



## “INPRO International Online Learning”

Person-centred, interprofessional learning

	<p><b>Content</b></p> <p><b>Intensive week:</b> 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.</p>	<p><b>Preparation:</b> Engage self-paced in moodle with materials. Join / watch an introductory lecture (students and educators). Educators meet and exchange beforehand and in between.</p> <p><b>Collaboration:</b> 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.</p> <p><b>Reflection:</b> Exchange on knowledge / elaborated materials. Discussion with peers and between students and educators. Filling in self- and peer-evaluation and feedback forms.</p>
	<p><b>Learning outcomes</b> (see Kolm et al., 2021; the INPRO CF codes are explained <a href="#">online</a>, the full INPRO CF file is <a href="#">here</a>)</p>	<p>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</p>
	<p><b>Person-centredness</b></p> <p><b>ICF (WHO framework)</b></p> <p><b>Clinical reasoning</b></p>	<p>Yes, when preparing, engaging with and reflecting on a client</p> <p>Yes, ICF frame / materials, bio-psycho-social-spiritual approach</p> <p>Yes, by assessing and judging a client’s health status, goaling.</p>
	<p><b>Learning principles</b></p> <p><b>Setting</b></p>	<p>Activity-, simulation-, exchange-, and theory-based learning</p> <p>Online with higher education institutes from different countries, bachelor level (some obligatory in a course, some volunteer)</p>
	<p><b>Target groups</b></p> <p><b>Number of participants</b></p> <p><b>Involved professions</b></p>	<p>Students (Experience: Intermediate / Advanced)</p> <p>50 to 125 students, 14 to 24 educators (min.: 1 per 8 students)</p> <p>5 to 7 professions (dietetics and nutrition, healthcare and nursing, occupational therapy, physiotherapy, rehabilitation management, psychology, social work)</p>
	<p><b>Duration, frequency</b></p>	<p>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</p>
	<p><b>Materials</b></p>	<p>Moodle as Learning Management Platform (see picture), MS Teams for video classrooms, Padlet and Google Files for collaboration. Client cases (<a href="https://healthtalk.org">https://healthtalk.org</a>), Bio-psycho-social model, ICF e-learning, <a href="#">Interprofessional Collaboration Form</a> (Snyman 2016), YouTube video material (<a href="https://youtu.be/38QAeY-stXY">https://youtu.be/38QAeY-stXY</a>, <a href="https://youtu.be/qOV-5h0FpAo?t=291">https://youtu.be/qOV-5h0FpAo?t=291</a>), short PPT presentations</p>

Aerts (2023). Created Moodle.

