



“Interprofessional internship”

Person-centred, interprofessional learning



Content

The model for an interprofessional internship was created:



The model shows the **values and themes** guiding the internships.

These are

1. Interprofessional competence development
2. Customer orientation
3. Interaction and cooperation

This is a three-part process: before, during and after the internship.

The **preparatory phase** involves selecting tutors, interviewing students and convening a pre-meeting.

In the **practical phase**, the practical training itself takes place with two students from different fields at the same time.

The students will be supervised by a steering group of experts from different fields and will meet once a week. They also try to facilitate joint client work.

Assessment at the beginning and end of the traineeship uses the INPRO Competence Framework.

After the traineeship, students and supervisors will complete a self-assessment measuring the interprofessional identity development.



Learning objectives

(The INPRO CF codes are explained [online](#), the full INPRO CF file is [here](#))

Training client-centred and interprofessional rehabilitation work.

Personalised competencies from INPRO Competency Framework:
IPC1: I place the client person and his/her family at the centre of interprofessional work

IPC2: I establish a collaborative relationship with the client, his/her family and the interprofessional team

IPC3 : I communicate effectively with the client, his/her family and the interprofessional team

IPC4 : I use approaches to problem solving and decision making that support interprofessional cooperation

IPC5: I work in an interprofessional practice knowing my competences and limitations



Person-centredness

Yes, person-centredness is a core value of interprofessional work placements. It guides rehabilitation planning and interprofessional cooperation. The placement enables students to work in the client's own environment, to plan rehabilitation goals together with the client, to meet the client's network and loved ones, and to practice how to implement interprofessional cooperation with the client at the centre. When we work closely with the client, understanding them as active agents and experts in their own lives, we practice a client-centred approach. Seamless collaboration between different disciplines also helps us to see the client as a whole person, not just as a bundle of symptoms. Using the INPRO Competence Framework as a tool helps to guide and develop person-centredness because the competences are set from person-centred point of view.

ICF (WHO framework)

Yes. ICF Framework is more in the background than in active tool.

Clinical reasoning

Yes. See the learning questions and their evaluation below.



Learning principles
(see [guide](#) for educators)

Practise-based, activity-based, observation-based learning

Suits diverse settings

The interprofessional internship model is an evolving way of implementing internships in rehabilitation units. Different organisations can adapt the model to their own needs and context. The INPRO Competency Framework can also be used in many ways as a tool of self-assessment.

As such, the model works for example in the private sector of rehabilitation in outpatient rehabilitation and multidisciplinary rehabilitation services, in rehabilitation facilities with a multidisciplinary team and in public sector services such as services for the elderly, people with developmental disabilities or people with substance abuse and mental health problems.

The model is very malleable and it could also work in kindergardens and schools, so that we could evaluate, for example, the benefits of integrating different rehabilitation services into the school system.



Target groups

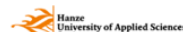
Although the idea behind it all is to provide the best possible rehabilitation and functional support for the client, the main target groups are professionals working in the field of rehabilitation, and university students, who should be at the end of their studies (e.g. final year), so that they already understand the work in their field. Professional sharing between them is at the heart of the model. The INPRO Competency Framework is used with both.





Number of participants

For the interprofessional traineeships, 2 students from different fields are selected at a time. In addition, 4 + 1 alternate will be selected for the mentoring ring for supervising employees.

The students could be, for example, an occupational therapy student and a physiotherapy student or a rehabilitation counselling student and a nursing student.

The main idea is that students from different disciplines can learn from each other and share their skills and knowledge about the work, objectives and methods in their own field.



	<p>Involved professions Nursing and healthcare, occupational therapy, physiotherapy, rehabilitation instruction, bachelor of social services</p>
 <p>Duration, frequency</p>	<p>The interprofessional traineeship lasts 8-12 weeks. One working day per week is reserved for sharing between students, possible development work and planning.</p>
 <p>Materials</p>	<p>For interprofessional work placement, a designed manual compiles: - 5 competency objectives from the INPRO Competency Framework - the agenda for student-to-student meetings - the agenda for the mid-term evaluation meeting - the Extended Professional Identity Scale (EPIS by Reinders et al.) The manual can be used both as electronic and paper version.</p>
 <p>Evaluation</p>	<p>Interprofessional work placement objectives are monitored through both mid-term and final assessments and weekly student meetings. In the development work, we used verbal feedback and guidance discussions. The idea is to give students time and space to share and absorb. Both the INPRO Competence Framework and the Extended Professional Identity Scale (EPIS) guide supervision discussions. The INPRO Competence Framework is used as self-evaluation tool at the beginning and at the end of the internship. It also helps to guide the work during internship. Based on the findings, the internship and the model will be further developed. For example, in the first pilot in autumn 2022, there were too many Competencies and, based on feedback, we decided to limit the number to five. Students can choose the two they want to focus on in this particular training period. In addition, we had too few supervisors, so we included 2 + 2 supervisors and a substitute.</p>
 <p>Institutions</p>	<p>Coronaria rehabilitation and therapy services (Coronaria Contextia Ltd) JAMK Jyväskylä University of Applied Sciences Forming together the so-called "interprofessional learning board".</p>
<p>Details</p>	<p>www.inproproject.eu materials: handbook, process and piloting details</p>

Learning questions, that are applied in the Interprofessional Internship Model:

1. How will the internship take place?

The interprofessional traineeship process is described in the figure. The key issues are the duration of 8-12 weeks, 2 students from different sectors in the same placement, the supervising staff, the use of the INPRO competency framework, the mid-term evaluation and the meetings between the students.

