POSTER PRESENTATIE

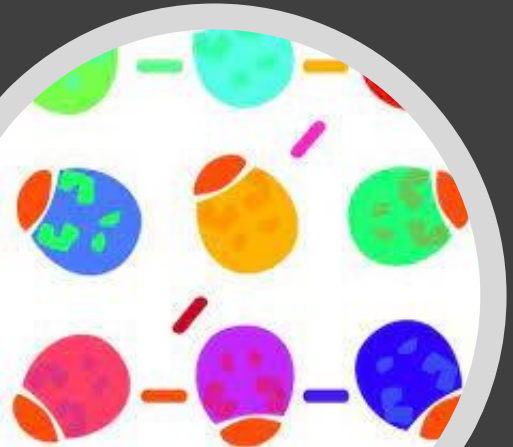
UnrevalLIN met behulp van een conceptanalyse: Definitie en Input-Throughput-Output model van een Leer- en InnovatieNetwerk.

Marjolein Albers

11:30 – 12:00

Fontys

AMSTA



Voorstellen

- Docent
- Onderzoeker
- Grenswerker

Leer- en InnovatieNetwerken

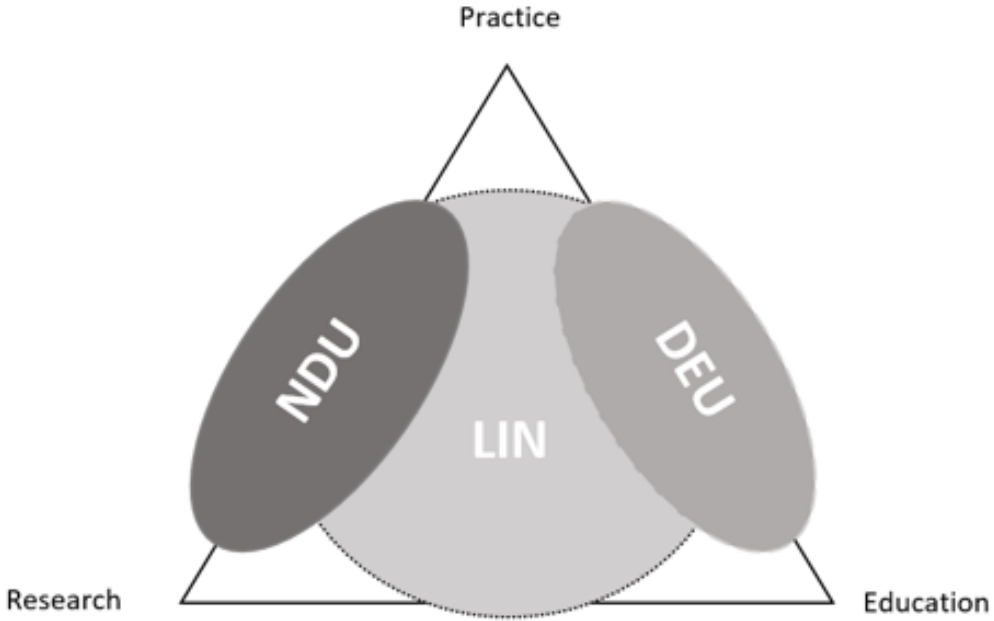
We hebben goud in handen met ZIC’s, ZIN’s, LIN’s en professionele werkplaatsen

en dat mogen we best laten weten

Conceptanalyse Walker & Avant

1. selecting the concept;
2. identifying the purpose of the analysis;
3. identifying all uses of the concept;
4. determining attributes of the concept;
5. identifying a model case;
6. identifying additional cases, such as borderline and contrary cases;
7. identifying antecedents and consequences; and
8. defining empirical referents.

Figure 1: Position of the LIN, NDU and DEU in the triangle of research, education and practice (constructed by the author)



