

### 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

<b>Name</b>	Moorheilbad Harabach Gesundheits- & Rehabilitationszentrum Moha
<b>Country</b>	Austria
<b>Description of the organisation</b>	Moorheilbad Harbach is an inpatient health resort, which opened in 1980, for patients suffering from inflammatory and degenerative rheumatic conditions. They also offer orthopaedic and sports rehabilitation, as well as preventative healthcare. Specialised services include integrated pain therapy and a spine centre. The hospital highly emphasizes cooperation between health professionals in order to improve patient health.
<b>Overall objectives</b>	The aim was to improve communication among different professionals working at Moha. Although there are some conversations taking place between employees, they do not specifically address interprofessionalism at the rehabilitation centre. To rectify this, we decided to utilize the ICF competency framework to create questions about interprofessionalism that can be included in employee conversations. We also have similar conversations with interns at Moha. Our objective is to create self-evaluation queries for the pupils. Therefore, we aim to offer students an opportunity to enhance their interprofessional abilities by utilising the ICF competency structure.
<b>Ideas by dialogues</b>	List all the actions planned (only name, add more if needed): 1) Making a survey for workers utilizing the ICF skill structure.  2) Creating self-evaluation queries for trainees to encourage them to think about their interprofessional abilities.
<b>Research question/aim</b>	Can using reflection questions on interprofessionalism improve the collaborative work at Moha?
<b>Availability of resources/ Resources requirements</b>	Because of limited resources at Moha, combined with the impact of the Coronavirus, progress on the project was delayed. Attendees to project meetings were not always available. Nonetheless, a solution was reached by engaging Claudia Zimmel from Moha's partner organisation, Lebens. Med Zentrum St. Pölten, to collaborate with Christine Haumer on developing the questions. The therapy coordinator at Moha approved the questions after some delay because she had to read the INPRO CF with limited resources. Translation work also consumed more resources than planned, yet it was crucial for success due to language barriers in the working field.  Both projects were finished by summer 2022, and initial results became available. Regrettably, due to a shortage of staff, conversations with employees did not occur in autumn, preventing any additional results from being uploaded.

However, the project was successful as the questions will now be a fixed category in the employee conversation questionnaire. They were useful for discussing interprofessionalism and ways to improve it at Moha.

<b>Learning experiences</b>	Using the INPRO CF was helpful in understanding interprofessional work. It provided a useful guide for creating questions that allow employees and students to assess themselves based on competencies. This approach offers a clearer and more detailed description instead of just asking, "Do you work interprofessional?" By using competencies, individuals can easily determine their level and identify areas where they need to improve.
<b>Start date</b>	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

<b>Process to clarify the competencies</b>	<p>The "management" category does not align with our objective of discussing healthcare professionals' skills, work experiences, and ideas.</p> <p>Consequently, we opted for two competences - IPMC3 and LDC1- from the various other categories, as mentioned earlier.</p>
<b>Learning objectives</b>	<p>IPMC3: MoHa has always strived to improve interprofessional work. Therefore, it is essential to gather employee feedback on their interprofessional skills. What is their current rating of these competences? Utilising INPRO CF and its proficiency levels, the therapy coordinator and management can ascertain which competences are already established among employees and where improvements can be made.</p> <p>LDC1: This competence has been selected because, following an evaluation of interprofessionalism at MoHa, the next stage is to determine how personnel can uphold their interprofessional working capability and enhance their expertise. Additionally, the management can examine the requirements of healthcare professionals so that they can supply instructive materials or training sessions, etc.</p>
<b>Associated knowledge &amp; skills</b>	<p>No prior knowledge is necessary for the project, as our aim is to evaluate the current level of our employees/students. However, this is not essential as we intend to assess their knowledge through the evaluation process. While it would be beneficial for them to have pre-existing knowledge of interprofessionalism, we anticipate this knowledge is already present due to interprofessional meetings taking place at Moha.</p>
<b>Language</b>	German & English
<b>Responsible person(s)</b>	Susanne Schulner-Weiß (therapy coordinator): supervising students, doing employee conversations reporting the project



