



## ALIGNING INTERPROFESSIONAL EDUCATION AND COLLABORATION IN PRACTICE

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using promising regional experiences for international exchange

# HANDBOOK AND MODEL FOR INTERPROFESSIONAL INTERNSHIP

Coronaria Therapy and Rehabilitation Services (Coronaria Contextia Ltd)

This is a guide for rehabilitation professionals and teachers training future rehabilitation professionals. This guide will give you perspectives and concrete tools for developing students' interprofessional skills. You will also discover that learning and professional development are not only about students, but also about all of us - teachers and rehabilitation professionals. Interprofessional cooperation is developed through working together, through different everyday tasks and through frameworks that guide competency development. You will learn how interprofessional internship can be implemented in the field of rehabilitation and what practices can be included.

You will also learn how the Competency Framework tool developed for interprofessional working can be used to guide interprofessional practice and be inspired by the interprofessional practice model. So that you can start to develop collaboration with students and interprofessional competencies in your own work field.

Here you will find a report and a handbook on the implementation of interprofessional internship. The handbook will help you to get inspired and develop the right approach to interprofessional internship for your organisation.

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## 1. Interprofessional internship

This handbook is intended to provide a framework for interprofessional internships to help you to implement an interprofessional internship model in your organisation. A model that is by no means complex or difficult to implement, but rather a way of thinking where we start to work together to offer students the opportunity to develop as experts in interprofessional or, more commonly known, interprofessional skills in a client-oriented way.

In this handbook, I use the term "interprofessional" to refer to the English term "interprofessional". Interprofessional collaboration involves clear boundaries between professions, but these boundaries are not as strict as in interprofessional collaboration. There is a partial overlap between the competencies of the professions. For many, the more familiar term is "interprofessional". In multi-professional work, professionals assess the rehabilitant independently, set professional goals and make plans from their own professional perspective. Information about the rehabilitant is shared informationally with other team members. (Jeglinsky, I. & Kukkonen, T. 2016. Moniammatillinen yhteistyö kuntoutuksessa. Julkaisussa Kuntoutuminen. Toim. Autti-Rämö, I., Rajavaara, M., Salminen, A.-L. & Ylinen, A. Helsinki: Duodecim, 393 – 401.)

The handbook contains a model for interprofessional internship, a process and various tools for implementing the internship. In the model, we use the Competency Framework for monitoring competencies, and we have specifically chosen interprofessional practical work competencies as the competency area to be considered. The Competency Framework is a framework of interprofessional competencies developed by the INPRO project, based on the WHO Competency Framework. It allows students and supervisors to reflect on their own interprofessional competency development. The framework can be found from this handbook. The template also includes an agenda for joint meetings with students, a plan for working with a common client, the purpose and objectives of the pre-internship meeting, a checklist for the whole internship process and a feedback questionnaire.

If you wish, you can use this handbook and the internship model in sections and choose the practices and ideas that best suit your organisation. The model is designed to be flexible so that anyone can adopt it.

In the Interprofessional Internship Model you can see the values and themes that guide interprofessional internship. These are 1. developing interprofessional skills 2. customer orientation 3. interaction and cooperation. When we talk about growth and interprofessional competency development, we mean the development of all parties involved. This model aims to put all actors on a path that strengthens skills and expertise. A path that is shared by students, employees and teachers alike.

A rewarding interprofessional competency development work!

## 1.1. Model for interprofessional internship

The interprofessional) internship model guides the implementation of internships and aims to lower the adoption rate of the approach by the different actors. The model is also an example of how business and higher education can work together to provide practical learning platforms for students.

The model of interprofessional internships shows the values and themes guiding the internships. These are:

1. interprofessional competency development
2. customer orientation
3. interaction and cooperation.

Interprofessional competency development permeates the whole ideology of the internship model. The aim is that students entering the world of work will be better equipped to work in interprofessional jobs and networks after graduation. It also gives workers the opportunity to review and assess their own interprofessional skills and working practices. By coming together to reflect on the way we work and the needs of our clients, we can also transfer knowledge to the field of education. What skills do students need? In this way, interaction and learning takes place in all directions in the model. From the institution to the workplace and from the workplace to the institution. There is potential for growth and insights to emerge from the interactions between those working together, if only we give them space and time. At the heart of all this is, of course, the customer and their needs and interests. We all do this work for the sake of our customers.

