

Recommendations for Applying New Knowledge in Healthcare Organizations

Encouraging New Healthcare Professionals to Utilize Knowledge

It is especially important for new healthcare professionals that their employers promote the sharing and application of new knowledge, as starters have a strong need for learning. According to these new professionals, what effective methods can healthcare organizations implement to support them in applying new knowledge? The Academic Collaborative Centre Living with an Intellectual Disability (AWVB), in collaboration with the Dutch Association of Healthcare Providers for the Disabled (VGN), conducted a study to explore this.

About the study

PARTICIPANTS

Across ten different healthcare organizations, three groups of new healthcare professionals participated in the study: support staff, psychologists, and physicians for people with intellectual disabilities (IPDs). All participants worked with people with intellectual disabilities who require intensive care (such as individuals who display challenging behaviors and those with severe multiple disabilities). Their work experience ranged from six months to three years.

METHOD

The knowledge and experiences of the three groups of new healthcare professionals were mapped using the “concept mapping” method. Each group answered one central question: how can healthcare organizations encourage professionals to apply new knowledge? Based on all the responses, participants individually completed two computer tasks. The resulting “concept maps” were then analyzed by a panel of experts in knowledge processes.

Results

New healthcare professionals mentioned various methods in which healthcare organizations can encourage them to apply new knowledge. These involve different methods of learning. Their top three are described below for each group studied. A complete overview is provided in a table on the next page.

NEW SUPPORT STAFF

1. Gaining inspiration through enriching experiences and narratives. For example, engaging in experiential learning activities, such as dining in complete darkness to gain insights into the experience of being blind or visualizing success stories in images.



2. Integrating the sharing of experiences and knowledge into the daily work rhythm. For example, through team meetings and team learning when collaborating with other disciplines.
3. Developing and offering a diverse range of appropriate and accessible training programs.

NEW PSYCHOLOGISTS

1. Stimulating a broadly oriented professional development. For example, by participating both in professional groups within their own departments, and in a professional association. Creating opportunities to share knowledge with other healthcare professionals was also important.
2. Offering clear learning and development paths; the organization outlines both the knowledge that incoming professionals and professionals with greater work experience are expected to possess.
3. Stimulating knowledge sharing between psychologists and support staff.

NEW PHYSICIANS

1. Purposefully facilitating the physicians own professional expertise development. This includes

> Results (continue)

Starting support staff (n=5)	Starting psychologists (n=9)	Starting physicians (n=6)
1. Gain inspiration through stories and experiences	1. To encourage broadly oriented professional development	1. Facilitate professional development
2. Sharing experiences and incorporating knowledge as a fixed part of daily work	2. Offer clear learning and development paths	2. Stimulate professional curiosity through exchange and conversation
3. Develop and make accessible, varied and appropriate training opportunities	3. Encourage knowledge sharing between behavioral experts and counselors	3. Create an open and safe climate for exploring and innovating
4. Create learning opportunities and accessible resources	4. Offer opportunities to deepen and broaden with regard to target groups	4. Acquiring and utilizing knowledge from multidisciplinary network environments
5. Organizing multidisciplinary work in service user care	5. Have a vision and Policy regarding knowledge	5. Make time, budget, and personnel available for knowledge sharing
	6. Stimulate professional development through formal and informal training that contributes to daily practice	
	7. Encourage collaboration in communities still learning	
	8. Support provided by a job supervisor during induction periods	

Table: Overview of methods healthcare organizations can use to encourage the application of new knowledge according to three groups of starting healthcare professionals (in order of assigned importance, with some rankings being equal).

- pre-conditions such as providing access to a library and expanding the professional group to reduce workload and create more opportunities for professional development.
2. Stimulating professional curiosity through exchange of experiences. This includes encouraging an open mindset, for example by discussing complex situations during team meetings.
 3. Creating an open and safe environment for exploration and innovation.

Recommendations

Encouraging the application of new knowledge in health-care organizations can be translated into the following recommendations for policy and practice:

- Create tailored learning opportunities for each group of new healthcare professionals, such as experiential learning for support staff, a mentor for psychologists, and training positions for physicians.
- Provide accessible tools to share knowledge, such as websites and platforms.
- Stimulate motivation and ownership.
- Establish necessary pre-conditions, such as time, space, and budget.
- Offer a stimulating environment with an open and safe learning climate.

This factsheet is based on the article [Incoming professionals' perspectives on the application of new knowledge in care organisations for people with intellectual disabilities: a concept mapping study](#)

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