

**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

<b>Name</b>	JAMK University of Applied Sciences School of Health and Social Studies JAMK
<b>Country</b>	Finland
<b>Description of the organisation</b>	Institute of higher education, research and development.
<b>Overall objectives</b>	<b>Describe your organisation's starting point and overall objectives when you started to design INPRO CF project. OR The mission and vision statement of you organisation linked with interprofessional collaboration</b>  There was a need to add study opportunities for interprofessional competencies of students in the School of Health and Social Studies. A tool was needed to assist students in evaluating and enhancing their interprofessional competencies.  ICF competencies/ learning objectives were absent, hence the need for these competencies.
<b>Ideas by dialogues</b>	<b>List all the actions planned (only name, add more if needed):</b>  <b>PILOT 1: The use of INPRO CF during interprofessional internship.</b> <b>PILOT 2: The use of INPRO CF during interprofessional case days.</b> <b>PILOT 3: The use of INPRO CF in ICF “Advanced Course”</b>
<b>Research question/aim</b>	<b>Describe overall goal and/or research question</b>  <b>PILOTS 1 + 2:</b> Can INPRO CF be used to evaluate the interprofessional skills of health and social studies students during their interprofessional internship and case days? If so, what is the proper way to use it?  <b>PILOT 3:</b> How the ICF competencies/ learning objectives (developed as a part of INPRO CF) were attained through the use of the "ICF Advanced course" material.
<b>Availability of resources/ Resources requirements</b>	<b>The overall success (at an organisational level): what/how was successful and what were the challenges (e.g., slow start-up, difficult to recruit people in addition to clinical work, turnover of people in charge)</b>  <b>PILOTS 1 + 2:</b> INPRO project experts from JAMK (senior lecturers of nursing, occupational therapy, and physiotherapy) were involved alongside senior lecturers of rehabilitation counselling and social work. Professionals at Coronaria were also involved. A more challenging task was building an interprofessional group of students for the pilots.  <b>PILOT 3:</b>

Challenges: Developing ICF competencies / learning objectives was a bit of a challenge because there is quite a lot of overlapping between INPRO CF competencies and ICF, and ICF can be seen as a part of learning objectives in several areas.

The ICF "Advanced course" material development phase took more effort than expected in the beginning. Additionally, gathering participants from different organizations and implementing the "Advanced course" were more challenging than we initially thought.

**Success:** We manage to develop/describe ICF competencies/learning objectives for the first time, based on the WHO Rehabilitation competence framework and INPRO CF.

### Learning experiences

Enter the expected learning experiences

**PILOTS 1 + 2:** Expected learning experience was that INPRO CF could help the students to understand what interprofessional competencies are and evaluate if it could work as a useful tool to assess own level of interprofessional competencies and thus help to develop interprofessionalism.

**PILOT 3: If ICF competencies/learning objectives described in INPRO CF could help the participants understand what the ICF competencies/learning objectives are and evaluate if learning outcomes (levels) described could work as a useful tool to assess his/her own level of ICF competencies and thus help to develop ICF knowledge and skills.**

### Start date

September 2021 (Pilots 1. & 2.) February 2022 (Pilot 3.)

## 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

Describe the process how you selected the competencies

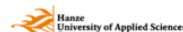
#### PILOT 1:

The students first identified their personal learning objectives. Then, they chose the skills that best matched their respective learning objectives.

#### PILOT 2:

Data from the initial test was used to choose the competencies. The educators identified the most important competencies by understanding the learning scenario in advance, and by being aware of their pupils' learning phase.