The outer edge of the model shows practices and tools for interprofessional internships. These tools and practices are intended to guide the target-oriented implementation of the internship and also enable further development. Perhaps the most important element of an internship is the simultaneous internship of two students from different disciplines. The idea of students having the opportunity to share their internships with each other is an interesting and fruitful one. This is why time is set aside for joint work experience. Once a week, the students meet each other and share knowledge and experience. The workplace supervisors form a mentoring circle made up of experts from different fields. The aim of the steering circle is also to increase cooperation and interaction between experts from different fields within the organisation. There is rarely too much time for sharing in the workplace. A joint mid-term evaluation brings together all the actors involved, from students to workplace supervisors to the supervising teachers in the institution.

## A model of interprofessional practical training

Source: Coronaria Rehabilitation and therapy services



Coronaria 

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INTERPROFESSIONALISM IN ACTION

## 1.2. The interprofessional internship process

The interprofessional internship process describes the progression of the internship and the procedures involved in the different stages of the internship. The process is divided into three parts: before, during and after the internship. The process also opens up the idea of how pre-internship is an important part of a multi-professional internship, as it involves many different actors. Outlining the process also helps in the implementation and scheduling of the internship. The open process is designed to help the different actors to implement the cycle of interprofessional internship.

## 1.3. Before an interprofessional internship

Before the internship period is implemented, the work community agrees on the employees who will be part of the supervisory team, i.e. who will supervise the students during the internship period. In addition, an alternate is appointed. 2 internship vacancies will be published in the electronic system (Jobiili), looking for students from different fields. For example, one advertisement is for physiotherapists and nurses and the other for occupational therapists, social workers and rehabilitation counsellors. The selected students will be interviewed and a start date for the internship will be agreed, as well as a preliminary interview. The internship supervisor will convene the pre-internship meeting and other joint meetings during the period. The internship contract is filled in.

## 1.4. During an interprofessional internship

At the beginning of the internship period, both students and supervising staff carry out a self-assessment using the Competency Framework and select the area of competency they wish to focus on during the period. The students will participate in work activities in their field and in accordance with the objectives of the Competency Framework. Students will meet each other once a week.

