



“JAMK Case Days”

Person-centred, interprofessional learning

	<p>Content</p> <p>Client-related process: Discussing the case / planning subjective history taking / communication with an actor / coming up with a client-centred and interprofessional approach of client rehabilitation / discussing and evaluating the plan of rehabilitation with the actor / evaluating the whole process.</p>	<p>Preparation: Students work self-paced with pre-studying material of interprofessional team work, ICF and case information.</p> <p>Learning goals: The students will strengthen their dialogue skills in an interprofessional team using person centeredness shared expertise and ICF.</p> <p>Collaboration: Students from different professions are divided into interprofessional teams. Then a client case is presented and they first have to collaboratively plan and carry out a client interview to collect more information. After that they plan and carry out a rehabilitation meeting with an actor order to plan and decide the intervention goals for the client.</p> <p>Reflection:</p> <ul style="list-style-type: none"> • Comparing the ICF-form (filled in by the student) to the ICF form filled in by an ICF expert. • Answering a feedback questionnaire (including questions about the use of ICF). • Filling in the INPRO CF self-evaluation form.
	<p>Learning outcomes (The INPRO CF codes are explained online, the full INPRO CF file is here)</p>	<p>IPC3 Level 2 (from the INPRO Competency Framework) IPMC3 Level 2 MLC1 Level 1-2 ICF competence</p>
	<p>Person-centredness</p> <p>ICF (WHO framework) (The terms are explained in a guide for educators)</p>	<p>Yes, when preparing, engaging with and reflecting on a client</p> <p>Yes. ICF-forms are used for helping the students to remember all the aspects affecting the functioning of the client. It is also used for focusing the interprofessional discussion and documentation during the case.</p>
	<p>Clinical reasoning</p>	<p>Yes, by working on a client case (interviewing and planning)</p>
	<p>Learning principles</p>	<p>Activity-based, simulation-based, exchange-based learning</p>
	<p>Setting</p>	<p>Option 1: Online Case Day 27.4.2023 Option 2: Campus Case Day 12.5.2023</p>
	<p>Target groups</p>	<p>Students of the School of Health and Social Studies JAMK Experience: Advanced (near graduation)</p>
	<p>Number of participants</p>	<p>Online Case Day: 100 students + 5 teachers Campus Case Day: 30 students + 5 teachers</p>
	<p>Involved professions</p>	<p>All professions applicable of the School of Health and Social Studies JAMK</p>
	<p>Duration, frequency</p>	<p>2 to 4 Case Days every year, each lasting 1 day per student</p>

	<p>Materials (The ICF form was used in Finnish, in English it can be found here)</p>	<p>Interprofessional teamwork, ICF framework materials, client case (https://www.healthtalk.org/weight-change-associated-health-problems/maxine-mary) Feedback questionnaire, INPRO CF self-evaluation form Actors who take over the role of the client</p>
	<p>Evaluation</p>	<p>Qualitative and quantitative: INPRO CF Self-evaluation and feedback questionnaire by the students Feedback by the simulating client actor Reflective discussion session with the educators</p>
	<p>Sharing contact</p>	<p>Jaana Ritsilä Senior lecturer in occupational therapy</p>
	<p>Institutions</p>	<p>JAMK University of Applied Science</p>
	<p>Details</p>	<p>https://www.jamk.fi/en www.inproproject.eu Kirkpatrick, 2016: Kirkpatrick's Four Levels of Training Evaluation</p>

Findings from the evaluation: 110 students filled in the reflection forms.

	<p>Reaction</p>	<p>90% of the students agreed that a case day should be organized in the future for all graduating students</p>
	<p>Learning</p>	<p>89% of the students agreed that during the case-day their knowledge of ICF and how to use it was increased.</p>
	<p>Behaviour</p>	<p>89% of the students agreed that the case day was long enough to reach the learning goals. 86% of the students agreed that the use of ICF made the discussion in the interprofessional team easier.</p>
	<p>Results</p>	<p>According to the self-evaluation of learning outcomes: IPC3 level 2 or 3 were reached by 77% of the students IMPC3 level 2 or 3 were reached by 60% of the students MLC1 level 2 or 3 were reached by 58% of the students</p>

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