**PILOT 3:** All the developed new ICF competencies / learning objectives with levels (0-3) were chosen.



<b>Learning objectives</b>	<p>Which learning objectives did you choose for the project (f.e. IPC1.2 level 2: X OR in attached )</p> <p><b>PILOT 1:</b> Individual competencies named together with the student and the teacher.</p> <p><b>PILOT 2:</b> IPC2 level 3 + IPC3 level 2 + IPMC3 level 2 + RC1 level 1</p> <p><b>PILOT 3:</b> IPC1, IPC4, LDC1, MLC3, RC2</p>
<b>Associated knowledge &amp; skills</b>	<p>Essential requirements prior to joining the project are basic knowledge and skills, alongside core values and beliefs.</p> <p><b>PILOT 1:</b> Level 0 or lower depending on the previous practice experience</p> <p><b>PILOT 2:</b> Level 0, since they all had practice experience</p> <p><b>PILOT 3:</b> Basic knowledge of ICF model was prerequisite. That was not assessed by learning objectives</p>
<b>Language</b>	<p>Language used of the INPRO CF</p> <p><b>PILOTS 1 + 2:</b> During the pilots a Finnish version of INPRO CF was used in parallel with the English version.</p> <p><b>PILOT 3:</b> English version was used</p>
<b>Responsible person(s)</b>	<p>Enter name(s) and occupation(s) of the person(s) who are responsible for the project; describe those person(s)</p> <p><b>PILOTS 1+2:</b> Jaana Ritsilä, senior lecturer of occupational therapy (Anu Myllyharju-Puikkonen, senior lecturer of physiotherapy)</p> <p><b>PILOT 3:</b> Anu Myllyharju-Puikkonen, senior lecturer of physiotherapy and Jaana Paltamaa, senior researcher</p>
<b>Target group</b>	<p>Describe the target group of the development project(numbers and professions/background of participants, etc.)</p> <p><b>PILOT 1:</b> The target group was students of the Institute of Rehabilitation.</p> <ul style="list-style-type: none"> <li>• 10 occupational therapy students took part in the pre-pilot.</li> <li>• 2 students (1 rehabilitation counsellor student and 1 physiotherapy student) + 4 practice supervisors took part in the pilot itself.</li> </ul> <p><b>PILOT 2:</b></p> <ul style="list-style-type: none"> <li>• 46 occupational therapy students took part to the pre-pilot.</li> <li>• 5 occupational therapy students took part to the VR pilot + 6 occupational therapy students took part to the real client pilot.</li> </ul> <p><b>PILOT 3:</b></p> <p>The target group for the ICF competencies / learning objectives can be any student or professional who wants to evaluate his/her level of ICF competencies. In this pilot project, the "ICF Advanced Course" was aimed at students, lecturers or professionals who already had a basic knowledge of ICF.</p>
<b>Setting</b>	<p>Describe where implemented (whole/part of organisation, in/outpatient, etc.)</p>



**PILOT 1:** JAMK Institute of Rehabilitation and Coronaria Rehabilitation Jyväskylä

**PILOT 2:** JAMK Institute of Rehabilitation Dynamo Campus Jyväskylä

**PILOT 3:** The ICF competencies / learning objectives were developed in Jamk and piloted among project partners in Belgium, Netherlands and Finland.

## Materials

Describe the material(s) needed for learners to achieve the competencies

**Pilot 1:** During the interprofessional internship, we used study materials and assignments.

**Pilot 2:** We also had two different types of case days.

One involved using VR simulation glasses, while the other involved visiting a senior lady at home to assess her ability to live alone after undergoing a hip surgery.

One project saw students conducting two interviews with a real client to determine the necessary support or rehabilitation required to achieve the client's stated goals.

The case days included pre-reading materials on ICF and the case itself.

**PILOT 3** involved the development of the "ICF Advanced Course" study material, created in collaboration with Jamk and project partners.

## Phase 3: Sequencing

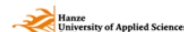
- **Step 7** Structure the content
- **Step 8** Allocate time and resources to the project

## Content of the project

Describe the content of the project

**PRE PILOT 1:** Ten occupational therapy students who were in practical placements familiarized themselves into the INPRO CF and discussed their own learning goals in the light of the INPRO CF. Two practice supervisors took part in the discussion.

**PILOT 1:** Two students (1 rehabilitation counsellor student and 1 physiotherapy student) + four practice supervisors took part to the pilot. The INPRO project and the INPRO CF was introduced to them by Jaana R in the beginning of the students' internship period. The Rehabilitation counsellor student made a simpler version of the INPRO CF to suit to the placement better. At the end of the internship period, they had a common meeting where they discussed the INPRO CF and filled in the forms. One of the supervisors made a policy for interprofessional internship for JAMK students in Coronaria. The use of INPRO CF was included into the policy (attachment 1)



Two students, one studying rehabilitation counselling and the other studying physiotherapy, along with four practice supervisors participated in the pilot. Jaana R introduced them to the INPRO project and INPRO CF at the start of their internship period. The rehabilitation counselling student created a simplified version of the INPRO CF to better fit their placement requirements. Towards the end of the internship period, they held a meeting to discuss the INPRO CF and complete the necessary forms. A supervisor created a plan for JAMK pupils to do interprofessional work experience at Coronaria. The policy in Attachment 1 involves the use of INPRO CF.

