a second phase, the results of the focus groups and semi-structured interviews will discuss the gain creators, pain relievers and preconditions related to the involvement of all the different stakeholders in the academic workplace from the fields of research, primary care practice and education. How to facilitate common decision-making? What is the win-win for each partner? What is the impact of the academic workplace?

Conclusions

Based on these results, we will refine and upgrade the collaboration between the different stakeholders in the academic workplace version 2.0.

Title	Stimulating inclusive attitude among students through the Universal design paradigm
Institution	UHasselt
Authors	prof.Jan Vanrie (UHasselt, Hasselt, Belgium), prof. A. Spooren (UHasselt, Hasselt, Belgium), dr. Elke Ielegems
Presenter	Annemie Spooren

Background
As the importance of inclusion and diversity continues to grow, it becomes crucial not only to build knowledge and understanding of the topic, but also to foster inclusive attitudes and mindsets for personal and professional development. Universities may play a key role in this by creating inclusive learning environments and raising awareness of inclusive attitudes among students, teachers, and within the broader community.

Aim
To develop an interdisciplinary course fostering inclusive attitudes and mindsets of students.

Method
The 'Occupational Therapy' and 'Architecture' programs at UHasselt collaborated to create an inclusive course using living lab methodology fostering an inclusive learning environment. Students developed skills in inclusive design, leveraging their combined expertise in human-centered design. The paradigm of Universal Design was used throughout the design process. Different steps were taken: 1) optimizing interdisciplinary design teams; 2) realizing an inclusive learning environment through principles of universal design for learning and installment of a network with different stakeholders; 3) developing a systematic and efficient methodology for inclusive co-creation within living labs.

Outcome
The course "designing with people" was first offered in the 2023-2024 academic year to 50 students. Feedback of students showed a notably positive learning experience in knowledge-sharing, approaches to inclusive working and thinking , a more nuanced view of people with disabilities, and the synergistic combination of diverse perspectives. The intensive collaboration with international students from diverse cultural backgrounds seemed to increase awareness of other cultures and identities.

The outcomes suggest that promoting mutual learning experiences among students from diverse disciplines together with other stakeholders within living labs, can not only enhance educational settings, but also holds the potential to inform and improve inclusive attitudes in various professional contexts using the universal design paradigm.

Conclusion/future direction
This course opens up opportunities to significantly enrich the discourse on inclusion and universal design among students. A longitudinal study would be valuable to compare shifts in attitudes and knowledge among recurring stakeholders in the learning network.

Keywords
Living lab, inclusive attitude, universal design

ROOM L.03.11
11:00-12:00 ORAL PRESENTATIONS

Title	E-learning development for (future) health and social welfare professionals to increase insights and competences in the reduction of emotional distress and sleep problems in young onset dementia (YOUNG-D)
Institution	Odisee University of Applied Sciences
Authors	J. Vanderlinden (Odisee University of Applied Sciences and University of Brussels, Belgium), S. Dohogne (Odisee University of Applied Sciences, Belgium), L. Musch (Odisee University of Applied Sciences and University of Brussels, Belgium), C. Senden (Odisee University of Applied Sciences, Belgium)
Presenter	Julie Vanderlinden

Background
People with young onset dementia often experience stress and sleep problems impacting their and their relatives' wellbeing and quality of live. Psycho-education, breathing exercises and mindfulness have been described as durable coping mechanisms for these issues. However, (future)caregivers don't always possess the right competences to deal with emotional distress or don't always feel in place or skilled enough to provide relaxation exercises or to provide advice regarding healthy sleep behaviour for people with young onset dementia.

Methods
The research project (JONG-D) explored the needs of people with young onset dementia regarding their experienced stress and sleep problems. Based on this assessment and in co-creation with the target group, a six week behavioural program was developed and implemented in four day care centers in Flanders. This JONG-D program consisted out of weekly sessions on emotions and feelings, breathing, mindfulness and healthy sleep behaviour. After a pilot implementation, the program was further refined based on feedback and in co-creation with a European consortium (seven European care and educational partners) and reshaped in to the YOUNG-D program. After the implementation of YOUNG-D in semi-residential settings for people with young onset dementia in Belgium, The Netherlands and Denmark, the program was made available by means of a train the trainer's manual, as well as an e-learning course. The train the trainer's manual aims to train health and social welfare professionals to implement the YOUNG-D program in their own work setting. The e-learning course is primarily designed for health and social welfare professionals and students and aims to increase insight in young onset dementia as well as coping mechanisms to reduce emotional distress and sleep problems in young onset dementia.

Results and conclusions
A train-the-trainer's manual and an e-learning course was developed to support health and social welfare professionals and students understand stress, anxiety and sleep problems in young onset dementia and provide relaxation techniques such as breathing and mindfulness to use in people with young onset dementia. Both products will be presented and provided at the conference. Experiences in the development of the e-learning as well as the practical implementation will be discussed. This project was funded by Odisee University of Applied Sciences and co-funded by Erasmus+.