	Claudia Zimmel (physiotherapist): choosing competencies & developing questions Christine Haumer (coordinator of INPRO project for Moha): contact person choosing competencies & developing questions reporting the proce
<b>Target group</b>	Employees; 6 Students: 7 Goal is to involve all profession in the future.
<b>Setting</b>	Currently, a small portion of the therapy department has participated. Nevertheless, it will be implemented for all staff members in the future.
<b>Materials</b>	Team meetings, discussions with other professions

### Phase 3: Sequencing

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

<b>Content of the project</b>	The aim is to create more chances to evaluate interprofessionalism at Moha. The therapy department desires to identify if additional interprofessional training is necessary and if the staff reflects on the current interprofessionalism condition at Moha. To achieve this, the employee conversation should involve queries regarding interprofessionalism. With the aid of INPRO CF questions, we will create and use them to evaluate our staff. The initiative should enhance professional collaboration at Moha and offer our employees the chance to propose their thoughts on the matter.
<b>Feasibility of the project</b>	Despite some shortages in staff and limited resources, the project is achievable for Moha. However, this results in fewer employees being involved in the project than was initially planned.
<b>Working hours</b>	~110 hours

### 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

<b>Documents/tools used in the project</b>	Competences for students_translation_German Conversations with employees questions_INPRO CF -> see in the appendix  Both documents function as an assessment for both students and professionals to assess their interprofessional level in several categories
<b>Feedback</b>	Quantitative feedback for filling out the questionnaire in order to see at which level students/employees are. Then use their estimation to discuss about their choices and suggest how to improve it. Qualitative feedback is also collected as employees must



give ideas to enhance interprofessionalism at Moha, which are then reviewed by the management.

### Phase 5: Piloting

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

<b>Implementation of the pilot</b>	<ul style="list-style-type: none"> <li>- Information for all staff regarding changes to employee discussions.</li> <li>- Students have been informed about the interprofessionalism evaluation form they need to complete.</li> <li>- Staff were given the preparation document ahead of their discussion.</li> <li>- Students received the document towards the end of their placement.</li> <li>- Staff participated in discussions and completed the form.</li> <li>- Students completed and discussed the form with their supervisor.</li> </ul>
<b>Outcome</b>	<p>The evaluation questionnaire had a good effect as workers who filled it in and had discussions say they now grasp interprofessionalism more and are more engaged in coming up with new ideas at Moha. Moreover, both the therapy coordinator and employee acknowledge the worth of exchanging views on interprofessionalism.</p> <p>The talks among the students regarding their interprofessional ability aided in their growth towards becoming a healthcare professional.</p>
<b>Evaluation of the implementation</b>	Evaluate the action implementation, reflect on whether it was successful, what helped to achieve the result, what was an obstacle / what could have been done differently, what was changed in the life of the project, etc.)
<b>Evaluation of the benefits</b>	Employees become more aware of their interprofessional abilities in employee conversations that reflect on their skills. During these discussions, they consider ways to improve interprofessionalism at Moha. Managers can use these suggestions to progress and develop new ideas.
<b>Is it in use</b>	Yes
	The developed questions are now included in both the questionnaire for employees as well as for students and will be used for assessment in the future.
<b>Further plans</b>	No
	The aim is to just further use the already existing documents
<b>Overall success and its determinants at organisational level</b>	See "Planning: Availability of resources"
<b>Those who completed the google form/ the project</b>	8 individuals completed the form. Regrettably, certain students did not participate.
<b>Start</b>	November 2021
<b>End</b>	August 2022



Visualisation: Timeline

		Nov /21	Dec /21	Jan /22	Feb /22	Mrch /22	Apr /22	May /22	Jun /22	Jul /22	Aug /22	sep/ 22	oct /22	Nov /22	Dec /22	Jan /23	Feb /23	mrch /23
<b>Planning</b>	Step 1	X	X															
	Step 2		X	X														
<b>Construction</b>	Step 3			X														
	step 4			X	X	X	X											
	step 5			X	X	X	X											
<b>Sequencing</b>	step 6					X												
	step 7					X	X											
<b>Assessment</b>	step 8																	
	step 9					X	X											
<b>Piloting</b>	step 10					X	X											
	step 11							X	X	X								
	step 12										X							