2. Can we promote co-operation and interaction between students, and co-operation and interaction between supervisors/professionals?

Yes, by working together and taking time to it. Taking the time to work together and highlighting the value of collaboration supports teamwork, collaboration and, in turn, mutual sharing and learning. The students also feel that meeting each other is important from a peer support perspective. Meetings between work placement supervisors increase, supervisors come closer during the placement period.



3. What are the results from self-assessment at the beginning and end (for instructors and students)?

The use of the INPRO Competence Framework in the pilot helped to focus attention on strengthening interprofessional competences. The use of the INPRO Competence Framework to guide the assessment of competences in training was seen as useful, but the number of competencies was seen as a problem.

4. What interprofessional practices and tasks are involved in the internship?

Depending on the service, students' work placements include a variety of work tasks and customer situations where inter-professional skills can be strengthened. These may include multi-professional teamwork, client networking meetings (e.g. rehabilitation plan meetings) or joint meetings with the client's school, cooperation with service housing units or joint therapy.

6. What kind of interprofessional co-operation is there?

There is opportunity to work together in different client situations as part of an interprofessional team.

The students have been able to participate in school visits, where they have worked together with the client's teachers on issues such as supporting working postures and two-handed working, in collaborative meetings where they have planned services to support functional capacity together with the client and their close relatives, and in the service housing unit, where they have discussed with the care staff and the client how to support independence in everyday situations.

The interprofessional teams have included rehabilitation specialists from Coronaria with different educational backgrounds and from different services. These team meetings have explored inter-professional collaboration within the building and in other settings. In addition, different client case studies have been discussed and a broader perspective on these has been considered.

7. What is the interaction between the different actors?

The different actors are students, workplace supervisors and the teachers supervising the institution. The cooperation between the students and the supervisors is and should be close during the placement.

Opportunities for students to cross-fertilise with experts from different fields in the workplace require planning. Good experiences were gained when, for example, a physiotherapy student worked with an occupational therapist supervisor on a random and planned basis, or that a rehabilitation supervisor student also had the opportunity to work in multi-professional services during his/her placement.

The collaboration with the teachers remained entirely at the start and end meeting.

In the interviews conducted at the end of the pilot, the students described that the role of the school during the placement was small. Possibly because of resources. We wondered whether the cooperation with the school could be increased without overburdening the teachers.

8. What kind of client-oriented interprofessional practices could be developed?

Since during this pilot the clients' perspective and voice were mainly left as random questions during therapy sessions and meetings, we cannot assess here what kind of client-centred approaches we would have developed. This is an important learning for the future.

It is important for us to put the client at the centre of all our activities, rather than inter-professional cooperation. Since there is a lot of talk about this, the journey has begun.

We systematically collect feedback from clients in rehabilitation and, for example, the content of the Oma Väylä- group (group-rehabilitation for young people 16-29 years) has been developed a lot on the basis of client feedback. The nature of outpatient rehabilitation means that clients and their families are taken into account in rehabilitation. For example, rehabilitation itself often takes place in the client's own environment, drawing on the client's interests. However, we cannot assume that we do not need to develop our practices, even though we already have client-oriented elements in our work.



9. How to use INPRO CF in interprofessional internship?

In the model, we use the INPRO Competency Framework for monitoring competences, and we have specifically chosen interprofessional practical work competences as the competence area to be considered. The Competence Framework is a framework of interprofessional competences developed by the INPRO project, based on the WHO Competency Framework. It allows students and supervisors to reflect on their own interprofessional competence development. In an interprofessional internship, the student and the supervisor both reflect on their own competence development through the framework. Similarly, it is up to them to determine which competence area they want to focus on during the period 1-5. In the framework form, the term 'client' refers to the client and his/her family.

One important prerequisite for the effectiveness of interprofessional work is the ability to co-operate. This means the ability to build relationships based on trust, interaction and commitment. Creating this way of working requires time and encounters, as well as the adoption of interprofessional processes and methods. Interprofessional co-operation emphasises client orientation, crossing boundaries, taking account of networks, bringing together perspectives and knowledge, and interaction-conscious co-operation. Two or more professionals are more than the sum of their parts.

By working and sharing together, we can both find new perspectives and work more effectively to achieve the client's goal, with the client at the centre of the action. Or better still, with the client as the driver of their own car and us, the experts, as their assistants. Although interprofessional co-operation and working practices are seen as effective and desirable in rehabilitation, they are not yet reflected in education at the required level. Moreover, for professionals, interprofessional co-operation is often left to their own orientation, with agreed practices rather than unspoken rules.

This INPRO piloting aimed to gather experience on the implementation of an inter-professional internship model. Feedback and experiences were sought from students, but also from professionals and school representatives.

In summary, at the end of the pilot, we know that the interprofessional internship model is a welcomed model between Coronaria and Jyväskylä University of Applied Sciences.

“I have gained a lot of new experience working interprofessionally at Coronaria. I think that this is something that could be invested in the future and I think that this kind of interprofessional training base is a good idea.” - physiotherapy student Laura Harjula

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