Keywords
e-learning – young onset dementia – stress- sleep

Title	Teaching Nursing and Occupational Therapy in Comprehensive Mental Health Care through a Continuous Case Study
Institution	Hogeschool PXL
Authors	S. Janquart (Hogeschool PXL, Hasselt, Belgium), J. Vanweert (Hogeschool PXL, Hasselt, Belgium), A. Lee (Hogeschool PXL, Hasselt, Belgium), S.Vos (Hogeschool PXL, Belgium)
Presenter	Piet Vandebriel

Teaching Nursing and Occupational Therapy in Comprehensive Mental Health Care through a Continuous Case Study Based on experiential learning theory, students are engaged in a realistic case study that simulates an actual clinical care trajectory.

The students navigate the case from admission and assessment to discharge and aftercare, shaping the case's progression with their own input. This approach allows them to gain insights into the client care process while refining their therapeutic and care coordination skills within their discipline, all aimed at providing comprehensive mental health care with the client at the center. Video recordings are used to show the client's functioning in his own context. These recordings are made accessible/visible as part of the care path that students design. The trajectory spans six weeks, with each week focusing on a specific phase of the care process. In addition to videos provided by the tutors, students can access additional elements or specific client information based on their own inquiries and analyses. The supervising tutor directs the client narrative and guides students in constructing their own scientifically grounded care pathway to achieve comprehensive mental health care. To support this, literature, knowledge clips, and lectures are provided. The trajectory is offered through a mixed learning format. This methodology is applied in the mental health care module for second-year occupational therapy students. For nursing students, it is offered as an elective course in the fourth year. Students learn to develop clinical reasoning skills and consistently approach care from the client's perspective. They also learn to manage unexpected circumstances, the client's family and context, and to work within a broader care team. The course teaches students to design and adjust a full mental health care plan. They develop flexibility in working with diverse clients, critically evaluate information from the client, their environment, and their colleagues, and anticipate future steps to create a care plan that adapts to changing situations.

As a result, students are better prepared to deliver high-quality case analyses, methodical practice, and comprehensive care pathways in their professional careers.

Keywords
Comprehensive Mental Health Care / Continuous Case Study / Experiential Learning

Title	Breastfeeding and Early Interaction Basics and Beyond through BIP course
Institution	Tallinn Health Care College, Tallinn, Estonia
Authors	A. Kärema (Tallinn Health Care College, Tallinn, Estonia), M. Põldma (Tallinn Health Care College, Tallinn, Estonia),
Presenter	Aino Ezeonodo

Background/relevance

The cognitive theory of multimedia Learning assumes that learning is an active process of filtering, selecting, organizing, and integrating information. Within the framework of the Erasmus project, there is an opportunity to study in different cultural environments and to acquire new values and accept differences. Promotion of Breastfeeding is a critical element of worldwide development efforts to create a more healthy, prosperous and sustainable planet and is linked to many of the Sustainable Development Goals (SDGs). For successful long-term breastfeeding, families need quality Breastfeeding Counselling and good cooperation between different specialists.

Aim

The aim of the course is to teach students the required critical elements of knowledge and skills of breastfeeding and early interaction in different situations through international/intercultural and multiprofessional learning environment. Also to acquire skills in multidisciplinary and transcultural teamwork locally and globally.

Methods and materials

Integrated learning guided by multiprofessional and international team of Teachers. Conducted as virtual studies in an e-learning environment and physical contact week through Erasmus BIP program. Attainable for nursing, midwifery and public health nursing students, osteopathy, physiotherapy and oral health students and exchange students from all institutions. The course includes a large amount of multiprofessional simulation training and group work.

Outcomes

The BIP learning method significantly contributes to the development of skilled learners who become innovative graduates capable of employment demands through creativity and innovativeness. This course enables healthcare students to benefit from international learning and gives multiprofessional healthcare students the possibility to acquire basic breastfeeding counsellor competence. The joint study of different professions enables finding common touchpoints in solving breastfeeding-related problems and thereby improving the assistance provided to families.

Conclusion/future direction

Intercultural experiences help the development of cultural sensitivity and health care workers' ability to interact and work with culturally diverse patients. Through Blended learning, which integrates face-to-face and online interaction, the course also has the role of mediator of contacts: it connects hospitals, peer organizations and health care providers to share their experiences and skills.

Keywords

Breastfeeding skills, intercultural sensitivity, BIP

Title	Interprofessional sensitization to security risks using simulation in extended reality applications
Institution	Zurich University of Applied Sciences, Institute of Public Health, Winterthur, Switzerland
Authors	Monika Bolliger (Private Universität im Fürstentum Liechtenstein UFL, Medizinisch-Wissenschaftliche Fakultät, Triesen, Liechtenstein & Zurich University of Applied Sciences, Institute of Public Health, Winterthur, Switzerland)
Presenter	René Schaffert

Background/Relevance
Unexpected patient events are a significant problem in healthcare, affecting approximately 12% of patients. Therefore, students in healthcare professions should be sensitized to safety risks using appropriate methods. Both the use of virtual reality and simulation training in error rooms have proven to be effective in teaching.

