



“Practice in Rehabilitation”

Person-centred, interprofessional learning

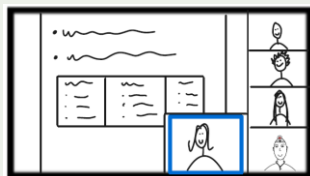


Content

This was a 2-day workshop after a lecture on ICF and self-preparation:



Credits: C. Freisleben-Teutscher



Kidritsch (2021). Storyboard.

01.12.2021: 36 physiotherapy students (FH St. Pölten) worked with the interprofessional team in Moorheilbad (Moor Spa) Harbach. At first, they got an input on the structural framework conditions. Afterwards the students experienced in four groups the acted demonstration of 4 typical patients. For each patient case, they defined ICF-based goals, received feedback and reflected their learnings with the MOHA team.

02.12.2021: After getting to know the approach of the family council (lecturers of social work and physiotherapy), the students gathered experience through role-plays. They reflected person-centred design of meetings in the physiotherapeutic process (see details). In the end, the students role-played in 4 groups interprofessional team meetings with or without patients. Students of media technology recorded these.



Learning objectives
(INPRO Competency Framework see [here](#))

Individual therapy planning, perceiving patients holistically, interprofessional collaboration, connected thinking (physiotherapy, occupational therapy, dietetics, psychology), reflecting critically on the structure of a team meeting.



Person-centredness

Yes, the whole workshop focused on person-centredness (discussing patients in team-meetings, implementing the family council approach).

ICF ([WHO framework](#))

Yes, the employees of Moor Spa Harbach explained how they use ICF. The students defined/played optimal ICF-structures for team meetings.

Clinical reasoning
(terms are explained in an educator [guide](#))

Yes, in the interprofessional team meetings is clinical reasoning very important. Each profession reflects about the patient’s rehabilitation progress – they decide together what will best support the patient.

Learning principles

Activity-, simulation-, exchange- and theory-based learning.

Setting

Day 1: The physiotherapy-students (bachelor level) from FH St. Pölten (University for Applied Sciences in Austria) made a field trip to Moor Spa Harbach (=orthopaedic health and rehabilitation centre in Austria).
Day 2: online due to the COVID-19 pandemic (students + lecturer)



Target groups





Students (Experience: Intermediate)

Number of participants


36-40 physiotherapy students (4 groups with 9-10 students)
Day 1: 5 employees (physiotherapy, occupational therapy, dietetics, psychology, therapy manager) + 1 lecturer
Day 2: 4 lecturers

Involved professions

This workshop was carried out with physiotherapy students. Students from media technology made team meetings film recordings. From Moor Spa Harbach employees of physiotherapy, occupational therapy, dietetics and psychology participated.

	Duration, frequency	No repetition, only once during the study period. Approximately 1 ECTS (2 days workshop; additional preparations)
	Materials	E-learning-tool ICF / ICF basic course , online meeting tool (MS teams) Interprofessional collaboration process and PPT presentations. E-Campus: learning diary, reflecting learning priorities, storyboard Short videos concerning GVA, REHA (www.moorheilbad-harbach.at) Google Doc: collecting reflective notes and sharing lessons learned
	Evaluation	Before and after the workshop the physiotherapy-students filled in a learning diary and a questionnaire concerning professional identity, EPIS (in German) . They reflected about their own learning priorities. In the end they uploaded their taken notes.
	Sharing contact	Anita Kidritsch, Senior Researcher (FH St. Pölten) anita.kidritsch@fhstp.ac.at
	Institutions	St. Poelten University of Applied Sciences Moorheilbad Harbach Health- and Rehabilitation Centre
	Details	www.inproproject.eu ; www.physioaustria.at (physiotherapy process) REHA www.moorheilbad-harbach.at/rehabilitation GVA www.moorheilbad-harbach.at/gesundheitsvorsorge-aktiv Location www.moorheilbad-harbach.at/veranstaltungszenrum Virtual visit of MOHA https://youtu.be/aT1SVpUdrZw Meeting https://www.youtube.com/watch?v=415JX0avgxQ&t=1s Kirkpatrick's Four Levels of Training Evaluation

Findings from the evaluation: (31 students answered the open questions)

	Reaction	Surprised by the good interprofessional collaboration (communication at eye level, searching together for the best solution) Inspired by the good team atmosphere (spirit and coherence were noticeable) Surprised by the precise target definition (very precise goals in terms of body function and structure)
	Learning	6% improvement in the Extended Professional Identity Scale (n=16 pre and post) Taking other professionals on board as a matter of course (accept others' help) Teamwork (learn from the diversity of knowledge of various professional groups) Goal-oriented communication (listening actively, value other opinions) Patient focus (empathise with their situation, consult a family council if necessary)
	Behaviour	The students faced difficult situations openly and brave. They have inspired each other and focused on learning new things.
	Results	The students learned how to network with other professional groups and how to communicate clear and appreciative. They realised how important it is to look at the patient holistically and to support each other.

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