**PRE PILOT 2:**

46 Occupational Therapy students used the VR simulation glasses and the elderly home visit simulation. After using the VR simulation, they completed a Forms questionnaire indicating whether the INPRO CF domains could be learned using the VR simulation.

**PILOT 2:**

Two types of case days were planned in detail. At the end of the case days, the INPRO CF was introduced and instructions given on how to use it. The students filled in the forms and a group discussion was held.

**PILOT 3:**

The ICF competencies and the ICF Advanced course were developed. The participants studied the INPRO "ICF Advanced Course" material in national (organisation-based) groups. At the end of the course, the participants assessed their ICF level using the newly developed ICF learning objectives.

**Feasibility of the project**

Is implementation possible, when considering the size of the cohort, the time required, and/or the logistical factors?

**PILOT 1:** Yes.

**PILOT 2:** Yes

**PILOT 3:** Yes

**Working hours**

Estimation of the working hours you spend on the project in total (project itself so not the writing of this projectfile)

**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**

Describe the documents/tools that you used in the project. Can also be a manner of behaviour. (the name of the document and it can be included in the attachment if you have too much information)

**PILOT 1:** Assignments and study materials related to professional practice.

**PILOT 2:** Documents of the case client before the case day. ICF forms during the case day.



**PILOT 3:** INPRO "ICF Advanced material" developed in the project

## Feedback

Which feedback are you taking into account: quantitative/qualitative, how are you gathering these feedback,...

### PRE PILOT 1:

During the pre-pilots, the INPRO project's senior lecturers led group discussions with the students and a few practice educators. INPRO CF feedback forms were also used. The idea of INPRO CF was found interesting and useful, but long and complicated to use. A simpler version of INPRO CF in Finnish has been created and will be used in future pilots.

### PRE PILOT 2:

A Forms questionnaire was used in which all INPRO CF domains were listed and questions were asked: Do you think this (domain) could be learned through VR home visit simulation? The data was used to select the competencies for Pilot 2.

**PILOT 3:** "ICF Advanced course" learning objective was: the participant will be able to use and apply the ICF in person-centred and interprofessional practice.

The questionnaire about the levels of ICF competencies/ learning objectives, made by Webropol, was used after the "course".

*"Once you have completed the ICF Advance course, please fill in your opinion on the learning outcomes (different levels of learning objectives) achieved. Please mark (x) all the learning outcomes you think you achieved during the "ICF Advance course". Also, for each learning outcome you choose, give an example of what in the content supported its learning."*

There was also an additional question about other learning outcomes achieved: "What other learning outcomes related to person-centredness and interprofessionalism were you able to identify during this course? List them below".

## Phase 5: Piloting

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

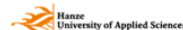
### Implementation of the pilot

Describe what was done and how

#### PILOT 1:

Two students (physiotherapist and rehabilitation counsellor) used the INPRO CF during their interprofessional placement at the Coronary Rehabilitation Centre. Practice supervisors also used the INPRO CF together with the students to assess their own interprofessional competences.

#### PILOT 2:



Two different types of case days were conducted: a case day with a VR home visit simulation and a case day with a real client. Students assessed their interprofessional skills at the end of both case days.

#### PILOT 3:

The ICF competencies and the "ICF Advanced Course" were developed under the leadership of the Jamk team, in cooperation with other project partners. The "ICF Advanced Course" was piloted among advanced students and professionals. The participants studied the material, did the selected tasks and at the end of the period they filled in the questionnaire on ICF competences.

#### Outcome

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

#### 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.)

#### PILOT 1:

The pilot project was particularly successful in its collaboration with Coronaria. There is enthusiasm to expand the interprofessional work placement opportunities. However, it seems to be difficult to coordinate the timing of the work organisation and the students of the different programmes.