Aim
The aim of this innovative learning format for healthcare professionals was to sensitize students to safety risks by using a simulation implemented in extended reality and to demonstrate the advantages of an interprofessional approach.

Methods and Materials
We developed a simulation of an error room in two extended reality applications: one with virtual reality headsets and another in a more detailed 360° web application. We used these applications in an interprofessional course for 6th semester Bachelor students of Nursing, Occupational Therapy, Midwifery, Physiotherapy, and Public Health. In workshops with mixed groups consisting of up to 7 students from different professions, we utilized these two applications, followed by a moderated reflection. During the reflection students discussed the identified security risks and determined which professions they considered to be responsible. They also discussed how to address any identified risks within the care team. A total of approximately 280 students from two cohorts have attended these workshops so far. Open-ended questions were used for evaluation in the first cohort, and an online questionnaire with standardized questions was used in the second cohort.

Outcomes
The evaluation showed that the students were able to further develop their skills in recognizing safety risks as well as their skills in interprofessional collaboration. The responses indicated that students considered the workshop to improve their interprofessional competencies and they rated the use of extended reality technology as beneficial.

Conclusion/Future Direction
This innovative extended reality application and its use in interprofessional education proved to be successful. For future use, the virtual reality application will be enriched with more details and interaction options to further improve immersion.

Keywords
Extended Reality, Simulation Training, Patient Safety

ROOM L.03.12
09:00-10:00 ORAL PRESENTATIONS

Title	Development of an interprofessional education programme in a Faculty of Health Sciences and Welfare (FCSB)
Institution	University of Vic
Authors	Ester Goutan (Faculty of Health Sciences and Welfare, University of Vic, Spain), Eduard Minobes (Faculty of Health Sciences and Welfare, University of Vic, Spain), Cristina Vaqué (Faculty of Health Sciences and Welfare, University of Vic, Spain) & Míriam Torres-Moreno (Faculty of Health Sciences and Welfare, University of Vic, Spain)
Presenter	Miriam Torres-Moreno

Background
In 2010 the World Health Organization (WHO) published a "Framework for Action on Interprofessional Education and Collaborative Practice" where started to recommend the interprofessional education as a necessary step for preparing health professionals to better respond to health needs in a changing and globalized world. Understanding that the highest quality of care can be achieved when different professionals collaborate to respond to user needs, caregivers, families and communities. As a Faculty of Health Sciences, with four disciplines (physiotherapy, occupational therapy, nutrition and nursing), our aim is to train competent health professionals, skilled to work interprofessionally towards the best health care attention and results. The Innovative Educational Project we have started to achieve our aim will also result in higher rates of employability for our students.
Aim
To include the interprofessional training into the curricula of the degrees in our Faculty. Methods and materials. The project has been designed in 3 levels and will be implemented gradually: First level: "Interprofessional day (ID)". It includes a theoretical part about interprofessionalism as well as practical workshops (teamwork, roles and responsibilities, …). There is one for each course with increasing contents and competences to be achieved in the ID of the following courses. All the students of the different degrees are mixed during the ID. The first edition for 1st year students has taken part this 2023-24. 2024-25 we will repeat ID for the new 1st year students and implement the ID adapted to 2nd year students. Second level: "Interprofessional training activities (ITA)" designed for all the students to reinforce their interprofessional competence and other competences (communication, ethics and values, roles, ...). The activities are designed and distributed among the different years to follow a gradual acquisition. Specially designed badges will be the recognition for this specific interprofessional training. Third level: "Specific content resolution activities (SCRA)". Similar subjects in the different degres work together creating cases to be solved collaboratively by the students of two degrees.
Outcomes
To arise awareness of the importance of interprofessional work, as well as to improve interprofessional skills and also increase students' employability.
Conclusion/future direction
We started last course with the first level of the project for first year students. Satisfaction from students as well as from teachers involved has been very satisfactory. Both have emphasized the value of the ID and the interest in including interprofessionality in the curricula of all degrees. In 2024-25 we will repeat ID for the 1st year students and implement the ID adapted to 2nd year students. Moreover, ITA and SCRA for 1st year students will take place also.
Keywords. Interprofessionality; Active learning; Real-world context; Competence acquisition

Title	Interprofessional clinical simulations: resolution of clinical cases between students of Occupational Therapy and Physiotherapy
Institution	University of Vic- Central University of Catalonia
Authors	Eduard Minobes-Molina (Faculty of Health Sciences and Welfare, University of Vic-Central University of Catalonia, Spain), Judit Rusiñol-Rodriguez (Faculty of Health Sciences and Welfare, University of Vic-Central University of Catalonia, Spain)
Presenter	Eduard Minobes Molina

Background
In 2010, the World Health Organization (WHO) released a "Framework for Action on Interprofessional Education and Collaborative Practice" highlighting interprofessional education as an essential step in training future health professionals to more effectively address the health demands of a rapidly changing and increasingly globalized world. In addition, Simulation training has become an integral component of health education, offering students opportunities to develop and refine their clinical skills in a controlled and safe environment. For these reasons, university education in health faculties should focus on these methodologies.

Aim
To measure health science students' attitudes toward interprofessional learning based in clinical simulations.