**Document:** Competences for students\_translation\_German

Reflection Assessment

Name	
Country	
Institution	
Education program	

LEVELS OF BEHAVIOURS (LEVEL 0-3)  VERHALTENSEBENEN (EBENE 0-3)	EXPECTED LEARNING OUTCOMES / THE LEARNER ...  ERWARTETE LERNERGEBNISSE / DER LERNENDE ...
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[OBJ]

[OBJ]

[OBJ]

[OBJ]

[OBJ]

[OBJ]

[OBJ]

**PC1. places the person and their family at the centre of the interprofessional practice**  
**PC1. stellt die Person und ihre Familie in den Mittelpunkt der interprofessionellen Praxis**

Level 1	Involves the person and their family to be active partners in their interprofessional rehabilitation including decision-making. (Bezieht die Person und ihre Familie als aktive Partner in ihre interprofessionelle Rehabilitation ein, einschließlich der Entscheidungsfindung.)	[OBJ]
	Identifies the desired outcomes of the person and their family, responding to their needs, preferences, goals and circumstances. (Identifiziert die gewünschten Ergebnisse der Person und ihrer Familie und geht dabei auf ihre Bedürfnisse, Präferenzen, Ziele und Umstände ein.)	[OBJ]
	Recognizes barriers to the person and their family's engagement in interprofessional rehabilitation including their ability to access services. (Erkennt die Hindernisse, die dem Engagement der Person und ihrer Familie in der interprofessionellen Rehabilitation entgegenstehen, einschließlich ihrer Fähigkeit, Dienstleistungen in Anspruch zu nehmen.)	[OBJ]
[OBJ]	[OBJ]	[OBJ]

**PC2. Establishes a collaborative relationship with the person and their family, and the interprofessional team**

**PC2. Baut eine kooperative Beziehung mit der Person und ihrer Familie und dem interprofessionellen Team auf.**

Level 0	Recognizes and acknowledges the attitudes, beliefs, and feelings of the person and their family. (Erkennt und würdigt die Einstellungen, Überzeugungen und Gefühle der Person und ihrer Familie.)	
	Identifies important information and unmet needs in the person and their family from a broad interprofessional perspective. (Identifiziert wichtige Informationen und unerfüllte Bedürfnisse der Person und ihrer Familie aus einer breiten interprofessionellen Perspektive.)	

**PC3. Communicates effectively with the person, their family, and their interprofessional health-care team**

**PC3. Kommuniziert effektiv mit der Person, ihrer Familie und dem interprofessionellen Gesundheitsteam**

Level 1	Develops a good relationship including actively listening, interpreting, and responding appropriately to body language with the person, their family and the interprofessional team. (Entwickelt eine gute Beziehung zu der Person, ihrer Familie und dem interprofessionellen Team durch aktives Zuhören, Interpretieren der Körpersprache, indem er oder sie angemessen darauf reagiert.)	[OBJ]
	Communicates one's roles and responsibilities clearly to the person and their, family, and other professionals. (Kommuniziert die eigenen Rollen und Verantwortlichkeiten klar gegenüber der Person, ihrer Familie und den anderen Fachleuten.)	[OBJ]

**PC4. Adopts a rigorous interprofessional approach to problem-solving and decision-making**

**PC4. Wendet einen rigorosen interprofessionellen Ansatz zur Problemlösung und Entscheidungsfindung an**

Level 0	Identifies personal, environmental, and health factors when conceptualizing problems and Identifying solutions. (Identifiziert persönliche, umweltbezogene und gesundheitliche Faktoren bei der Konzeption von Problemen und der Suche nach Lösungen.)	[OBJ]
	Collects information from multiple sources for solving problems and making decisions with the person and their family.	[OBJ]