#### PILOT 2:

he pilot was successful and reinforced the value and importance of interprofessional case days. It is necessary to plan the timing about 6 months in advance and to ensure that the case day is included in the curriculum as part of a compulsory course in all programmes.

#### PILOT 3: Not analysed

#### Evaluation of the benefits

What is the benefit of the result for everyday work / practices

#### PILOTS 1+2:

INPRO CF helps students to identify and assess their interprofessional competences. We did not have a tool for this before.

**PILOT 3:** The ICF competencies developed help students and professionals to identify their level of ICF knowledge and skills in relation to the different uses of the ICF.

#### Is it in use

Yes

Describe the current use. If not in use, indicate why.

**PILOT 1:** The policy for interprofessional internship has been made and it includes INPRO CF. We hope that this policy will be used several times in a year and with several students.

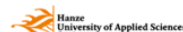
**PILOT 2:** The INPRO CF is used during interprofessional case days in year 2023. Will INPRO CF be the only tool to be used after year 2023 or would WHO RCF be used as well, we do not know yet.

**PILOT 3:** ICF learning objectives are not in use right now.

#### Further plans

Yes

Describe if you have any further plans



	<p><b>PILOTS 1+2:</b> INPRO CF will be used in interprofessional case days and interprofessional internship in the JAMK Institute of Rehabilitation in the future.</p> <p><b>PILOT 3:</b> We could consider using them when we have studies/courses on ICF in Jamk. We have not asked about the situation/plans of other organisations.</p>
<p><b>Overall success and its determinants at organisational level</b></p>	<p>The overall success (at organisational level): what/how was successful and what were the challenges (e.g., slow start-up, difficult to recruit people in addition to clinical work, turnover of people in charge)</p> <p><b>PILOTS 1 + 2:</b> The need for a structured tool/framework to assess interprofessional competencies as a dimension of professional development was recognised. INPRO CF was piloted and will be used in the future for interprofessional case days and interprofessional internships at the JAMK Institute of Rehabilitation.</p> <p><b>PILOT 3:</b></p>
<p><b>Those who completed the evaluation form/ the project</b></p>	<p>Enter occupations and number</p> <p><b>PILOT 1:</b> 2 students (a physiotherapist and a rehabilitation counsellor) + 4 professionals (one occupational therapist and three physiotherapists)</p> <p><b>PILOT 2:</b> 11 students (occupational therapists)</p> <p><b>PILOT 3:</b> 27 participants from Belgium, Netherlands and Finland; 15 professionals and 12 students. ( we didn't ask the professional background of the participants)</p>
<p><b>Start</b></p>	<p>Enter start date of the project</p> <p><b>PILOT 1:</b> September 2021</p> <p><b>PILOT 2:</b> September 2021</p> <p><b>PILOT 3:</b> February 2022</p>
<p><b>End</b></p>	<p>Enter the end date of the project</p> <p><b>PILOT 1:</b> December 2022</p> <p><b>PILOT 2:</b> June 2023</p> <p><b>PILOT 3:</b> February 2023 (piloting phase).</p>

**Visualisation: Timeline (Claudia is going to make a new visualisation)**

Claudia will make an excel timeline!!

Autumn 2021	Spring 2022	Autumn 2022	Spring 2023	Autumn 2023
Phases 1 and 2 PILOTS 1 + 2: Planning the use of INPRO CF at JAMK interprofessional internship and case	Phases 3 and 4 PILOTS 1 + 2: Prepiloting INPRO CF in interprofessional internship + planning case days.	Phase 5 PILOTS 1 + 2: Piloting INPRO CF in interprofessional internship and in case days.	Embedding / Implementing PILOTS 1 + 2: INPRO CF is used in interprofessional internship and case days.	Final embedding / Final Implementing PILOTS 1 + 2: Finalized INPRO CF versions will be used in



<p><b>days. Addint the ICF competencies into the INPRO CF.</b></p>				<p><b>interprofession al internship and case day.</b></p>
	<p><b>Phases 1 and 2 PILOT 3. Developing the ICF competencies and "ICF Advanced" material</b></p>	<p><b>Phases 3, 4 &amp; 5 PILOT 3. Piloting the "ICF Advanced" material and ICF comptences</b></p>	<p><b>Evaluation PILOT 3. Evaluation of the feedback and further development of material</b></p>	

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