

Interdisciplinary Communication

Description

Interdisciplinary and interprofessional communication are very important factors for successful patient treatment and health collaboration. The learning intervention is planned for physiotherapy students in the 5th from 6 semesters. After a theoretical input about interprofessional collaboration and the different rules from physiotherapists (e.g., Case Manager, Communicator, Team worker) the students visit different health institutions where interprofessional collaboration is well situated. Based on complex case studies the benefits and challenges from interdisciplinary communication are mentioned.

The motivation for implementing these teaching event and for defining the learning outcomes were to open the mind and also to point out the limitations of the own profession.

Cooperation partner: health and social care facilities and a hospital

Additional funding required: Yes, resources for organisation; additional fee for some guest lecturers

Profession, number and semester of students: 40 physiotherapy students from the 5th semester. Further disciplines were medicine, nursing, occupational therapy, social work, masseur, psychologists and orthopaedic technician.

Didactic concept:

Patient-centeredness	ICF	Clinical reasoning
Yes	Yes	Yes
Observation of the Patient-Centred Care model: Discussion about different case studies, impact of every profession to the patient's recovery	Observation of the ICF: ICF is the base for each case study. From start of the study programme physiotherapy	Observation of the Clinical Reasoning model: During the discussion of the case studies; Also Clinical Reasoning is a key factor from beginning to the bachelor programme physiotherapy

Learning principles applied:

- Practice-based learning
- Activity-based learning
- Observation-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: 1 month

Intended Learning Outcomes incl. personal ranking		
1	The patient	Yes
2	Roles/responsibilities	Yes

3	Teamwork	Yes
4	Communication	Yes
5	Learning/reflection	Yes
6	Ethics/attitudes	Yes
	International competence	No
	Digital competence	No
	Other	No

Assessment domains of interprofessional learning incl. personal ranking		
1	Coordination and collaborative decision-making	Yes
2	Reflexivity	Yes
3	Role understanding	Yes
	Teamwork	No
	Interprofessional values	No
	Interprofessional communication	No

Requirements for students: -

Requirements for educators: specific experience in complex case studies or in case management, interprofessional experience, slightly teaching experience

Students' evaluation: There is an anonymous evaluation form at the end of the course.

Learning experiences:

Learning experience	Measurement/ Evaluation
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	Complex case studies from rare diseases enrich the professional qualification and experience
Behavioural change/individuals' transfer of interprofessional learning to their practice setting and their changed professional practice.	Participants respect their own limitations, no shame to ask for help from other professions

Prerequisites:

- enough time for preparation, in specific clinical institutions have to plan some weeks before, because the daily routine should not be influenced.
- clarification of patients' data, confidentiality, access permit - in clinical institutions a lengthy process too
- organization and execution of peer-to-peer groups requires some basic didactical knowledge

Barriers:

- Organisational/structural elements: maybe too expansive, because small groups have to be taught and accompanied - more lecturers are needed