







“Interprofessional learning” (IPROL)”

Former “Promoting Interprofessional Student Experience” (PROMISE)

 <p>Content</p>	<p>IPROL is a three-day course for bachelor students from dietetics, healthcare and nursing, medicine, physiotherapy, and social work. In small interprofessional groups the students work together and discuss patient cases. On the third day group presentations on given topics in front of invited colleagues from different professions take place. This course was further developed from the PROMISE pilot course and will be implemented in the programme curricula. The students reflect focus questions by means of a portfolio. These are about group communication, personal development and professional development, as well as interprofessional experiences.</p>
 <p>Learning outcomes (or INPRO Competency Framework see here)</p>	<p>The students collaborate in small interprofessional groups. They describe the benefits of the resources of an interprofessional team based on knowledge of the competences of other health professions. They recognise interlinkages between the different professions, appreciate the competences of all team members, get to know the limits of ones’ own responsibility and help build relationships. They recognise conflicts in the team, point out conflict situations and take part in conflict resolution processes. They consciously accept ones’ role in the respective team and the associated obligations. They use a language appropriate to the address and choose suitable communication strategies. They can listen actively and feel obliged to have a respectful and empathetic attitude. They discuss issues in a team, assess arguments objectively and from a distance, appreciate differentiating aspects, demonstrate willingness to reach a consensus and promote decision-making in the interprofessional team. They discuss basic ethical attitudes. They work in an interprofessional team on a care plan for specific patient cases. They recognise and argue the importance and benefit of interprofessional collaboration.</p>
 <p>Person-centredness</p>	<p>Yes, focus on a person’s case and therefrom arising needs.</p>
 <p>ICF (WHO framework)</p>	<p>No</p>
<p>Clinical reasoning (the terms are explained in a guide for educators)</p>	<p>Yes, observation of the Clinical Reasoning model:</p>
<p>Learning principles</p>	<p>The student groups are instructed to think and create solutions for the cases, which are best for the patients and their problems, regardless their profession but the clinical reasoning.</p>
<p>Setting</p>	<p>Activity-based, simulation-based and exchange-based learning</p>
<p>Target groups</p>	<p>The course takes place at a university setting in presence. The interprofessional student groups are accompanied by mentors from all participating professions.</p>
 <p>Number of participants</p>	<p>Bachelor students Experience: Students from the 5th semester (out of 6)</p>
<p>Involved professions</p>	<p>In 2023 in sum about 350 students take part at this course</p>
<p>Involved professions</p>	<p>Dieticians, nurses, physiotherapists, social workers, medical doctors</p>

	Duration, frequency	3 days every year 2 ECTS
	Materials	The students and lecturers work analogue and digital (moodle) A work book is used as a guideline for students and lecturers, inspired by IPCIHC (Tsakitzidis, 2015) .
	Evaluation / Assessment	<u>Extended Professional Identity Scale Questionnaire</u> : improves 9% The students get feedback on their portfolio and the presentation. The students reflect on given focus questions. These are about group communication, personal development and professional development, as well as interprofessional experiences.
	Institutions Responsible lecturers of the interprofessional course	University of Applied Sciences St. Pölten, Karl-Landsteiner University Julia Glösmann (Healthcare and Nursing): Coordinator Lisa Brunhuber (Healthcare and Nursing) Michaela Neubauer (Physiotherapy) Ursula Hemetek (Dietetics) Michaela Huber (Social work) Simone Nemeth (Medical studies)

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