

Phase 1: Planning

- **Step 1** information gathering
- **Step 2** Stakeholder dialogue, critical decision-making, developing a project
- **Step 3** Confirm availability of resources and learning experiences

Name	UAS St.Pölten Enter short name if used in the text
Country	Austria
Description of the organisation	With more than 3,700 students, the St. Pölten University of Applied Sciences is a key player in the Austrian higher education sector and one of the most important employers in the region. The Health Department offers Bachelorprogrammes for Nursing, Dietetics and Physiotherapy. The Social Work Department offers Bachelor- and Master Programmes for Social Work.
Overall objectives	Interprofessional collaboration is becoming increasingly important for health professionals to improve the quality of health care. To prepare future health professionals for interprofessional collaboration, interprofessional education is needed. At the UAS St. Pölten, interprofessional education in health professions was first implemented in 2019 as a project with 24 students from 4 professions and has been continuously expanded since then. Within the international INPRO project, interprofessional education was implemented in an online setting and with the use of ICF in two interventions in order to give students and lecturers the opportunity to (additionally) exchange about international differences and similarities.
Ideas by dialogues	Using the Competency Framework for an international, interprofessional online course (2x in 2021 and 2022)
Research question/aim	What competences and learning outcomes are appropriate/realistic for an international, inter-professional online environment? How can specific competences be achieved: what kind of task is needed? How can the acquisition of specific competences be assessed? What competences have students acquired in the learning intervention?
Availability of resources/ Resources requirements	It is normal in large learning interventions, that someone has to take the lead and the others rely on that. Pitfalls for large international learning interventions are mostly related to time. Many universities can only state very late (only a few weeks before the learning intervention starts) how many students can

participate. The same can be said for lecturers. That makes the planning hard, also when it comes to assignments. At the same time it is a challenge to collect all the ideas of involved lecturers. Many of the involved lecturers also had their own research interests in the learning intervention, which helps a lot to provide materials, but it also makes it harder to reconcile all the demands.

Resources needed were

1. Regular meetings in order to plan the learning intervention (structure, size, assignments in general) – monthly meetings starting 9 months prior to the event.
2. To match the assignments with the learning outcomes additional meetings (2x2h) were needed.
3. To plan the assessment and develop assessment materials additional hours were needed. Also to introduce and explain the assessment materials to all involved lecturers and students.

Learning experiences

We wanted to test and use adequate interprofessional learning outcomes in our learning intervention

Start date

1.3.21

Phase 2 Construction

- **Step 4** Clarify the competencies and activities, and the expected level of proficiency to be achieved
- **Step 5** Determine the learning objectives and associated knowledge and skills
- **Step 6** establish the learning experiences, language according to the context and the material needed for learners to achieve the learning objectives

Process to clarify the competencies

For both learning interventions, the one on 21 December and the one on 22 November, we had several meetings to compare the programme (including the tasks) with the framework to see which of the learning outcomes could be achieved with the proposed learning methods. So first we decided on the methods, tasks and assignments for the students and then we checked which learning outcomes/competences could be achieved.

Learning objectives

IPC1. places the person and their family at the centre of the interprofessional practice (Level 0+1)
 IPC2. Establishes a collaborative relationship with the person and their family, and the interprofessional team (Level 0)
 IPC4. Adopts a sustainable interprofessional approach to problem-solving and decision-making (Level 0+1)
 IPC5. Works within scope of interprofessional practice and competence (Level 0+1)
 IPMC1. Demonstrates ethical conduct (Level0)
 IPMC2. Maintains interprofessionalism (Level 0+1)
 IPMC3. Works interprofessionally (Level0+1)
 LDC1. Continues to learn and develop in interprofessionalism (Level0+1)
 MLC1. Works to enhance the performance of the interprofessional team (Level 0+1)



MLC2. Works to enhance the performance of an interprofessional service delivery (Level1)

MLC3. Acts as an interprofessionalism advocate (Level0)

RC1. Integrates evidence in interprofessional practice (Level0)

+ Competencies of the IOCC

Places the interest and benefits of the person and their family in the focus of health care planning and related activities.

Identifies important information and unmet needs in the person and their family from a broad interprofessional perspective.

Identifies the unique cultures, values, roles/responsibilities, and expertise of other health professions and the impact these factors can have on health outcomes.