Methods and materials
During the 2023-2024 academic year, an interprofessional clinical simulation was carried out between undergraduate students of Occupational Therapy and Physiotherapy at the Faculty of Health and Welfare of the University of Vic-Central University of Catalonia. The simulations had the learning objective of patient handling in safe and rehabilitating way, content included in the subjects of Activities of Daily Living and Physiotherapy in Geriatrics. The students' attitudes toward interprofessional learning were assessed throughout the Spanish version of the Readiness for the Interprofessional Learning Scale (RIPLs). A descriptive cross-sectional design was employed for this study.

Outcomes
8 students (3 occupational therapists and 5 physiotherapists), with an average age of 27.2 years, were the participants in the simulation. Regarding the results of the RIPLs: 53.5/55 was the score for the item teamwork and collaboration; 17.4/40 was the score for the item professional meaning and identity; and 23.6/25 was the score for the item person-centred approach.

Conclusions
The RIPLs results showed a high readiness for interprofessional learning in occupational therapy and physiotherapy students, especially in the aspects of teamwork and collaboration, and person-centred approach. Professional identity is a dimension that needs to be improved. The project stems from the need to train future healthcare professionals to meet the demands of the current environment, where the healthcare and social care system is moving towards a more integrated, person-centred approach.

Keywords
Interprofessionality; Simulation Based Learning; Physiotherapy; Occupational Therapy

Title	INPRO; Results of the Erasmus+ interprofessional education and collaboration in practice; How transferring European promising practice to education and vice versa move interprofessional education and rehabilitation practice forward.
Institution	Hanze University of Applied Sciences, Health care studies, Groningen, The Netherlands
Authors	S. Jorna-Lakke (Hanze University of Applied Sciences, Health care studies, Groningen, The Netherlands), I. Aerts and C. de Weerdt (AP University of Applied Sciences and Arts Antwerp, Belgium), C. Haumer (Moorheilbad Harbach Rehabilitation Center, Harbach, Austria), J. Hurkmans (Rehabilitation Centre "Revalidatie Friesland", Beetsterzwaag, The Netherlands), A. Kidritsch (Fachhochschule Sankt Pölten, St. Pölten, Austria), L. Mutanen (Coronaria Rehabilitation Centre, Finland), J. Paltamaa (Jamk University of Applied Sciences, the School of Health and Social Studies, Jyväskylä, Finland).
Presenter	Sandra Jorna-Lakke

Education at high educational institutes in Belgium, Austria, Finland, and the Netherlands and regional rehabilitation centres experienced a gap between the education of future professionals and the practical needs in rehabilitation field.

An Erasmus+ Programme funded team of rehabilitation professionals and educators developed, and pilot tested in the past 2,5 years materials, informed by the WHO, to bridge the transfer from education to practice. This presentation will evaluate the outputs of a strong collaboration between workers and educators that share promising approaches and are willing to mutual learning. Conference members are provided with a practical interprofessional framework and learning materials for collaborative health and social care practice and education. Interaction will be stimulated by discussion and mentimeter.

Outputs and materials are, firstly, a stepwise interprofessional competence framework implementation that fits for education and practice and stimulates life-long learning, second, directions and examples how to use the person-centred approach and the International Classification of Functioning, Disability and Health (ICF) as basic understanding, third, the practice-oriented design of regional and international interprofessional education for rehabilitation workers and students, and fourth, described and pilot tested a guidebook on how professionals coach students to run an interprofessional learning ward in rehabilitation centres.

After this presentation attendees can follow a round table discussion about the process of implementing the INPRO competency framework and visit a poster to discuss different ways to set up an interprofessional internship named a student learning ward.

Title	Physiotherapy Students' Experiences in High-Complexity Simulation-Based Learning: A Qualitative Study
Institution	University of Vic - Central University of Catalonia
Authors	A. Escribà (University of Vic - Central University of Catalonia), R. Jolis (University of Vic - Central University of Catalonia), V. Rosa (University of Vic - Central University of Catalonia), C. Parés (University of Vic - Central University of Catalonia), C. Vaqué (University of Vic - Central University of Catalonia), S. Rierola (University of Vic - Central University of Catalonia), L. Briones (University of Vic - Central University of Catalonia), M. Terradas (University of Vic - Central University of Catalonia)
Presenter	Mirari Ochandorena

Background/relevance

Simulation-based learning (SBL) is an experiential approach that allows health sciences students to practice in realistic, safe scenarios mimicking clinical interactions. By providing an environment where mistakes have no real-world consequences, SBL enables students to develop both technical and non-technical skills, boosting their self-confidence and ability to apply classroom knowledge. High-complexity SBL, particularly those involving trained actors as standardized patients, adds an extra layer of realism to the learning experience. However, there is limited knowledge regarding students' experiences and perspectives within such a learning environment.

Aim

To understand the experiences and perspectives of Physiotherapy students regarding SBL in a high-complexity environment. Methods and materials. A qualitative study was conducted using a purposive sampling approach to ensure demographic variability and information power. Twenty-eight Physiotherapy students in their 2nd (n = 4), 3rd (n = 16), and 4th years (n = 8), who were enrolled in Practicum I, III, or V courses and had participated in SBL, were invited to participate in focus groups. The students were interviewed after participating in a SBL session during the second semester. The data was analyzed using reflexive thematic analysis.

