

"INPRO International Online Learning"

Person-centred, interprofessional learning



Content

Intensive week:

Meet in small groups interprofessionally / monoprofessionally. Discuss a case by using ICF interprofessionally. Meet a client actor for interviewing, again to decide goal options. Reflect, discuss and present the findings.

Preparation: Engage self-paced in moodle with materials. Join / watch an introductory lecture (students and educators). Educators meet and exchange beforehand and in between.

Collaboration: Students and coach(es) get to know each other as well as the participating health professions. They work on how each profession contributes to well-being of persons.

They use Bio-Psycho-Social-Spiritual Model and ICF framework to prepare for a simulated encounter and decision-making. They present the case and decisions to another group and continuously reflect on feedback and guiding questions.

Reflection: Exchange on knowledge / elaborated materials. Discussion with peers and between students and educators. Filling in self- and peer-evaluation and feedback forms.



Learning outcomes (see Kolm et al., 2021; the INPRO CF codes are explained online, the full INPRO CF file is here)

From INPRO CF: IPC1.L0a, IPC1.L0c, IPC1.L1b, IPC1.L1c, IPC1.L1e, IPC2.L0a, IPC2.L0b, IPC4.L0c, IPC4.L1a, IPC5.L0a, IPC5.L1b, IPC5.L1c, IPMC1.L0a, IPMC1.L0d, IPMC2.L0a, IPMC2.L1a, IPMC2.L1b, IPMC3.L0a, IPMC3.L0b, IPMC3.L1a, IPMC3.L1b, LDC1.L0a, LDC1.L0b, LDC1.L0c, LDC1.L1b, LDC1.L1c, LDC1.L1d, MLC1.L0a, MLC1.L0b, MLC1.L1a, MLC1.L1d, MLC1.L1e, MLC2.L1b, MLC3.L0a, MLC3.L0b RC1.L0b; International Online Collaboration Competences



Person-centredness ICF (WHO framework)

Clinical reasoning

Yes, ICF frame / materials, bio-psycho-social-spiritual approach Yes, by assessing and judging a client's health status, goaling.

Yes, when preparing, engaging with and reflecting on a client



Learning principles

Setting

Activity-, simulation-, exchange-, and theory-based learning Online with higher education institutes from different countries, bachelor level (some obligatory in a course, some volunteer)



Target groups

Students (Experience: Intermediate / Advanced)

Number of participants Involved professions

50 to 125 students, 14 to 24 educators (min.: 1 per 8 students)

5 to 7 professions (dietetics and nutrition, healthcare and nursing, occupational therapy, physiotherapy, rehabilitation management, psychology, social work)



Duration, frequency

2 ECTS, optional 3 ECTS including ICF basic e-learning material 1,5 hours introduction, in an intensive week a half, two longer and another half day, plus 1 hour discussion one week after



Materials



Moodle as Learning Management Platform (see picture), MS Teams for video classrooms, Padlet and Google Files for collaboration. Client cases (https://healthtalk.org), Bio-psycho-social model, ICF e-learning, Interprofessional Collaboration Form (Snyman 2016), YouTube video material (https://youtu.be/38QAeY-stXY, https://youtu.be/qOV-5h0FpAo?t=291), short PPT presentations

Aerts (2023). Created Moodle.

















Evaluation / Assessment Qualitative and quantitative (Kirkpatrick & Kirkpatrick, 2016):

Feedback by the simulating client actor, students and educators

guided by open / closed questions.

Note: pass/fail based on participation, but some courses had to grade individually

Self- and peer evaluation, pre-post surveys (EPIS, Reinders et al., 2020; IOCC, Kolm et al., 2021) filled in by students.

Observation of competences and engagement by educators. Reflective discussion between students, partly with educator

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Institutions, credits St. Poelten University of Applied Sciences;

AP University of Applied Sciences and Arts Antwerp;

Hanze University of Applied Sciences; JAMK University of Applied Sciences.

The design was developed in a design thinking process inspired from courses at these institutions, which had already existed and been

held before INPRO (see a collected description here).

Details

A process guide was developed for educators who aim to set up such a course themselves!

INPRO Journey of the Student (youtube.com); IPCIHC (Tsakitzidis, 2015); INPRO – Interprofessional International Teaching (fhstp.ac.at), Reinders et al., 2020: Extended Professional Identity Scale (EPIS), <u>International Online Collaboration Competencies in Higher Education</u> Students: A Systematic Review by Kolm et al., 2021, Kirkpatrick & Kirkpatrick, 2016: Kirkpatrick's Four Levels of Training Evaluation see also the ERASMUS+ projects EDUdig.eu and COPILOT materials

Findings from the evaluation:



Reaction (in a report here)



de Smeedt (2022). Student Journey

Most important learning about interprofessional collaboration? Kidritsch (2022). Thanks! Type another answer here Reactions in AnswerGarden. trusting each other structure presentation patientcentered workin election sharing of knowledge discussing mindfulness in group discussion 1 love it patient-cent up discussion i love it patient-centered shared professions patient-oriented client-centered other perspectives COMMUNICATION practicing patient centered teamwork dialogue speakup needing each other diff. health reflecting together earn from each othe respect what other prof. do use of lift my limits teamwork motivates teamwork makes sense knowing competency different opinions being respectives.

5 % improvement on the EPIS scale (n=105 filled in pre and post in 21 and 22) Learning

Behaviour Learning outcome peer- and self-assessment are described in detail here.

> Students identified differences as well as similarities with their peers. They appropriately chose directive, integrative, and consultative roles.

Results Based on the students and lecturers feedback from the pilot intervention the

> preparational session one week before and the reflection session one week after the event were added. It also led to the addition of actors, because the students

wanted to ask the client questions about the case.

To organise resources, 3-4 groups worked on the same case, and parallel meeting rooms were created for the teams and the client too meet.

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