Shares and seeks information from relevant colleagues and external stakeholders.

Shares information and practice in terms appropriate to the needs of others.

Is committed to a non-blaming, non-punitive interprofessional team culture.

Recognizes and values the roles and contributions of interprofessional team members.

Maintains an awareness of current evidence-based practices
Showing awareness of own cultural biases (*) and how they affect own thinking

Showing awareness of the customs of other peoples' cultures in written and spoken communication

Associated knowledge & skills

The students were expected to have experience of working with patients through work placements. Most of them were in their final year. We also gave them self-learning material on how to use the ICF.

Language

The language was English. The Inpro CF was provided in all languages of the INPRO consortium: German, English, Dutch, and Finnish

Responsible person(s)

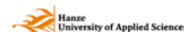
Ursula Hemetek, Anita Kidritsch, Anu Myllyharju-Puikkonen, Ingrid Aerts, Claudia De Weerd, Sandra Jorna-Lakke

Target group

21: 52 students and 14 tutors/lectures from AP Univeristy, Hanze Univerity, JAMK and UAS St.Pölten – 5 professions (Dietetics, PT, OT, Nursing, Social Work)

22: 116 Students (universities as above); 7 professions (DI, PT, Nursing, Social work, Psychology, OT, Rehabilitation Counseling)

28 Lecturers

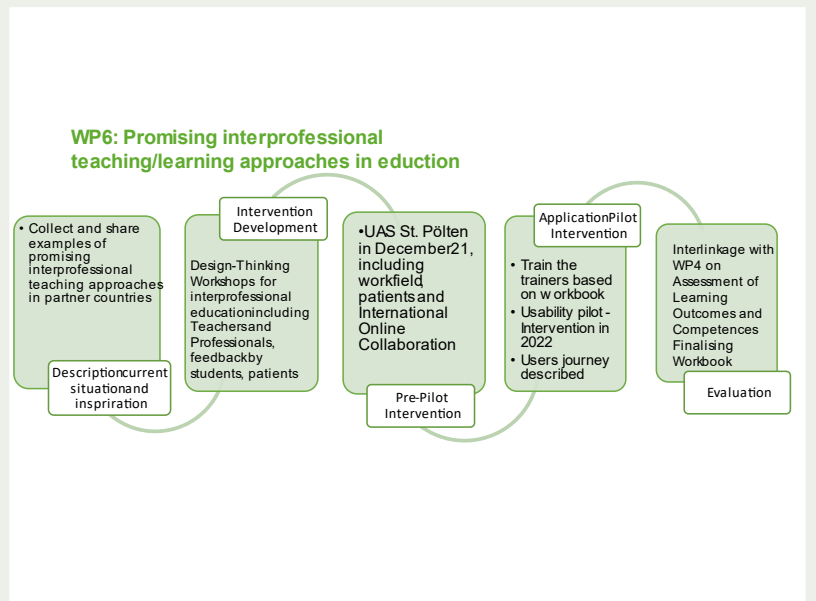


Setting	Both learning interventions were designed as online interventions. Everybody participated online.
Materials	All participating students and lecturers received access to a Moodle learning platform in order to follow the instructions and the programme of the course. Materials provided mainly included the case descriptions of the case the interprofessional teams were supposed to work on (https://healthtalk.org/ 4 cases were provided in total), ICF materials to facilitate interprofessional collaboration (parts of the ICF e-learning course of the WHO https://www.icf-elearning.com/ for preparation and the ICF assessment sheet https://www.icf-casestudies.org/introduction/introduction-to-icf-based-documentation-tools-and-rehab-cycle-2/the-icf-assessment-sheet as well as the ICF Referral Sheet https://www.slideshare.net/MatiesIPE/interprofessional-personcentred-assessment-and-referral-discharge-report-based-on-icf for collaboration). In the 2 nd intervention students were also provided with instructions on meeting the client and practice shared decision making based on https://www.ahrq.gov/health-literacy/professional-training/shared-decision/tools/factsheet.html#:~:text=Shared%20decisionmaking%20occurs%20when%20a,the%20patient's%20values%20and%20preferences . For the peer- and self assessment as well as the students reflection, students received the forms/links as well as instruction on how to fill in the forms.

