






## “Practice in Prevention, with children”

Person-centred, interprofessional learning

	<b>Content</b>	<p>In cooperation with a school, 9 students (physiotherapy, dietetics) formed 4 interprofessional teams and worked with 6 pupils (10-12 years old) on their health concerns. The student-teams were guided by lecturers but worked independently most of the time.</p>
	<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1.) The schoolteacher taught the students how to interact with children and how to use interactive, child-friendly language.</li> <li>2.) The students applied ICF as a framework to collaborate.</li> <li>3.) Each student-team met online with the allocated child(ren) and asked about health-related questions and behaviour. They identified health-related strengths, resources and interests of and with each child.</li> <li>4.) Each child was provided with materials or advice in order to keep up their positive health-related behaviour.</li> </ol>
	<b>Person-centredness</b>	<p>Yes, health-related behaviour or topics of each child were focused.</p>
	<b>ICF (<a href="#">WHO framework</a>)</b>	<p>Yes, the collected data was discussed based on the ICF framework.</p>
	<b>Clinical reasoning</b>	<p>Yes, searching for connections in the biopsychosocial model.</p>
	<b>Learning principle</b>	<p>Activity-based learning -&gt; <b>terms explanation: <a href="#">guide for educators</a></b></p>
	<b>Setting</b>	<p>Due to the COVID-19 measures, the event could not take place at the university as planned, but was switched to an online setting.</p>
	<b>Target groups</b>	<p>Students Experience: Beginner / Intermediate</p>
	<b>Number of participants</b>	<p>Children: 5 – 20 (depending on the children’s personality, not all children from one class will be suitable to participate) Students: 10 – 40 (2 or 3 students for one child) Educators: 2 – 8 (one educator supervises 2 – 3 groups) ... and of course the schoolteacher!</p>
	<b>Involved professions</b>	<p>In this pilot only physiotherapy and dietetics students participated. But also other students such as nursing, occupational therapy, psychology students or speech and language therapy are suitable.</p>
	<b>Duration, frequency</b>	<p>Approximately 1 ECTS (1,5 days contact time plus preparations) Single event, only once during the study period.</p>
	<b>Materials</b>	<p><a href="#">ICF E-learning</a> and deepening material (<a href="#">INPRO basic course</a>), Moodle for sharing files or links, e.g. a short personal description (from the students and the children – to get to know each other) Online meeting hard- and software, if held in an online-setting Miro-board (for collecting and sorting the information to ICF) Child use-case (in German, below) developed / used in preparation YouTube and Google docs (for deepening ICF knowledge), or other</p>

	<p><b>Evaluation / Assessment</b> Personal reflexion before and after the intervention by all involved                  Feedback by / discussion with the children, their teacher and the supervising educator. No grading (“successfully completed”).  <a href="#">Extended Interprofessional Identity Scale</a> pre-post (in German).                  Costs for the children’s transport if in-person, time resources</p>
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	<p><b>Details</b> <a href="http://www.inproproject.eu">www.inproproject.eu</a> with Inspiring Didactics, the INPRO <a href="#">Competency Framework</a> and a process <a href="#">guide</a> for educators  <a href="http://www.icf-elearning.com">www.icf-elearning.com</a>                  Reinders et al., 2020: <a href="#">Extended Professional Identity Scale (EPIS)</a>  <a href="http://www.fhstp.ac.at">www.fhstp.ac.at</a>  <a href="http://www.s311012.jimdo.com">www.s311012.jimdo.com</a> (Homepage Lower Austrian Middleschool)</p>

**Findings from the evaluation:**

	<p><b>Reaction</b> Creative work, having fun.                  “It was a great exercise for me and my future professional life, especially how the questions were received by the children.”                  “You just respond to the children and it's okay if they don't have the same plans as you do.” “It's good to encourage someone to do something and not to look for improvements.”</p> <div data-bbox="1157 898 1437 1099" data-label="Image"> </div> <p data-bbox="1157 1099 1428 1126">Credits: W. Donatus-Fux</p> <div data-bbox="619 1182 1114 1294" data-label="Diagram"> </div> <p data-bbox="1125 1265 1316 1294">Experienced ICF</p>
	<p><b>Learning</b> 4% improvement on the <a href="#">Extended Professional Identity Scale</a> (n=8)</p> <p><b>Behaviour</b> Students paid attention to the atmosphere of the conversation, applied online counseling/getting to know each other, co-learnt, worked in an interprofessional team, got insight in the other’s work, saw the perspectives of and dealt also with reserved/shy children. They identified common topics of conversation and noticed what the children could already do or where they could possibly catch up.</p>
	<p><b>Results</b> Use-case (imagined child with personal characteristics, context factors, pre-experience, emotions, needs and health questions), developed counselling materials:</p> <div data-bbox="686 1646 1444 1977" data-label="Diagram"> </div> <div data-bbox="686 1713 981 1977" data-label="Diagram"> <p data-bbox="630 1948 981 1977">Wenn du willst, kannst du alles erreichen!</p> </div> <p data-bbox="303 1877 539 1977">Kidritsch (2021): Student-generated content based on ICF</p>

## Use case (German)

Potential young service user, developed from the INPRO Design Thinking Workshop on July 13<sup>th</sup> 2021

Charakteristik:

- 14 Jahre alt
- Freunde (Burschen) und die Gloria
- sein Äußeres ist ihm wichtig
- 15 kg zugenommen
- Computerspielen, Tischtennis, war einmal in Verein, spielt gemeinsam mit Freunden, Gemeinde (Peergroup)
- Sehnsucht nach Autonomie

### 1. Füße: Grundlage

- Familie
- Sozialkompetenzen
- Netzwerk
- Pubertät / Veränderung

### 2. Kopf: Wissen und Fragen

- „Ich ernähre mich falsch“
- „Entscheidung: Ich suche mir Hilfe / Hilfe in Anspruch nehmen“
- „Denke zu wissen, wie ich ausschauen sollte / wie schwer ich sein sollte (Wissen zu BMI)“

### 3. Herz: Emotionen

- „Mein Körper entspricht nicht dem Ideal (Verzweiflung / Trauer / Angst vor Ausschluss)“
- „Angst vor gesundheitlichen Problemen“
- „Hilflosigkeit“
- „Komm ich beim anderen Geschlecht an? Darf ich durchschnittlich sein?“
- „Werde ich ernst genommen? Wissen die Leute, was ich draufhabe?“

### 3. Herz: Bedürfnisse

- „Wenn mir alle eine Frage stellen (z.B. Rehabilitationsaufenthalt), das nervt mich sehr.“
- „am Anfang eine Aktivität stellen und nicht Fragerunde“
- „Wissen, wen ich in Institutionen ansprechen kann (wer ist für was zuständig)“
- „Möglichkeit zum Ankommen geben!“
- „mich auf den "neuen Raum“ einlassen können“
- „Druck auf mich“
- „auf vorhandene Infos zurückgreifen, nicht Fragen x-mal wiederholen“
- „jemand hat Interesse an mir, hat sich vorbereitet“

### 4. Hände: Zukünftige Lernerfahrungen

- „gesündere Ernährung“
- „lernen, gemeinsam zu kochen“
- „richtig bewegen“
- „lernen, wie das mit den Mädchen funktioniert“

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