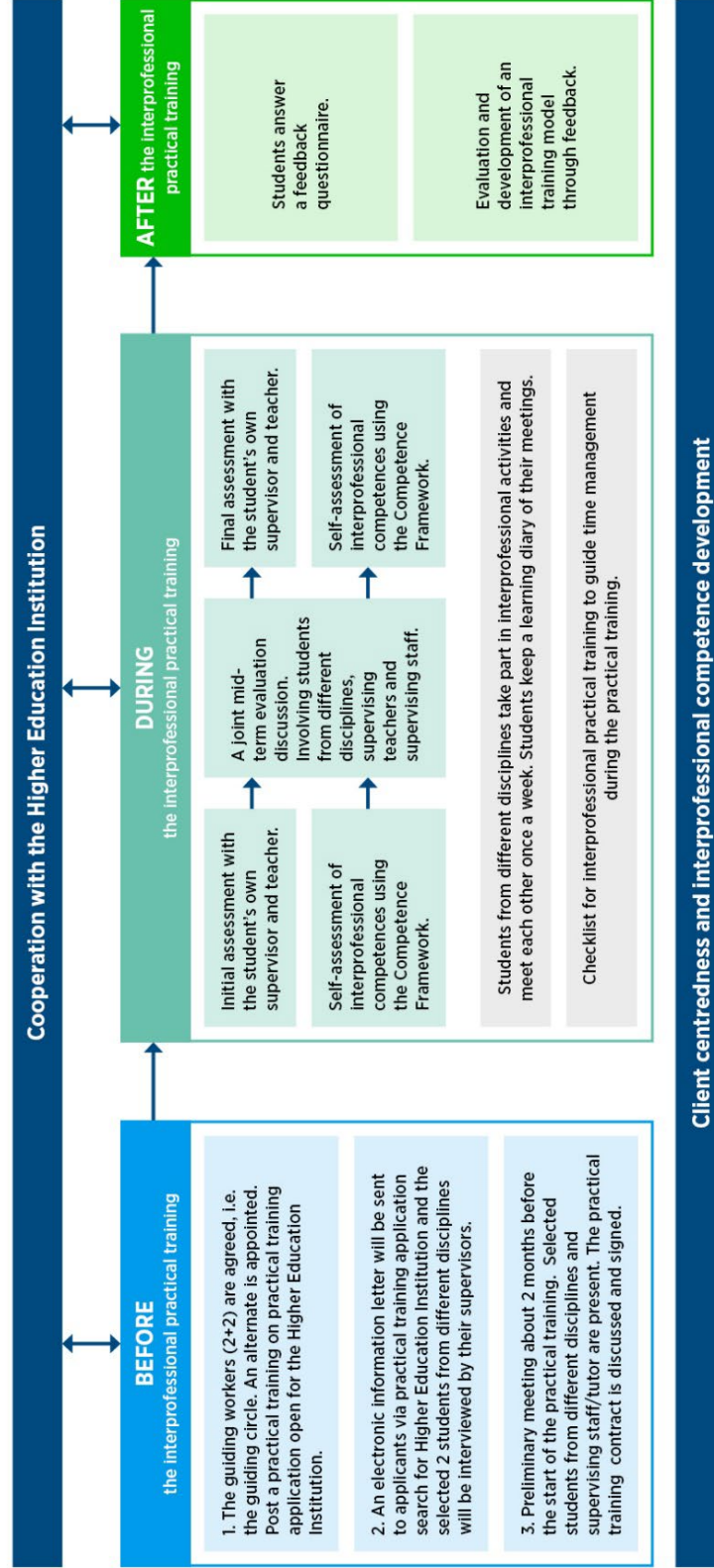
The mid-term evaluation will take place around the mid-point of the period and will review the agreed topics and leave room for open sharing.

Towards the end of the internship, the supervisor and the student will again carry out a self-assessment using the Competency Framework.

## 1.5. After the interprofessional internship

Students and supervisors respond to a feedback questionnaire and the feedback is used to develop the approach.

# A process of interprofessional practical training



**Client centredness and interprofessional competence development**



## 1.6. Student guidance

- Client situations are discussed with the student. In a discussion, why did you do this?
- The student is involved in as many situations as possible.
- Based on the student's own competencies, responsibilities and tasks are planned (from monitoring to more independent work and planning).
- As the student starts to work more independently, it is important for the supervisor to reflect together on their own experiences of working with clients.
- Give good feedback! Encourage! Reinforcing and highlighting positive experiences is important in student supervision. Also consider how to give developmental feedback? We are all learning and there is room for improvement for professionals and workplace supervisors too.
- Humanise and highlight learning through error.
- Ask the student for feedback on their own performance too!
- Wondering and reflecting together creates psychological safety Give space for reflection and error.
- Encourage and encourage the student, sensing as a supervisor whether the student is ready for more independent work after all.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>TASKS</b>	<p>Interprofessional internship checklist to guide work assignments</p> <p>Engaging with a professional (own supervisor 1) in client work and working in networks and in the client's own environment, participating in multi-professional rehabilitation services</p>	<p>Interprofessional internship checklist to guide work assignments</p> <p>Engaging with a professional (own supervisor 1) in client work and working in networks and in the client's own environment, participating in multi-professional rehabilitation services</p>	<p>Interprofessional internship checklist to guide work assignments</p> <p>Engaging with a professional (own supervisor 1) in client work and working in networks and in the client's own environment, participating in multi-professional rehabilitation services</p>	<p>Interprofessional internship checklist to guide work assignments</p> <p>Engaging with a professional (own supervisor 1) in client work and working in networks and in the client's own environment, participating in multi-professional rehabilitation services</p>	<p>Interprofessional internship checklist to guide work assignments</p> <p>Planning and meeting with another student in an internship related to the rehabilitation of own clients, writing a learning diary of these meetings.</p> <p>An interprofessional skills agenda for reflection and discussion.</p> <p>Possible interprofessional development activity, if there is a need and interest.</p>