Outcomes

The results highlighted specific and significant experiences among students regarding high-complexity SBL: increased confidence in clinical skills, enhanced learning of technical and non-technical skills, the positive impact of SBL with actors, a realistic and safe environment for making mistakes, improved transition from classroom to clinical practice, variability in experience based on facilitator expertise, and a request for more SBL opportunities.

Conclusion/future direction

High-complexity SBL significantly benefits Physiotherapy students by boosting confidence, enhancing both technical and non-technical skills, and facilitating a smoother transition from classroom learning to clinical practice. The use of actors in simulations adds realism, further enriching the learning experience. Moving forward, it is essential to standardize facilitator training to ensure consistent quality, expand and diversify sessions to meet student demand, and conduct longitudinal studies to assess long-term impacts.

Keywords

Simulation-based learning; educational innovation; clinical skill development

ROOM L.03.12
11:00-12:30 WORKSHOP

Title	Virtual Life Support A fun and innovative way to train CPR with the power of Virtual Reality
Institution	HAN University of Applied Sciences Nijmegen The Netherlands
Authors	Katrien Medendorp (HAN University of Applied Sciences), Iris Bogers (HAN University of Applied Sciences)
Presenter	Eelkje Huvenaars

Virtual Life Support A fun and innovative way to train CPR with the power of Virtual Reality Background/relevance What is the main theoretical background of this workshop? Why is it important. Virtual Life Support™ is a Virtual Reality CPR training module that prepares people to provide CPR in the real world. Existing CPR courses let you train your technique, but no amount of classroom training can truly prepare you for encountering someone unconscious on the ground.

With virtual reality we can close the gap between classroom training and the real world unlike any other tool, giving people the confidence to act when there is a life on the line.
Aim
What is the purpose/goals of this workshop? Give a demonstration of Life Support with the use of virtual reality 3D glasses. Virtual Life Support follows the ERC Basic Life Support guidelines . The NRR (Dutch Resuscitation Council) guidelines prevail for the Dutch version. 1) Recognise cardiac arrest 2) Alert emergency services 3) Start chest compressions 4) Place AED pads 5) Repeat until emergency services arrive Participants of the workshop Who is the target population of the workshop and why? Both for healthcare professionals and people with a non-healthcare background. It is important for everyone to be able to perform CPR.

Method used during the workshop Describe the method that will be used during the workshop. How will the time be organized? Which materials will be used? Describe the dynamics you will use to ensure participation. After a short introduction, participants can put on the VR glasses and go through the program. Other participants can watch the livestream.

Expected outcomes
Specify the gains that participants in your workshop will take home. What will be the competencies gained by participating in the workshop? Experience a CPR training in a “real” world using VR: Knowledge of raising the alarm and the general rules for providing assistance. The principles for first aid. Knowledge of providing first aid to an unconscious victim with breathing and how to act correctly. Knowledge of open the airway of a victim, check breathing and then recognize a circulatory arrest. Knowledge of providing first aid to an unconscious victim who is not breathing.

Keywords
1. Innovative 2. Virtual Reality 3. Fun Mid Fidelity simulation in a Real-life environment.

ROOM L.03.13
09:00-10:30 WORKSHOP

Title	AI in Healthcare: Smart Tools for Healthcare Heroes! Inspiring and Raising Awareness Among Healthcare Professionals
Institution	Artevelde University of Applied Sciences
Authors	R. Vanbosseghem (Arteveldehogeschool, Ghent, Belgium), L. Van den Looverbosch (Arteveldehogeschool, Ghent, Belgium)
Presenter	Leen Bouckaert

In this workshop, we dive into the world of Artificial Intelligence (AI) and explore how this technology can enhance the healthcare sector. We begin with an accessible introduction where you'll learn how AI works and how algorithms are developed. This helps you grasp the basic principles of AI, giving you a clear understanding of how AI can support decision-making in healthcare.

Next, we discuss concrete examples of existing AI applications in healthcare. Think of smart diagnostic tools, predictive models for patient care, and innovative software that streamlines healthcare processes. These examples demonstrate how AI is already actively contributing to improving care quality and patient outcomes.

We then move on to a hands-on session with generative AI. You'll have the opportunity to experiment with this technology yourself and discover how you can creatively apply AI in your own work environment. We'll discuss both the possibilities and pitfalls: how can you use AI responsibly, and what should you be mindful of?

We conclude the workshop with an interactive exchange of ideas, experiences, and concerns. There is room to brainstorm with colleagues about the opportunities AI presents, but also to discuss any doubts or challenges.

Together, we explore how AI can be a valuable addition to your daily practice, considering both technical and human aspects. In short, this workshop offers an engaging mix of theory, practice, and discussion, specifically designed to inspire and support healthcare professionals in their use of AI in their work. Whether you're curious about what AI can do for you or have already taken some steps in this direction, we look forward to exchanging ideas with you!