Fontys

Conceptanalyse Walker & Avant

12 bronnen: Leer- & InnovatieNetwerken – websites, rapporten, artikelen

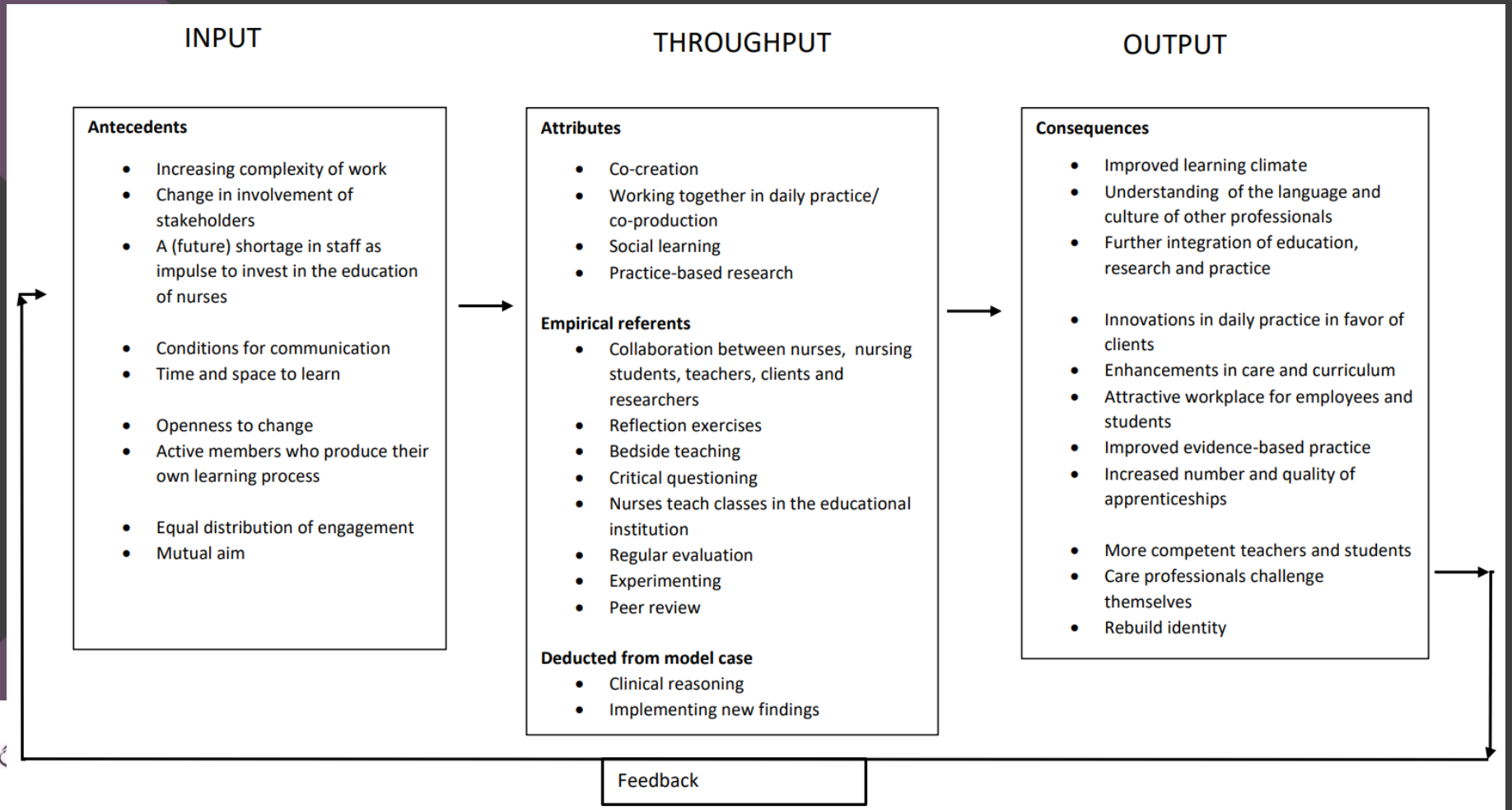
Definitie LIN

Casusbeschrijvingen

Werkzame elementen

Definitie LIN

‘A group of care professionals, students and an education representative who come together on site and are all part of a learning and innovation community in nursing. They work together on practice-based projects in which they combine best practices, research evidence and client perspectives in order to innovate and improve quality of care and in which an integration of education, research and practice takes place’


INPUT
THROUGHPUT
OUTPUT
Antecedents
Increasing complexity of work
Change in involvement of stakeholders
A (future) shortage in staff as impulse to invest in the education of nurses
Conditions for communication
Time and space to learn
Openness to change
Active members who produce their own learning process
Equal distribution of engagement
Mutual aim
Attributes
Co-creation
Working together in daily practice/ co-production
Social learning
Practice-based research
Empirical referents
Collaboration between nurses, nursing students, teachers, clients and researchers
Reflection exercises
Bedside teaching
Critical questioning
Nurses teach classes in the educational institution
Regular evaluation
Experimenting
Peer review
Deducted from model case
Clinical reasoning
Implementing new findings
Consequences
Improved learning climate
Understanding of the language and culture of other professionals
Further integration of education, research and practice
Innovations in daily practice in favor of clients
Enhancements in care and curriculum
Attractive workplace for employees and students
Improved evidence-based practice
Increased number and quality of apprenticeships
More competent teachers and students
Care professionals challenge themselves
Rebuild identity
Feedback

Volgende stap

Theory of change – onderbouwen impact

Valideren door experts (praktijk en theoretisch)

Albers, M., Gobbens, R. J. J., Reitsma, M., Timmermans, O. A. A. M. J., & Nies, H. L. G. R. (2021). Learning and innovation network in nursing: A concept analysis. *Nurse Education Today, 104*, 1-8. 10.1016/j.nedt.2021.104988