Phase 3: Sequencing

- **Step 7** Structure the content
- **Step 8** Allocate time and resources to the project

Content of the project



- **INPRO Expert Survey on IPE Best Practice Examples:**
 - March until May 21

- 21 full responses from
- 4 INPRO partner countries
- **INPRO Design Thinking Workshops**
 - July and September 21
 - 3 Online Workshops on Design of International Interprofessional Person-Centered Learning Intervention using ICF
 - With experts in international coordination, teaching, patients, students
 - 2 Workshops on Design of Interprofessional Learning Intervention including work field (INPRO Praxis – in cooperation with rehabilitation center Moorheilbad Harbach) and real clients (INPRO client cooperation with NMS Drosendorf)
 - Approx. 12 meetings on designing the 1st pilot intervention in international team

Pilot1 21 December: In this first pilot intervention, 52 students and 14 lecturers from 5 professions and the four partner countries Belgium, Finland, the Netherlands and Austria participated in this online teaching format. Students from occupational therapy, dietetics, physiotherapy and social work

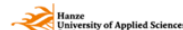
physiotherapy and social work, worked in inter-professional mixed groups on prepared cases.

The intervention lasted 2 full and one half day and 2 ECTS were awarded. The students had the task of preparing for the learning intervention a few days in advance, to familiarise themselves with their group case and the use of the ICF.

Approx. 12 further meetings to design the 2nd pilot intervention in international team

Pilot2 INPRO 22nd November:

Based on the experiences of the pilot learning intervention, the international learning intervention INPRO took place in November 2022 with 116 students divided into 15 interprofessional groups from the 4 partner countries and universities from 7 professions (dietetics, physiotherapy, nursing, social work, psychology, occupational therapy, rehabilitation counselling) and 24 teachers. The programme was designed for 2 ECTS over a period of 2 half days and 2 full days.



Topic	Date	Comment
Workshop 1: Kick-Off Introduction	1 session of 3 hours in November	Preparation for participating coaches Giving overview and handing out material
Workshop 2: Alignment of Coaching	1 session of 3 hours in December	Preparation for participating coaches Focus on aligning coaching strategies
Learning Intervention Organizational/Preparational Meeting with students and coaches	5th of December 15.30-17.00	
Learning Intervention	13.12.2023 8:00-12.05 14.12.2023 8:50-16.15 15.12.2023 8:00-13.45	... interprofessional groups, ... cases groups will work on a case, present the cases to each other, discuss different approaches and practice shared decision making with the client. Final presentations within the plenum will focus on the client, the learning and collaboration experience and additional questions
Coaching Alignment Meeting	13.12.2023 14.30-16.30	Short meeting for all coaches to raise/discuss open questions or insecurities
Reflection Meeting Coaches	19th of December 13.00-14.30	Aligning approaches for the reflection meeting with students and reflect on experience
Reflection Meeting interprofessional groups with their coaches	20th of December 16.30-18.30	

Feasibility of the project

The implementation is possible because the project took place within the INPRO project and was therefore funded. As not all students need a grade for their participation and the assessment was quite comprehensive, this part needs to be evaluated. The same applies to the use of ICF, as this can be intimidating for students who do not know ICF. Because IPE needs so many lecturers for the future, the scale of the intervention needs to be reduced, unless the university wants to allocate more funding to this type of training.

Working hours

Estimation of the working hours you spend on the project in total.

Phase 4: Assessment

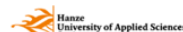
- **Step 9:** Assign assessment method(s) to each of the learning objectives in the curriculum
- **Step 10:** Considering gathering quantitative/ qualitative feedback

Documents/tools used in the project

- Moodle platform for the students and tutors
- Group observation for the coaches
- Reflection assessment (lime survey for the students)
- Feedback assessment about the shared decision making for the person/client/patient.
- Peer and self-assessment for the students

Feedback

1. Pilot project: Feedback was collected from students and involved lecturers through two different questionnaires, which allowed students and lecturers to answer open-ended questions (qualitative approach). The responses were analysed by the WP6 team and the results were used to develop a process guide for the implementation of IPE in higher education institutions. The evaluation of the process guide itself led - following a design-based research approach - to the 2nd pilot intervention, where all the assessment materials were used again (taking into account the learning from the previous intervention).
2. 2nd Pilot: no qualitative feedback but a quantitative questionnaire was used, focusing on general aspects



of the learning intervention and the preparational materials but not on the assessment materials.