	(Sammelt Informationen aus verschiedenen Quellen, um Probleme zu lösen und Entscheidungen mit der Person und ihrer Familie zu treffen.)	
	Formulates, together with the person and their family and other professionals, interprofessional goals for health and well-being of persons, and for health care activities and services provision in the broadest sense. (Formuliert interprofessionelle Ziele für die Gesundheit und das Wohlbefinden von Personen und für die Erbringung von Gesundheitsdienstleistungen im weitesten Sinne, gemeinsam mit der Person und ihrer Familie und anderen Fachleuten.)	[OBJ]
	Collects information from multiple sources for solving problems and making decisions with the person and their family. (Sammelt Informationen aus verschiedenen Quellen, um mit der Person und ihrer Familie Probleme zu lösen und Entscheidungen zu treffen.)	[OBJ]

**PC5. Works within scope of interprofessional practice and competence**  
**PC5. Arbeitet im Rahmen der interprofessionellen Praxis und Kompetenz**

Level 1	Conveys and functions with respect for the autonomy of the other professionals within the power limits. (Respektiert die Autonomie der anderen Berufsgruppen innerhalb der Befugnisgrenzen und arbeitet mit ihnen zusammen.)	[OBJ]
	Respects the contributions and expertise of members of other health professions. (Respektiert die Beiträge und das Fachwissen der anderen Gesundheitsberufe.)	[OBJ]
	Effectively communicates their role, knowledge and opinions to team members in a way that promotes positive interaction. (Kommuniziert seine Rolle, sein Wissen und seine Meinung gegenüber den Teammitgliedern in einer Weise, die eine positive Interaktion fördert.)	[OBJ]

[OBJ]

[OBJ]

[OBJ]

[OBJ]

[OBJ]

**PMC1. Demonstrates ethical conduct**  
**PMC1. Zeigt ethisches Verhalten**

Level 1	Classifies and identifies with professional standards, legal regulations, informed consent and organizational procedures and guidelines. (Klassifiziert und identifiziert sich mit beruflichen Standards, gesetzlichen Vorschriften, Einwilligungserklärungen und organisatorischen Verfahren und Richtlinien.)	[OBJ]
	Effectively Identifies and explore problems to be addressed from a person and their family encounter, including the patient's context, responses, concerns, and preferences. (Identifiziert und erforscht effektiv die Probleme, die bei der Begegnung mit einer Person und ihrer Familie zu lösen sind, einschließlich des Kontextes, der Reaktionen, Bedenken und Präferenzen des Patienten.)	[OBJ]

[OBJ]

**PMC2. Maintains professionalism**  
**PMC2. Aufrechterhaltung der Professionalität**

[OBJ]

Level 1	Identifies the interprofessional team. (Identifiziert das interprofessionelle Team.)	[OBJ]
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	Understands one's own roles, responsibilities and expertise, and those of other types of health workers. (Versteht die eigenen Rollen, Verantwortlichkeiten und Fachkenntnisse sowie die der anderen Gesundheitsberufe.)	[OBJ]
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[OBJ]

**PMC3. Works interprofessionally**  
**PMC3. Arbeitet interprofessionell**

[OBJ]

Level 1	Cooperates with others across disciplines, roles, cultures and organizational hierarchies. (Kooperiert mit anderen über Disziplinen, Rollen, Kulturen und Organisationshierarchien hinweg.)	[OBJ]
	Express one's knowledge and opinions to team members involved in person care and population health improvement with confidence, clarity, and respect, working to ensure common understanding of information, treatment, care decisions, and population health programs and policies. (Äußert sein Wissen und seine Meinung gegenüber Teammitgliedern, die an der Betreuung von Personen und der Verbesserung der Gesundheit der Bevölkerung beteiligt sind, mit Vertrauen, Klarheit und Respekt und bemüht sich um ein gemeinsames Verständnis von Informationen, Behandlungen, Betreuungsentscheidungen und Programmen und Richtlinien zur Gesundheit der Bevölkerung.)	[OBJ]
	Works in cooperation with the person and their family, those who provide care, and others who contribute to or support the delivery of prevention and health services and programs. (Arbeitet mit der Person und ihrer Familie, den Pflegekräften und anderen, die zur Bereitstellung von Präventions- und Gesundheitsdiensten und -programmen beitragen oder diese unterstützen, zusammen.)	[OBJ]
	Recognizes, respects and utilizes the expertise of others. (Erkennt, respektiert und nutzt das Fachwissen anderer.)	[OBJ]
	Works collaboratively with members of other health professions to resolve conflicts that arise in the context of caring for the person and their family. (Arbeitet mit anderen Gesundheitsberufe zusammen, um Konflikte zu lösen, die im Zusammenhang mit der Betreuung der Person und ihrer Familie entstehen.)	[OBJ]