## 1.7. Interprofessional internship checklist

What?	Who?	When?
The working partnership will agree on the timing of the interprofessional internship and the guidance circle		
Internship application open and interviews		
Preliminary meeting and internship contract		
Drawing up a weekly timetable and agreeing on work tasks		
Competency Framework, self-assessment		
Joint student meetings and learning diary		
A common client for students		
A joint development task for students		
Students' participation in work activities according to their own objectives		

Mid-term evaluation		
Feedback questionnaire		

## 1.8. Pre-interprofessional internship discussion

A pre-internship meeting is held 2 months before the start of the internship. The meeting will be co-convened by a pre-arranged Coronaria employee who will act as the supervisor in charge of the interprofessional internship. A joint mid-term evaluation meeting will be convened by the same member of staff.

Both the 2 students selected for the internship and the professionals from the supervising circle will attend the pre-sessional meeting. The aim of the meeting is to plan the weekly work during the internship, agree on interprofessional tasks, the division of responsibilities between supervisors and possible participation in group rehabilitation services. The internship contract will also be completed.

1. Go through what happens at the beginning of the internship period
2. Dates, i.e. on which days the student will play which specialist role
3. Discuss roughly the timetable
4. agree on the tutors and provide contact details and information on who to contact
5. What are the student's objectives? Expectations?
6. Consider the possibility of a joint client?
7. Agree on a preliminary outline of the type of work the student will be involved in
8. Internship contract
9. Registration codes and other practical matters
10. Questions?

## 2. Competency Framework

The Competency Framework is an interprofessional competency framework developed by INPRO, based on the WHO Competency Framework. It allows students and supervisors to reflect on their own interprofessional competency development. The framework emphasises client orientation and

interprofessional collaboration skills. In this internship, we have limited our reflection to a single competency area, although the competency framework includes several different competencies. In an interprofessional internship, the student and the supervisor both reflect on their own competency development through the framework. Similarly, it is up to them to determine which competency area they want to focus on during the period 1-5. In the framework form, the term 'client' refers to the client and his/her family.

## 2.1. Interprofessional practical client work

1. I set the client and his/her family at the centre of interprofessional work
2. I establish a collaborative relationship with the client, his/her family and the interprofessional team
3. I communicate effectively with the client, his/her family and the interprofessional team
4. I use approaches to problem solving and decision making that support interprofessional cooperation
5. I work in a interprofessional practice knowing my competencies and limitations.

1. I set the client at the centre of interprofessional work				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p><b>I recognise</b> the client's active participation in interprofessional rehabilitation and listen to the client's desired rehabilitation goals and needs.</p> <p><b>I assess</b> the client's functional capacity by collecting information from the client, for example through an interview.</p>			
Progressing	<p><b>I involve</b> the client as an active partner in interprofessional rehabilitation and decision-making.</p> <p><b>I identify</b> the client's desired outcomes and respond to their needs and goals.</p> <p>I identify factors that prevent the client from participating in rehabilitation.</p>			
Excellent	<p><b>I support</b> the client to be an active partner in interprofessional rehabilitation and decision-making.</p> <p>I take into account the client's interests and respond to his/her goals and needs.</p> <p>I identify and take into account in my activities factors that prevent the client from participating in rehabilitation.</p>			

Interprofessional specialist	<p><b>I support</b> the client to be an important partner in interprofessional rehabilitation and decision-making.</p> <p>I put the client's interests and their benefits <b>at the centre of health service</b> planning and related activities.</p>			
<b>2. I establish a collaborative relationship with the client and the interprofessional team</b>				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p><b>I recognise and acknowledge</b> the client's attitudes, beliefs and feelings.</p> <p>I examine the client's knowledge and needs, taking into account the potential for broad interprofessional cooperation.</p>			
Progressing	<p><b>I identify and minimise power imbalances</b> associated with client and interprofessional team working.</p>			
Excellent	<p><b>I explore and support</b> the client's attitudes, beliefs and feelings. I promote the client's right to self-determination.</p>			
Interprofessional specialist	<p><b>I build and maintain</b> a positive relationship with the client, which is expressed through trust, empathy and mutual respect.</p> <p><b>I demonstrate empathy</b> towards members of the interprofessional team.</p> <p>I establish a relationship of trust with the client as part of an interprofessional team.</p>			