Phase 5: Piloting

- **Step 11** Pilot/implementation of the project
- **Step 12** Evaluate and revise the project

Implementation of the pilot

Pilot1 21 December: In this first pilot intervention, 52 students and 14 lecturers from 5 professions and the four partner countries Belgium, Finland, the Netherlands and Austria participated in this online teaching format. Students from occupational therapy, dietetics, physiotherapy and social work

physiotherapy and social work, worked in inter-professional mixed groups on prepared cases.

With the help of an ICF assessment sheet, the students had to assess the "cases" with all their needs and their environment from an interprofessional perspective. Finally, the results of the collaborative interprofessional work were presented and discussed.

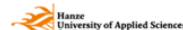
were presented and discussed. In between, the students also had the opportunity to interact in a monoprofessional session with students of the same profession from other countries. The intervention lasted 2 full days and one half day and was awarded 2 ECTS. The students had the task of preparing for the leaning intervention a few days in advance to familiarise themselves with their group case and the use of ICF.

INPRO International Learning Intervention 22nd November

Based on the experiences of the pilot learning intervention, the INPRO International Learning Intervention took place in November 2022 with 116 students divided into 15 interprofessional groups from the 4 partner countries and universities from 7 professions (dietetics, physiotherapy, nursing, social work, psychology, occupational therapy, rehabilitation counselling) and 24 teachers. The programme was designed for 2 ECTS over a period of 2 half days and 2 full days. Based on student and teacher feedback from the pilot intervention, an additional 1.5 hour preparation session was offered one week before the course started to give students clear instructions on how to prepare for the course.

course. A short reflection session with the interprofessional team and their coach was offered one week after the event.

In this IPE intervention, students in interprofessional teams also worked on a given case from <https://healthtalk.org>, but based on student feedback that they would have liked to be



able to ask the client questions, this time students had the opportunity to meet the client in person. 4 lecturers (one from each

country) acted as a patient. 3-4 groups worked on the same case and parallel meeting rooms were set up for the teams and the client to meet. In the

The first session prepared the students for an interprofessional assessment focusing on identifying the client's main needs and concerns. The students then worked in their teams to structure the information provided and to work together to develop therapy options and goals. The results were discussed with the client in a second meeting to practise shared decision making with the client.

The final presentation on the last day was again organised in parallel sessions where two groups presented and discussed the results of their collaborative interprofessional working process and client encounter as well as a controversial aspect of interprofessional collaboration.

For the assessment the students were introduced to the materials in the preparation session and also received instructions from their coaches. In the reflection session the interprofessional groups discussed the results of the assessment with their coaches. All coaches involved also had two meetings (one during the event and one after) to discuss the assessment and what to tell the students in the reflection session.

Outcome

Describe outcome (verbally, you can add pictures, attachments, web links, etc. as necessary)

I send the results of the survey (students, lecturers) as an attachment via e-mail.

Evaluation of the implementation

Evaluate the implementation of the action, reflect on whether it was successful, what contributed to achieving the result, what was an obstacle / what could have been done differently, what has changed in the life of the project, etc.)

We did not focus so much on the assessment tools in our evaluation. My view and the feedback I got from the lecturers was that the assessment materials in combination with the ICF materials were a bit overwhelming.

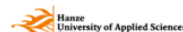
I'm not sure about future use, because it takes some time and thinking and adjustments to match the learning outcomes with the tasks, and I don't think my colleagues responsible for IPE in STP want to spend so much time on it, because at the moment no score or grade is needed for the students. From my point of view, I would not include peer and self-assessment in this type of intervention in the future.

Evaluation of the benefits

Students get to know each other. Better collaboration between health care professionals.

Is it in use

Yes



	In 2023 it will be organised for the third time by another of the HEI of this programme. After that we need to see who is going to do it next year to keep the continue
Further plans	Yes Continue the learning inteervention
Overall success and its determinants at organisational level	The overall success was that the learning intervention was well structured and on evrything was thought. It was an intens collaboration between different HEI were one has the lead. The challenges were the late respons of the students and the organisation that is last minute with changes due to the students and planning. The timetable doesn't fit for all the students with obligated classes in between.
Those who completed the google form/ the project	Student completed the google form.
Start	June 2021
End	December 2022 (2 pilots)

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