[OBJ]

**PMC4. Manages professional responsibilities**  
**PMC4. Verwaltet berufliche Verantwortlichkeiten**

[OBJ]

Level 0	Recognizes uncertainty and changing circumstances. (Erkennt Unsicherheiten und sich verändernde Umstände.)	[OBJ]
	Has an introductory level of relevant knowledge and skills that are applied to confined responsibilities. (Verfügt über ein einführendes Niveau an relevanten Kenntnissen und Fähigkeiten, die auf begrenzte Verantwortlichkeiten angewendet werden.)	[OBJ]

[OBJ]

[OBJ]

[OBJ]

[OBJ]

**LDC1. Continues to learn and develop in interprofessionalism**  
**LDC1. Lernt weiter und entwickelt sich in der Interprofessionalität weiter**

[OBJ]

[OBJ]

[OBJ]



Level 1	Applies learning to practice with support of the interprofessional team. (Wendet das Gelernte mit Unterstützung des interprofessionellen Teams in der Praxis an.)	[OBJ]
	Reflects on interprofessional communication. (Reflektiert die interprofessionelle Kommunikation.)	[OBJ]
	Recognizes and reflects learning issues in practice. (Erkennt und reflektiert Lernprobleme in der Praxis.)	[OBJ]

[OBJ]

[OBJ]

**MLC1. Works to enhance the performance of the interprofessional team**  
**MLC1. Arbeitet daran, die Leistung des interprofessionellen Teams zu verbessern**

[OBJ]

[OBJ]

[OBJ]

[OBJ]

[OBJ]

Level 0	Knows the roles and contributions of interprofessional team members. (Kennt die Rollen und Beiträge der Mitglieder des interprofessionellen Teams.)	[OBJ]
	Is committed to a non-blaming, non-punitive interprofessional team culture. (Setzt sich für eine interprofessionelle Teamkultur ein, die keine Schuldzuweisungen und keine Bestrafung vorsieht.)	[OBJ]
	Identifies the major factors that impact on the safety and quality of service/care for person and their family. (Identifiziert die wichtigsten Faktoren, die sich auf die Sicherheit und Qualität der Dienstleistung/Pflege für die Person und ihre Familie auswirken.)	[OBJ]

Instructions:

Please fill in the five most achieved learning outcomes for your opinion. Please rank these five learning outcomes from 1–5, where 1 indicates “most achieved” and 5 indicates “less achieved”, by typing the expected learning outcomes in the corresponding box.

(Bitte tragen Sie die fünf Lernergebnisse ein, die Sie Ihrer Meinung nach am besten erreicht haben. Bitte stufen Sie diese fünf Lernergebnisse auf einer Skala von 1 bis 5 ein, wobei 1 für "am meisten erreicht" und 5 für "weniger erreicht" steht, indem Sie die erwarteten Lernergebnisse in das entsprechende Feld eintragen.)