ROOM L.03.13
11:00-12:15 ORAL PRESENTATIONS

Title	Immersive Technology in Healthcare Training: development, implementation and evaluation of three XR-training modules for nurses
Institution	Thomas More University of Applied Sciences
Authors	I. Cuykx (Thomas More University of Applied Sciences), M. Van Loo (Thomas More University of Applied Sciences), A. Vanhulsel (Thomas More University of Applied Sciences), R. De Duytsche (Thomas More University of Applied Sciences), P. Vervoort (Thomas More University of Applied Sciences), W. De Vaal, W. van de Veerdonk
Presenter	Isabelle Cuykx

Healthcare workers need to regularly attend training sessions to keep their knowledge of medical procedures up to date. However, nurses work under very stressful conditions due to high workloads caused by understaffing and the demand for complex care. This makes it difficult to allocate sufficient time and resources for additional training. Moreover, the current training offerings for healthcare providers are often perceived as expensive, time-consuming, and insufficiently flexible in terms of scheduling. Immersive technology (ImT) could offer a solution to these challenges: by training through a VR headset or another extended reality (XR) device, costs and time can be saved (e.g., no longer needing to travel physically), and options are created for more individualized and thus more flexible choices regarding the topic, timing and intensity of training sessions.

This research project aims to connect healthcare institutions with XR developers to collaboratively develop, implement, and evaluate three training modules for nurses focused on (1) clinical reasoning, (2) de-escalating aggressive behavior, and (3) wound care. Through co-creation and qualitative research, we first mapped the current training context of healthcare workers, and designed and tested prototypes in collaboration with technology developers. Currently, we are evaluating the training sessions' implementation process and changes in attitudes, intentions, and learning outcomes among participants. An estimated 400 participants, spread across 13 healthcare institutions in Flanders, will have taken part in one of the three modules. Participants have 30 days to engage in the training, with a minimum of three training sessions required. Their self-assessments and performance scores will be compared over the course of this month via repeated measures ANOVA, based on four questionnaires combined with external assessment scores via the XR software. Qualitative open-ended questions will be used to explore experiences regarding implementation facilitators and barriers.

Data collection will not be finished by November, but as the majority of the organizations will have completed their training month by then, preliminary results can be shared at the conference. These outcomes form a valuable basis for both healthcare organizations and tech-developers for future XR-training opportunities.

Title	Monitoring Nursing Students' Stress level using Wearable Device during High-Fidelity Simulation.
Institution	Erasmus Hogeschool Brussel
Authors	Ayse Akalin1,2, Dennis Demedts1,3, Florence D'haenens1, Maaike Fobelets1,4,5, Joeri Vermeulen1,5, Sandra Tricas-Sauras1,6 1 Department of Healthcare, Design, & Technology, Brussels Expertise Centre for Healthcare Innovation (BruCHI), Erasmus Brussels University of Applied Sciences and Arts, Brussels, Belgium 2Department of Nursing, Faculty of Health Sciences, Duzce University, Duzce, Turkey 3Department of Public Health, Mental Health and Wellbeing Research Group, Faculty of Medicine and Pharmacy, Vrije Universiteit Brussel, Brussels, Belgium 4Department of Teacher Education, Vrije Universiteit Brussel, Brussels, Belgium 5Department of Public Health, Faculty of Medicine and Pharmacy, Biostatistics and Medical Informatics Research group, Vrije Universiteit Brussel (VUB), Brussels, Belgium 6Social Approaches to Health Research Center (CRISS-CR5), School of Public Health Université Libre de Bruxelles, Brussels, Belgium
Presenter	Ayse Akalin

Introduction

High-fidelity simulation is a valuable teaching method that improves critical thinking and clinical decision-making skills among nursing students. However, it can also increase stress, potentially impacting learning outcomes and satisfaction. Monitoring stress levels and evaluating interventions to reduce stress during simulation are essential.

Aim

This study aimed to monitor nursing students' physiological stress during high-fidelity simulation using the Empatica E4 wristband© and to assess the impact of a brief debriefing intervention on stress reduction. Additionally, the study evaluated psychological stress levels and satisfaction with the simulation experience to gain insights into students' perceptions and experiences.

Methods

A randomized controlled trial was conducted with 21 nursing students at Erasmus Brussels University of Applied Sciences and Arts during the 2022-2023 academic year. Students were randomly assigned to an intervention group (n=11) or a control group (n=10). Physiological stress parameters, including heart rate (HR), blood volume pulse (BVP), electrodermal activity (EDA), and skin temperature, were monitored throughout four time periods: baseline (T0), scenario participation (T1), debriefing (T2), and post-debriefing rest (T3). The intervention group received a brief stress-focused debriefing, while the control group had a standard debriefing. Psychological stress was measured at T0 and T3, and satisfaction with the simulation was assessed at T3. Quantitative data were analyzed using SPSS 28.0, and qualitative data from interviews during T2 were analyzed using thematic content analysis.

