

Teacher & Student experiences of the INPRO Learning Intervention

We focus on our inspiring experiences early December 2021 in INPRO's International workshop days lead by St.Pölten UAS, Austria. The Belgium INPRO experts Ingrid Aerts and Claudia De Weert explained the content of the workshop in Blog # 4. Blog 5 is about the learning experiences of a Finnish occupational therapy student and a teacher of JAMK University of Applied Sciences, Jyväskylä, Finland.

Lecturer's experiences:

Jaana Ritsilä Senior Lecturer of Occupational Therapy

"How to teach interprofessional co-operation in university campus?", has been one of my biggest interests during my lecturer career at JAMK. I have been lucky to be able to try different pedagogical ways and analyze the students' learning experiences at JAMK.



In INPRO I got a new international experience in December, thanks to all INPRO experts and students! The INPRO international online workshop was carried out very well and the teachers were able to inspire the students by prereading materials, short lectures and online group discussions. I was lucky to coach a very active group of students from Austria, Finland, Belgium and the Netherlands, who were able to discuss the given case client by adapting an interprofessional approach to decision making. It was interesting to recognize how well the online discussion proceeded and how successfully the students merged the viewpoints of all professions into the problem solving. I was happy to see enthusiasm to use ICF as a common framework and great interest to deal the case client in person-centered way.

As a lecturer at JAMK, I am looking forward to piloting the INPRO project products in the coming year, such as interprofessional learning interventions, INPRO competence framework and ICF -learning materials and finally applying them into the curriculums at JAMK.

Student's experiences: Sonja Kumpulainen, Occupational Therapy student

Participating in INPRO seemed both exciting and useful in advance, but it was not easy to imagine how the intervention would be organized and executed. After familiarizing myself with the project overall and preparing with the given assignments, I felt like I had a fairly good idea about what I was going to be participating in, but reality still managed to take me by surprise. In a very good way.

I suppose participants might have slightly or even greatly different expectations and goals regarding INPRO, even though the theme is clear. For me, I ended up learning things I did not expect to learn. And learning, as often happens in life and studies, how much more there is still to learn. As Dr. Seuss said: *“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”*, which goes very well with INPRO’s international nature!

INPRO learning intervention mainly happened in international interprofessional groups, which had roughly even numbers of each profession. Not all nations and all professions had equal representation, but I felt this mirrored the circumstances in real workplaces pretty well. My interprofessional group was quite well balanced, and it felt like a good space and atmosphere to make one’s own input and learn from other’s expertise.

For me personally, the most interesting thing was how to navigate the given client case in a way that every profession focused on the things they saw and knew the best, as there was a lot of overlap as well. This required knowledge and learning on one’s own professional identity as well, not only general related knowledge. Taking into considerations cultural differences gave its own twist to the mix. Overall, an inspiring, educational, and fun opportunity and experience. I warmly recommend!

Stay tuned and/or register www.inproproject.eu

Finnish: <https://www.jamk.fi/fi/Tutkimus-ja-kehitys/projektit/inpro/etusivu/>

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