

Phase 1: Planning

- **Step 1** information gathering
- **Step 2** Stakeholder dialogue, critical decision-making, developing a project
- **Step 3** Confirm availability of resources and learning experiences

Name	FH St. Pölten (education) Moorheilbad Harbach (practice)
Country	Austria
Description of the organisation	STP: University of Applied Sciences with study programmes for dietetics, nursing and healthcare, physiotherapy, social work MOHA: inpatient orthopaedic rehabilitation centre
Overall objectives	Every year, several physiotherapy trainees from STP undertake their work experience at MOHA. These trainees have the potential to become future employees. It's essential to have good interprofessional collaboration. After an extended period of working, it's beneficial to reflect on one's actions and think outside of one's profession.
Planned actions	1.) Survey for the students, INPRO CF as part of the internship evaluation 2.) INPRO CF as part of the annual evaluation conversation
Research question/aim	Improve interprofessional collaboration in education and practice.
Availability of resources/ Resources requirements	Appointments with MOHA employers, difficult to combine with the treatments they need to do with their patients.
Learning experiences	The goal of these interventions is, that the students and the employees reflect more intensively about their own interprofessional competencies and other health professions.
Start date	December 2021

Phase 2 Construction

- **Step 4** Clarify the competencies and activities, and the expected level of proficiency to be achieved
- **Step 5** Determine the learning objectives and associated knowledge and skills
- **Step 6** establish the learning experiences, language according to the context and the material needed for learners to achieve the learning objectives

Process to clarify the competencies	<ol style="list-style-type: none"> 1.) Survey for the students: STP educators from different health professions trained their students good skills. 2.) INPRO CF as part of the evaluation conversation: Two project members who belong to MOHA and know the process / content of the employee appraisal have selected the relevant competencies.
Learning objectives	<ol style="list-style-type: none"> 1.) Survey for the students: IPC1.L1, IPC2.L0, IPC3.L1, IPC4.L0, IPC5.L1, IPMC1.L1., IPMC2.L1, IPMC3.L1, IPMC4.L0, LDC1.L1, MLC1.L0 2.) INPRO CF as part of the evaluation conversation: IPMC3, LDC1
Associated knowledge & skills	<ol style="list-style-type: none"> 1.) Level 0 of all the competences that are learning objectives, beliefs: Rehabilitation is collaborative. 2.) Level 1-3, Values: Flexibility
Language	English and German
Responsible person(s)	<p>Anita Kidritsch: lecturer at STP, physiotherapist Christian Freisleben-Teutscher: didactical expert at STP Ursula Hemetek: lecturer at STP, dietetics Julia Glösmann: lecturer at STP, nursing and healthcare Christine Haumer: project coordinator at MOHA Claudia Zimmer: project staff MOHA, physiotherapist Verena Hackl: internship instructor at MOHA Susanne Schulner-Weiss: team leader therapy department at MOHA</p>
Target group	<p>All students who completed an internship at MOHA or in 2022 were given a survey to complete. We received 11 responses; 10 from physiotherapy students and 1 from a student in social work.</p> <p>Certain employees who underwent an employee appraisal in 2022 had to concentrate on 2 specific skills and provide detailed input. They were also asked to suggest ways to enhance interprofessional collaboration. We received 8 responses in total.</p>
Setting	Moorheilbad Harbach (inpatient health and rehabilitation centre)
Materials	<ol style="list-style-type: none"> 1.) selected competencies of INPRO CF (English and German) survey for the students “Reflection Assessment” and online-questionnaire 2.) survey for the employees with two chosen competencies

Phase 3: Sequencing

- **Step 7** Structure the content
- **Step 8** Allocate time and resources to the project



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Content of the project	<p>1. Survey for Students: Students completed a questionnaire after their internship, reflecting on their five most accomplished learning outcomes. Additionally, they responded to general questions about the INPRO CF that were not related to the internship.</p> <p>2. INPRO CF as part of the evaluation conversation: All employees at MOHA have/should have an employee appraisal once a year. They always receive a preparatory sheet in advance. Some received a second preparatory sheet, concerning 2 competencies of INPRO CF. They were asked to reflect on their own competencies and to go into depth.</p>
Feasibility of the project	Yes, if the managers approve it and give the organizing employees some time for it (approximately 1 hour a month).
Working hours	It is difficult to answer this question because many persons worked together in this project. We spent ~ 2 working weeks.

Phase 4: Assessment

- **Step 9:** Assign assessment method(s) to each of the learning objectives in the curriculum
- **Step 10:** Considering gathering quantitative/ qualitative feedback

Documents/tools used in the project	preparatory sheet in paper questionnaires in paper and online format
Feedback	answers of the questionnaires, qualitative feedback.

Phase 5: Piloting

- **Step 11** Pilot/implementation of the project
- **Step 12** Evaluate and revise the project

Implementation of the pilot	see "content of the project"
Outcome	<p>1. The students claim that the internship made them more self-assured and introspective.</p> <p>They learned the significance of working with diverse professionals and now find it effortless to get in touch with other professional groups. Accepting constructive criticism and reflecting on it resulted in improving their method of work.</p> <p>Learning objectives that were met, but not listed, included the ability to cope with challenging situations and make informed decisions regarding patient care.</p> <p>The lack of staff has had a detrimental effect on interprofessional collaboration, making it more likely to fail than improve.</p> <p>The pupils moaned that the INPRO CF should be simpler and all details could be explained more easily.</p>

	2. The staff members wish to have more and lengthier interprofessional gatherings. The current duration of half an hour every week is certainly inadequate and induces a good amount of strain. It would be valuable to have a briefing on the various occupations within the rehabilitation centre and constant reports concerning novel therapy proposals.
Evaluation of the implementation	It was an opportunity to bring the subject of interprofessional cooperation closer to the students/ employees. Lack of staff and time pressure hinder implementation of the INPRO CF.
Evaluation of the benefits	Existing employees and interns, who can later be potential employees, acquire more interprofessional skills.
Is it in use	No
	Because it is always a long way to implement something new at a rehabilitation centre – especially if it is not required by the insurance carrier.
Further plans	No
	The available resources in the rehabilitation centre are very low to invest in interprofessional collaboration.
Overall success and its determinants at organisational level	The lack of time resources at a rehabilitation centre is always a challenge.
Those who completed the google form/ the project	1.) 11 students (1 social work, 10 physiotherapy) 2.) 8 employees
Start	January 2022
End	December 2022

Visualisation: Timeline

		No v /21	De c /2 1	Ja n /2 2	Feb /22	Mrch /22	Ap r /2 2	Ma y /22	Ju n /2 2	Jul /2 2	Au g /22	sep /22	oct /22	No v /22	De c /2 2	Ja n /2 3	Fe b /2 3	mrc h /23
Planning	Step 1		X															
	Step 2			X														
	Step 3				X													
Construction	step 4					X												
	step 5						X											
	step 6							X										
Sequencing	step 7								X									
	step 8									X								
Assessment	step 9												X					
	step 10													X				
Piloting	step 11												X					
	step 12													X				

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