Results

The intervention group showed lower post-test psychological stress and higher satisfaction with the simulation experience compared to the control group, though differences were not statistically significant ($p>0.05$). Median EDA and HR values during the debriefing were lower in the intervention group, and students appreciated discussing their emotions during the debriefing session.

Conclusion: The brief stress debriefing intervention may have contributed to stress reduction and increased satisfaction, highlighting its value in simulation training. Patterns in EDA, HR, and BVP offer insights into physiological stress responses, potentially improving the overall well-being and learning satisfaction.

Title	An educational escape room on evidence-based practice in healthcare
Institution	UCLL, Genk, Belgium
Authors	L. Verbeyst (UCLL, Leuven, Belgium) and E. Vanhauwaert (UCLL, Leuven, Belgium)
Presenter	Sandra Martin

Background/relevance
Evidence-Based Practice (EBP) is crucial for delivering high-quality patient care. However, it is often perceived as complex and time-consuming by students and healthcare professionals, leading to negative attitudes and low engagement. Using an escape room as a gamification strategy can stimulate and engage participants, enhancing their attitudes and skills related to EBP. This approach promotes active learning, critical thinking, problem-solving, and teamwork by collaborative solving challenges and puzzles.

Aim
The objective is to develop and pilot an escape room for non-traditional training of EBP skills and attitudes among healthcare students and professionals. The research question in this project was: Can the use of an EBP educational escape room improve EBP knowledge and attitude of healthcare students and professionals.

Methods
A portable educational escape room encompassing EBP essentials was created. A pilot test was conducted to evaluate the flow and potential impact of the escape room. Twenty-nine multidisciplinary teams, comprising future healthcare professionals, EBP experts, and escape room experts (N=143), were observed while playing the escape room. The pilot observations mainly focused on the flow and playability of the game. Following this, participants engaged in a group discussion about their experience of playing the escape game and afterwards they completed a non-validated questionnaire on the fun elements of the game, difficulties while playing, impact on teamwork and knowledge improvement of EBP.

Outcomes
All participants in the pilot test agreed that the escape room was an enjoyable and effective method for training EBP application in a clinical setting. The flow was well-structured, although participants found it challenging to escape within the allocated time. Most participants reported enhanced knowledge of EBP after playing the escape room.

Conclusion
The EBP escape room is an innovative and engaging method for encouraging the use of EBP within a team. It incorporates a Parkinson's disease case study, easy adaptable to various contexts. Currently, the escape room is used in the education of healthcare students and is available for training healthcare professionals. At the moment an Erasmus+ project is running with the corporation of five partner countries to develop an online version of the EBP escape room, based on the physical escape room concept.

Keywords
Escape room, multidisciplinary, evidence based practice

Title	The Intervention Effectiveness of Promoting Unemployed Work Ability and Employment – A Systematic Literature Review

Institution	Oulu University of Applied Sciences, MRC Oulu, Medical Research Center of Oulu. Oulu university hospital
Authors	T.Sjögren (University of Jyväskylä, Faculty of Sport and Health Sciences), H.Korpi (Oulu University of Applied sciences, University of Jyväskylä, Faculty of Sport and Health Sciences), S.Kurttila (Oulu University of Applied sciences), K.Päätalo (Oulu University of Applied Sciences)
Presenter	Heidi Ruotsalainen

Background
Interventions promoting employment and work ability are diverse. Unemployed individuals represent a heterogeneous group, and services tailored for them have various purposes and methods. There is a lack of synthesized evidence of the intervention effectiveness promoting unemployed work ability and employment.

Aim
To evaluate the effectiveness of interventions promoting work ability and employment among unemployed. Methods: we conducted the systematic literature review followed by the JBI (Joanna Briggs Institute) guidelines. The data was collected from electronic databases (Scopus, Web of Science, PubMed, CINAHL, PsycINFO) in 2024 and compiled using the COVIDENCE software. Participants were unemployed individuals, unemployed persons with partial work ability, or NEET youth (Not in Employment, Education, or Training). The interventions were limited to those aimed at promoting work ability and employment, and the effectiveness had to be evaluated using an RCT design. The risk of bias assessment was conducted with the Cochrane RoB2 tool. Analysis was descriptive and meta-analysis will be conducted to describe the effectiveness of the interventions in each subgroup.

Outcomes
The electronic search yielded 5,645 hits (2,303 duplicates). Two researchers reviewed the data based on titles and abstracts (n=3,342), resulting in 99 full texts meeting inclusion criteria. Total 41 full texts were assessed the risk of bias. Preliminary findings identified various intervention models, such as the JOBS program, motivational interviewing, and different supported employment models, including IPS (Individual Placement Support) for mental health rehabilitation and CES (Customized Employment Supports) for tailored supported employment. The interventions often targeted unemployed individuals with varying degrees of mental health disorders, substance abuse, and musculoskeletal or neurological conditions. Special groups included NEET youth and veterans with reduced work ability after military service. The interventions aimed to promote participants' employment or employability, assessed by employment duration, improvement in job-seeking abilities, physical and mental health, or social skills.

Conclusions
Several models of interventions can be identified and the unemployed are a heterogeneous group with a variety of needs. Detailed results of effectiveness will be presented at the conference.