3. I communicate effectively with the client and the interprofessional team				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p><b>I identify</b> the client's communication needs and skills, taking into account his or her characteristics.</p> <p>I recognise the roles and responsibilities of all in interprofessional working.</p>			
Progressing	<p><b>I can form</b> good interpersonal relationships, including active listening, interpreting non-verbal communication and responding appropriately with clients and in interprofessional teamwork.</p> <p><b>I communicate</b> my role and responsibilities to the client and other professionals.</p>			
Excellent	<p><b>I can communicate effectively</b>, taking into account the impact of the environment and space on privacy and comfort in communication situations.</p> <p><b>I am flexible</b> in adapting my communication to the needs of the client.</p> <p>I avoid using jargon that is difficult to understand and share understandable information with the client and interprofessional team members.</p>			



Interprofessional specialist	<p><b>I communicated clearly</b> in situations where we were discussing the responsibilities of team members in implementing a rehabilitation plan.</p> <p><b>I adapt my communication</b> in a spontaneous and flexible way, taking into account the diverse needs of the client.</p>			
<b>4. I use approaches to problem solving and decision making that support interprofessional cooperation</b>				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p><b>I identify</b> personal, environmental and health-related factors when outlining problems and finding solutions.</p> <p><b>I gather information</b> from a variety of sources when solving problems and making decisions with the client.</p>			
Progressing	<p><b>I identify and seek support</b> in using individual, environmental and health-related factors to identify problems and find solutions.</p> <p><b>I can prioritise</b> information from a range of sources when problem solving and making decisions with clients.</p>			
Excellent	<p><b>I can interpret</b> environmental and health factors related to the individual, when outlining problems and looking for solutions.</p> <p>I use information from a variety of sources when outlining problems and making decisions with clients.</p> <p>I work with the client and other professionals to develop</p>			

	interprofessional goals that promote the client's health and well-being.			
Interprofessional specialist	<p><b>I can analyse</b> individual, environmental and health-related factors when outlining problems and finding solutions.</p> <p>Integrate and analyse information from multiple sources when outlining problems and seeking solutions with clients.</p> <p>I work with other professionals and the client to develop a rehabilitation plan that makes optimal use of interprofessional cooperation.</p>			
<b>5. I work in a interprofessional practice knowing my competencies and limitations</b>				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p><b>I know</b> my own professional competencies and limitations.</p> <p>I can explain the roles and responsibilities of other service providers and how we work together as a team to provide quality rehabilitation.</p> <p>I can describe how professionals from different disciplines can work together to rehabilitate a client.</p>			
Progressing	<p>I act with respect for the autonomy of other professionals.</p> <p><b>I respect</b> the input and expertise of other professionals.</p> <p>I communicate my role, skills and opinions to team members in a way that promotes positive interaction.</p>			

Excellent	<p><b>I bring in professionals</b> who complement my own professional expertise to help us develop ways of responding to client needs.</p>			
Interprofessional specialist	<p><b>I involve professionals</b> who complement my own professional expertise to develop and evaluate approaches to meet the needs of the client.</p> <p>I will demonstrate trust in an appropriate way when working with other professionals.</p>			

### 3. Guiding questions for joint student meetings

The purpose of this set of questions is to guide the allocation of students in interprofessional internships. It provides a framework for discussion, but students are also encouraged to share what is on their minds and on their minds at the moment. It is of course natural and appropriate to start by getting to know each other and to tell each other about themselves, what they are studying and why. It is not necessary to go through all the issues in one meeting, but to address those that are of most interest and topical for the students at that moment. The responsible tutor will provide the questions for the students.

