

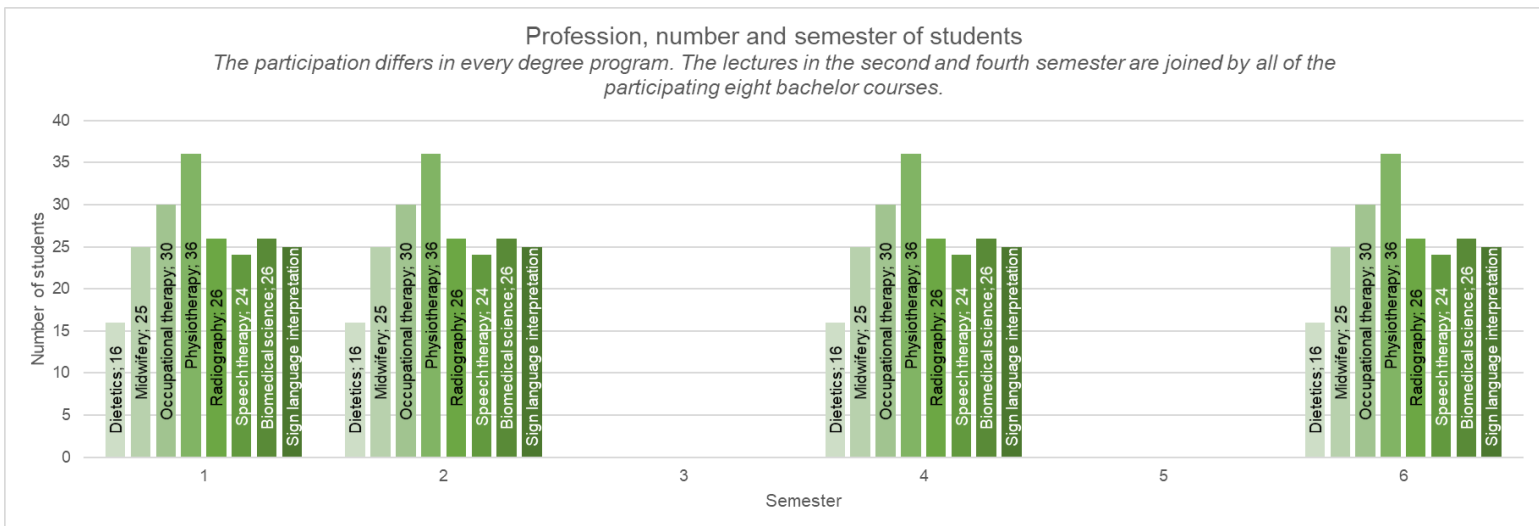
Gesundheitsberufe interprofessionell

Description

Students of nearly all bachelor courses come together to learn about health and disease, process, and quality management, learning with new media as well as gender and diversity. The teachers also have different professional backgrounds and offer a vast range of knowledge and experience. There are lectures in the first, the second, the fourth and the sixth semester with 1 to 3 ECTS each. The participation differs in every degree program, however, the ones in the second and fourth semester are joined by all of the participating eight bachelor courses. In the second semester, the course finishes with a business game in smaller groups, enabling the students to share create ideas for a health-promoting university and planning some of the interventions in detail. For this business game, the students switch their chosen degree program to a randomly appointed one. For example, someone who is in his first year in occupational therapy will represent, think, and act as a midwife. Due to the pandemic, the lessons in 2020 and 2021 were entirely held online via Zoom.

Cooperation partner: no

Additional funding required: no



Didactic concept:

Patient-centeredness	ICF	Clinical reasoning
No	Yes	Yes
	Implementation of ICF: it is introduced by a lecturer in the department of occupational therapy.	Implementation of Clinical Reasoning: as main topic of a lecture. Different CR-models are used.

Learning principles applied: constructivist learning theory

Teaching/learning locations: usually in-person; online courses via Zoom during Covid19

Use of learning management system: yes

Workload and Duration of IPE Interventions: 1. Semester: 1,5 ECTS; 2. Semester: 3 ECTS;
4. Semester: 2-2,5 ECTS; 6. semester: 1,5-2 ECTS

Intended Learning Outcomes incl. personal ranking		
1	Teamwork	Yes
2	Communication	Yes
3	Roles/responsibilities	Yes
4	Learning/reflection	Yes
5	Ethics/attitudes	Yes
6	The patient	Yes
	International competence	No
	Digital competence (lecture regarding this topic, learning by doing during the business game)	Yes
	Other	No

Assessment domains of interprofessional learning incl. personal ranking		
1	Interprofessional communication	Yes
2	Teamwork	Yes
3	Role understanding	Yes
4	Coordination and collaborative decision-making	Yes
5	Reflexivity	Yes
6	Interprofessional values	Yes

Requirements for students: -

Requirements for educators: motivation, knowledge in the fields of the lectures

Students' evaluation: yes, automatically online

Learning experiences:

Learning experience	Measurement/ Evaluation
Changes in students' views on the learning experience and its interprofessional nature	Via feedback
Changes in attitudes or perceptions between participant groups or towards the value and/or use of team approaches to caring for a specific client group	Via feedback
Acquisition of knowledge/skills linked to interprofessional collaboration	Via feedback
Behavioural change / individuals' transfer of interprofessional learning to their practice setting and their changed professional practice	Via feedback

Prerequisites: -

Barriers:

- Teaching staff: especially for groups with many students
- Structural/ organisational elements: technical support if someone needs urgent help, limited room availability