1	
2	

3	
4	
5	

Fill in the questions

1. *Give for each of these five learning outcomes an example of you demonstrating this learning outcome?  
Nennen Sie für jedes dieser fünf Lernergebnisse ein Beispiel, wie Sie dieses Lernergebnis erfüllt haben.*

2. *What specific steps have I taken to improve these learning outcomes? If none, what steps can I take?  
Welche konkreten Schritte habe ich unternommen, um diese Lernergebnisse zu verbessern? Wenn nicht, welche Schritte kann ich unternehmen?*

3. *How has my behavior and/or performance changed as a result?  
Wie hat sich mein Verhalten und/oder meine Leistung dadurch verändert?*

4. *Did you reach another learning outcome that is not in the INPRO Competence Framework?  
Haben Sie ein anderes Lernergebnis erreicht, das nicht im INPRO-Kompetenzrahmen enthalten ist?*

## Evaluation of the learning outcomes

### Instructions:

Please score the following criteria 1–5, where 1 indicates “strongly disagree” and 5 indicates “strongly agree”, by coloring 1-5 in the corresponding box, and adding an explanation of your responses in the free textbox.

(Bitte bewerten Sie die folgenden Kriterien mit 1-5, wobei 1 für "stimme überhaupt nicht zu" und 5 für "stimme voll und ganz zu" steht, indem Sie 1-5 in das entsprechende Kästchen eintragen und eine Erklärung Ihrer Antworten in das freie Textfeld schreiben.)

The information is easy to understand: 1 – 2 – 3 – 4 – 5

*Explanation:*

Die Informationen sind leicht zu verstehen: 1 - 2 - 3 - 4 - 5

*Erläuterung:*

The focus of each statement is clear: 1 – 2 – 3 – 4 – 5

*Explanation:*

Der Schwerpunkt der einzelnen Aussagen ist klar: 1 - 2 - 3 - 4 - 5

*Erläuterung:*

The learning outcomes are described at the appropriate level: 1 – 2 – 3 – 4 – 5

*Explanation:*

Die Lernergebnisse sind auf dem richtigen Niveau beschrieben: 1 - 2 - 3 - 4 - 5

*Erläuterung:*

**Document:** Conversations with employees questions\_INPRO CF

**WP4 task: “Mitarbeitergespräch” – “Conversation with Employees”**

Age: \_\_\_\_\_ Gender: \_\_\_\_\_ Profession: \_\_\_\_\_  
 Years of professional experience in general: \_\_\_\_\_

Years of professional experience in Moorheilbad Harbach: \_\_\_\_\_

### In what way are you already working interprofessionally?<sup>1</sup>

- **Level 0:** I know the expertise of others and I share and seek information from relevant colleagues.
- **Level 1:** I can work collaboratively with members of other health professions. I recognize, respect, and utilize their expertise to resolve problems that can occur in the context of caring for a patient.
- **Level 2:** I manage interprofessional relationships constructively and seek for support when necessary to prevent and resolve conflict. Additionally, I can reflect critically on my own relationships within an interprofessional team.
- **Level 3:** I manage interprofessional relationships constructively and seek for support when necessary to prevent and resolve conflict. I use unique and complementary abilities of the interprofessional team to optimize health and person care.

### In which of the following development and learning stages concerning interprofessionalism can you see yourself now? <sup>1</sup>

- **Level 0:** I can identify my own learning needs and I can learn through prescribed and structured training.
- **Level 1:** I can recognize and reflect learning issues in practice. Additionally, I can apply learning to practice with the support of the international team.
- **Level 2:** I can reflect on feedback and amend my performance accordingly
- **Level 3:** I can evaluate and critically reflect on interprofessional communication. Furthermore, I can maintain and enhance professional activities through ongoing learning.



**Can you think of some concrete ideas for optimising the interprofessional cooperation at Moorheilbad Harbach?**

**Consent?**

## Evaluation of the behaviours

### Instructions:

Please score the following criteria 1–5, where 1 indicates “strongly disagree” and 5 indicates “strongly agree”, by typing 1-5 in the corresponding box, and adding an explanation of your responses and any additional feedback in the free textbox.

The information is easy to understand: 1 – 2 – 3 – 4 – 5

*Explanation:*

The focus of each statement is clear: 1 – 2 – 3 – 4 – 5

*Explanation:*

The learning outcomes are described at the appropriate level: 1 – 2 – 3 – 4 – 5

*Explanation:*

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