- What kind of jobs have you been able to do during the week? What skills does your professional team have for these particular situations?
- How do you see interprofessional (multidisciplinary) cooperation in rehabilitation?
- Have you been involved in any interprofessional (multidisciplinary) activities or situations? What is your experience of them?
- What do you think the following means? "Putting the client and his/her family at the centre of rehabilitation" How is this approach reflected in the everyday work of rehabilitation?
- Do you see a need to develop client-centred interprofessional (multidisciplinary) approaches in your work?
- What is the interaction between the different actors? (between experts, client-expert, expert-student, network meetings)
- Do you recognise the limits of your own expertise and the interfaces with other professionals? What are they?
- As students and graduate rehabilitation workers, how could you collaborate in client work? What kinds of clients would benefit from your expertise?
- Reflect on whether there is anything that was unclear or stuck in your mind during the week?
- Is there anything you would like to learn more about and what skills you would like to strengthen?

## 4. Interprofessional internship mid-term assesment

### On the spot

Students involved in the internship, supervising staff, supervising teachers.

### Date

Approximately midway through the internship, date to be agreed at the beginning of the internship, once the supervising teachers are known.

### Target

To discuss the implementation of the interprofessional internship, experiences and the strengthening of interprofessional competencies.

<b>Everyone</b>	All Who is present? What are the parties involved?
<b>Students</b>	<p>Students reflections on the internship process and supervision</p> <ul style="list-style-type: none"> <li>- Which competency did I choose from the Competency Framework and how has my choice reflected in my orientation to work tasks and client situations?</li> </ul>
<b>Mentors</b>	<p>Supervisors' experiences of the internship</p> <ul style="list-style-type: none"> <li>- Which competency did I choose from the Competency Framework and how has my choice been reflected in my orientation to work tasks and client situations?</li> </ul>
<b>Everyone</b>	How have the interprofessional competencies developed during the internship and what more can be taken into account?

**Anything else?** Experiences of using the Competency Framework, teachers' thoughts?

## 5. Appendix

### 5.1. Extended Professional Identity Scale (EPIS) = Professional Identity Scale

### 5.2. Guidelines

This questionnaire asks for your opinion as a (future) professional about interprofessional cooperation. There are no right or wrong answers. Interprofessional collaboration occurs when professionals from different professional groups complement and use each other to achieve one optimal care pathway for each patient.

Your data will be handled carefully and anonymously. Thank you in advance for completing the questionnaire.

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

General information

Age: ..... (in whole years)

Year of study: .....-..... (in whole years)

Field of study/education: .....

Gender: male \_ female \_ other \_ do not want to answer \_

#### Contact / Belonging

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I enjoy meeting and getting to know other health professionals  | 1 | 2 | 3 | 4 | 5 |
| 2. I feel strongly connected to interprofessional teams, consisting of the following individuals from different health professions | 1 | 2 | 3 | 4 | 5 |
| 3. I enjoy learning about other health professions   | 1 | 2 | 3 | 4 | 5 |
| 4. I enjoy learning and working with people from other professions in healthcare   | 1 | 2 | 3 | 4 | 5 |

5. I often feel that it would be better if people from different professions health professional groups to work together as a team 1 2 3 4 5

**Dedication/commitment**

6. I would like to spend the rest of my career working in a interprofessional team 1 2 3 4 5

7. I prefer to see myself working in a interprofessional team 1 2 3 4 5

8. I identify with the other members of the interprofessional team 1 2 3 4 5

9. I am proud to be part of a interprofessional team 1 2 3 4 5

**Views/beliefs**

10. Shared clinical decision making is an important part of interprofessional collaboration 1 2 3 4 5

11. All members of the interprofessional team should be involved participate in setting patient care goals 1 2 3 4 5

12. members of interprofessional teams should jointly agree on agree on patient care plans 1 2 3 4 5

13. When treatment decisions are made, an interprofessional team members should seek to reach a common understanding of the planned processes 1 2 3 4 5

14. My profession should be part of a interprofessional team 1 2 3 4 5

(This measurement tool was developed by J.J. Reinders and M. Lycklama à Nijeholt)