

Activity Based Group Work Course

Description

In this course students will learn how to plan and implement a goal directed group intervention that supports client's participation of social and health care sector.

Competences

- Occupational therapy process and professional reasoning (occupational therapy)
- Counselling competence (rehabilitation counselling)
- Client work skills (social services)

During this course students will learn how to work with clients in social-, health and rehabilitation sector enhancing well-being and agency. They will learn basic skills how to establish a goal directed, client centered partnership with a group of clients. They will know central principles of leading a group, that is: establishing a group, planning the group process, planning and leading a group session and using group dynamics and the stages of group process when leading a group in rehabilitation and social work. They will learn why and how to use occupation and creative activities as a vehicle of goal- directed group activity.

After this course students can develop their competency as group leader in practical situations of their own profession. They will be able to use creative and occupational activities when leading a group in rehabilitation and social work.

The course focuses on the basic principles and practices how to plan, carry out and evaluate a goal directed client centered group in social- and rehabilitation sector. The course includes creative practical activities that can be used in order to reach individual goals of clients.

This course has been only piloted so far. In the academic year 21/22 the first courses will be run fully and new information and student feedback about the course will be available in the future.

Cooperation partner: Yes, as one part of the course Activity Based Group Work the students can use the activities/competences in their practical placements in social and health care.

Additional funding required: No

Profession, number and semester of students: 2nd year students of occupational therapy, social work and rehabilitation counselling (120 students per year).

Didactic concept:

Patient-centeredness	ICF	Clinical reasoning
Yes	Yes	Yes
Implementation of Patient-centeredness: In the course the students focus on case-scenarios and they need to know the clients condition, context, strengths, interests and rehabilitation goals in order to choose activities to be	Implementation of ICF: ICF is used with the client functioning analysis of the case scenarios.	Implementation of Clinical Reasoning: The students will use the Clinical Reasoning strategies of their own profession and share their viewpoints within interprofessional team.



analysed and used in group interventions. The activities and the rehabilitation goals need to be named together with the client in a client centered way.		
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Learning principles applied:

- Activity-based learning
- Exchange-based learning
- Theory-based learning

Teaching/learning locations: Blended learning

Use of learning management system: Yes

Workload and Duration of IPE Interventions: 5 ECTS, 1 semester

Intended Learning Outcomes incl. personal ranking		
1	Ethics/attitudes	Yes
2	Teamwork	Yes
3	Communication	Yes
4	The patient	Yes
5	Roles/responsibilities	Yes
6	Learning/reflection	Yes
	International competence (Part of the study material/research material is international. There can be exchange students in the course)	Yes
	Digital competence (Students study in webinars. They need to choose activities for their case-scenarios. Those activities can be digital/technical if they choose so.)	Yes
	Other	No

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

Requirements for students: 2nd year student of occupational therapy, social work or rehabilitation counselling

Requirements for educators: Teacher of occupational therapy, social work or rehabilitation counselling degree program

Students' evaluation: Yes, peer-evaluation and self-evaluation is part of the assignments



Learning experiences: -

Prerequisites: We need enthusiasm and motivation from the teachers in order to build this kind of interprofessional course.

Barriers:

- Teaching staff: It is time consuming to plan and run a new interprofessional course.
- Structural/organisational elements: It is difficult to find ways to suit the course to all the curriculums when considering timing and content.
- ICF implementation to the course has been a challenge