Title	Evaluation of an eLearning training on virtual reality (VR) among students Nursing
Institution	Odisee University of Applied Sciences
Authors	Inge Tency (Odisee University of Applied Sciences, Belgium), André Posenau (University of Health Sciences, Germany), Ana Barata (Polytechnic Institute of Porto, Portugal), Ľubomíra Lizáková (University of Presov, Slovakia), Joke Lanoye (Odisee University of Applied Sciences, Belgium)
Presenter	Inge Tency

Background/Relevance
Virtual Reality (VR) allows users to be fully immersed in a virtual world through a multisensory experience. Research showed that VR decreases pain and anxiety in children during nursing procedures. Despite the advantages, implementation of VR in hospitals and nursing education remains limited, partly hindered by a lack of knowledge about VR among (student) nurses. Therefore, the VRNurse4Kids-project started and intended (1) to increase awareness and attention for VR among students, teacher and healthcare professionals and (2) to optimise their knowledge, competences and skills on VR. We developed a digital competence framework for nursing education focusing on VR, an eLearning training on VR, together with an instruction film and skillslabtraining. The eLearning training on VR consists of four modules: (1) basic concepts on VR, (2) VR in healthcare, (3) manipulation and skills and (4) VR in paediatric settings.

Aim
We conducted a pilot study among nursing students in three countries in order to test and evaluate the eLearning training on VR.

Methods/Materials
A pretest-posttest design was conducted using a digital survey. Knowledge was measured with a self-developed multiple-choice test, attitude towards VR with the Technology Acceptance Model, usability and user-friendliness of the eLearning training with the System Usability Scale (SUS) and the Users Experience Questionnaire (UEQ), respectively. Paired tests were performed using Wilcoxon Signed-Ranks-test and Spearman correlation to compare scores on the different scales. A P-value < 0.005 was considered significant.

Outcomes
Knowledge increased between pre- and posttest of module 2 ($p=0.048$) and 4 ($p=0.026$). Perceived ease of use and intention-to-use showed no significant difference in any module. Perceived usefulness improved for module 1 ($p=0.025$). The mean SUS varied between 60.50 and 65.91. The median UEQ score was 0.88, 1.5, 1.75 and 2.00 for resp. module 1, 2, 3 and 4. Significant correlations were found for module 1 and 3 (SUS and UEQ/knowledge) and 3 (SUS and UEQ).

Conclusion/future direction
This VRNurse4Kids-project introduces students to emerging technology like VR, positioning them as pioneers for digital healthcare innovations. Modules focusing on the practical application of VR led to an increase in knowledge. However, usability and acceptability of VR did not improve after completing the eLearning. These findings indicate that both theoretical and hands-on training on VR are essential. In addition of students, nursing educators should also embrace new technologies. Therefore, it is recommended to train lecturers and further integrate VR in nursing curricula.

Keywords
Virtual reality, Nursing, eLearning

ROOM L.03.14
11:00-12:30 WORKSHOP

Title	E-course 'AI for students': essential skills for the future
Institution	Odisee Co-hogeschool, Ghent, Belgium
Authors	N. Provost (Odisee Co-hogeschool, Ghent, Belgium), T. Opgenhaffen (Arteveldehogeschool, Ghent, Belgium), T. Claeys (Arteveldehogeschool, Ghent, Belgium)
Presenter	L. Knop

Technology is evolving rapidly, and it is crucial for educational institutions to keep up. That is why Artevelde University of Applied Sciences and Odisee University of Applied Sciences jointly developed a free e-course for students focused on the use of Generative Artificial Intelligence (GenAI) in education.

This innovative technology is transforming the way we learn and work. The e-course is specifically designed for first-year higher education students and final-year secondary school students.

The goal is to provide students with insights into the functioning, benefits, and potential pitfalls of GenAI. The e-course teaches them how to use the technology in an ethical and responsible way. By understanding and effectively applying GenAI, students gain an advantage that not only supports their studies, but is also valuable in the job market. This is essential for their development as future professionals.

The e-course offers a structured learning path of 1.5 hours with interactive assignments that guide students step by step. It starts with an introduction to AI and GenAI, explaining basic terminology and practical applications. The course also covers how GenAI works, how to formulate effective prompts, its potential pitfalls, and AI guidelines. Finally, students are introduced to applications and prompts for brainstorming, writing, visualizing, studying, providing feedback, and conducting research. The interactive exercises are created using H5P, making it easy for teachers to integrate and/or adapt them into their own courses. The entire e-course is freely available and can be modified under a Creative Commons license. This e-course reflects the ambition of both university colleges to continuously innovate in education.

Students learn what (Gen)AI is, how it is applied in daily life, and how to use it responsibly. It better prepares them for the job market. The e-course can be offered both as a standalone module or integrated into existing curricula. Given its open accessibility, measuring its impact is challenging, but the focus remains on the societal value of widespread knowledge dissemination.

The e-course will be available on September 24, 2024, at www.aivoorstudenten.be (Dutch version) or www.aiforstudents.be (English version).

Keywords
Interactive learning, generative AI, student empowerment