



“Design thinking workshops”

Person-centred, interprofessional learning

	<p>Content In consecutive workshops, participants worked out needs and competencies of students, teachers and practitioners, and how this could be reflected in the training of health professionals.</p>	<p>The design thinking approach was followed, by applying 5 steps:</p> <ol style="list-style-type: none"> Empathise (needs analysis from a user persona perspective) <ol style="list-style-type: none"> Which knowledge and which questions has the persona? Which competencies has the persona already developed? Which emotions and needs has the learner / educator? Which learning experiences will he/she apply long term? Define (afforded competencies to solve problem/use-cases) Ideate (“wildest dream” brainstorming how to achieve this) Prototype (use the best ideations, design didactical drafts) Test (pilot prototypes for feasibility and learners feedback)
	<p>Learning outcomes (The INPRO CF codes are explained online, the full INPRO CF file is here)</p>	<p>From INPRO Competency Framework: LDC3.L2a Engages in efforts to expand opportunities for interprofessional education and training. LDC3.L2b Engages in efforts to strengthen the quality and regulation of interprofessional education and training.</p>
	<p>Person-centredness ICF (WHO framework)</p>	<p>Yes, initial user persona, and patients participated in the workshops Yes, ICF was structure of the use-case work and content ideation</p>
	<p>Clinical reasoning Learning principles (see guide for educators)</p>	<p>No Activity-based and exchange-based learning</p>
	<p>Setting</p>	<p>Higher education of any degree or rehabilitation practice training. In-person, online or blended</p>
	<p>Target groups</p>	<p>Educators (Lecturers, professional trainers), students, clients, other Experience: Intermediate or Advanced</p>
	<p>Number of participants Involved professions</p>	<p>4 to 12 (bigger groups are split in smaller groups in between) Any relevant to the objective, e.g. didactics, health or social care,...</p>
	<p>Duration, frequency</p>	<p>About 3 times 3 hours within one week, or as a half-day event</p>
	<p>Materials</p>	<p>Agenda, preparatory reading (approaches, summary of evidence) (Virtual) meeting room(s), collaborative whiteboard / flipchart... PPT, user persona, collaborative structure, UCL Learning Designer</p>
	<p>Evaluation</p>	<p>Developed designs, their reflection and continued prototypes: 1. INPRO international online intervention (summarised here) 2. Communication with patients (UCL learning designer), which was continued in the inspiring didactics “Practice in rehabilitation” or 3. Lecture from knowing to applying best care (UCL learning designer)</p>
	<p>Contact Institution, Credits</p>	<p>FH-Prof. Anita Kidritsch, MSc (anita.kidritsch@fhstp.ac.at) St. Pölten University of Applied Sciences, Austria. We thank involved participants, Barbara Chaloupek and the INPRO consortium partners.</p>
	<p>Details</p>	<p>Detailed instruction: see here: the process guide for practice settings Open Online Course: Applying Design Thinking in Higher Education News from St. Poelten University of Applied Sciences research blog</p>

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