



ALIGNING INTERPROFESSIONAL EDUCATION AND COLLABORATION IN PRACTICE

using promising regional experiences for international exchange

PILOTING THE INTERPROFESSIONAL INTERNSHIP MODEL

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 competence 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 competences 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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- Coronaria Healthcare and Rehabilitation Services, Finland
- Hanze University of Applied Sciences, Groningen, The Netherlands
- JAMK University of Applied Sciences, Jyväskylä, Finland
- Moorheilbad Harbach Gesundheits- & Rehabilitationszentrum, Austria
- Rehabilitation Centre Revalidatie Friesland, The Netherlands
- St. Poelten University of Applied Sciences, Austria

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1. Interprofessional internship model between Coronaria Jyväskylä and Higher Education Institution, Jyväskylä Applied Sciences

"Interprofessional internship gives you a perspective on the work of other sectors and makes it easier to co-operate between different specialists," say students from Jyväskylä University of Applied Sciences Merjaana Ruohonen and Laura Harjula and supervising staff member, occupational therapist Lotta Lahti from Coronaria, at the end of the piloting of the interprofessional internship period.

1.1. Introduction

INPRO is an international project, co-funded by the European Union, in which higher education institutions (HEI's) and rehabilitation centers work in partnership on aligning interprofessional collaboration. This piloting and related reporting have been carried out as part of the international INPRO Interprofessionalism in action -project.

In 2022 an interprofessional internship was started at Jyväskylä Coronaria which is a private rehabilitation service provider around Finland. This was a collaboration between Jyväskylä Applied sciences and Coronaria. The starting point in interprofessional internship was that students from different disciplines would have a possibility to join their internship at the same time and work together sharing knowledge and experiences. This document describes the current situation at the interprofessional internship in Jyväskylä Coronaria. In the future, we hope to further develop interprofessional collaboration with students and expand the model also around Finland.

One important prerequisite for the effectiveness of interprofessional work is the ability to co-operate. This means the ability to build relationships based on trust, interaction and commitment. Creating this way of working requires time and encounters, as well as the adoption of interprofessional processes and methods. Interprofessional co-operation emphasises client orientation, crossing boundaries, taking account of networks, bringing together perspectives and knowledge, and interaction-conscious co-operation. Two or more professionals are more than the sum of their parts.

By working and sharing together, we can both find new perspectives and work more effectively to achieve the client's goal, with the client at the centre of the action. Or better still, with the client as the driver of their own car and us, the experts, as their assistants. Although interprofessional co-operation and working practices are seen as effective and desirable in rehabilitation, they are not yet reflected in education at the required level. Moreover, for professionals, interprofessional co-operation is often left to their own orientation, with agreed practices rather than unspoken rules.

This INPRO piloting aimed to gather experience on the implementation of an inter-professional internship model. Feedback and experiences were sought from students, but also from professionals and school representatives. This report describes the design of the pilot, the measures taken, the results and the need for further actions. In summary, at the end of the pilot, we know that the interprofessional internship model is a welcomed model between Coronaria and Jyväskylä University of Applied Sciences.

“I have gained a lot of new experience working interprofessionally at Coronaria. I think that this is something that could be invested in the future and I think that this kind of interprofessional training base is a good idea.” - physiotherapy student Laura Harjula

1.2. Project stakeholders

Professionals from Coronaria (N=12) collaborated with a lecturer in occupational therapy from Jyväskylä University of Applied Sciences.

Who	Profession	Role
P1	Physiotherapist, Coronaria	WP5 co-lead, Project manager Coronaria INPRO
P2	Senior Lecturer in occupational therapy training, Jyväskylä University of Applied Sciences	Project specialist, Competence Framework
P3	Occupational therapist, Coronaria	Project specialist WP7: responsible for piloting and reporting on the model, internship supervisor for Merjaana
P4	Service Manager, Coronaria	
P5	Service Manager, Coronaria	
P6	Service Manager, Coronaria	
P7	Physiotherapist, Coronaria	Internship supervisor

P8	Physiotherapist, Coronaria	Internship supervisor
P9	Rehabilitation counsellor student, Jyväskylä University of Applied Sciences	Student at piloting interprofessional internship
P10	Physiotherapy student, Jyväskylä University of Applied Sciences	Student at piloting interprofessional internship
P11	Lecturer in physiotherapy degree programme, Jyväskylä University of Applied Sciences	Lecturer at student's internship
P12	Lecturer in rehabilitation counsellor training programme, Jyväskylä University of Applied Sciences	Lecturer at student's internship
P13	Nurse YAMK, Coronaria OmaVäylä-rehabilitation	Representative of the Coronaria steering group of interprofessional internship
P14	Physiotherapist YAMK, Coronaria	Representative of the Coronaria steering group of interprofessional internship

1.3. Vision

Client-centredness	Developing interprofessional competences	Interaction and co-operation
<ul style="list-style-type: none"> • the client at the centre of rehabilitation • encountering and listening to the client 	<ul style="list-style-type: none"> • Competence Framework • interprofessional rehabilitation work 	<ul style="list-style-type: none"> • equal participation • providing time and space for learning

The idea behind this was that interprofessional internship could promote development, learning and interaction in all directions between actors. Both the student, the workplace supervisor and the supervising teacher in the school could learn, develop and improve, and promote interaction between work and school.

With this project our values are client-centredness, developing interprofessional competences and interaction and co-operation.

All actions, policies and decisions on interprofessional internship will be taken under these values.

Goal and plan of the piloting

1.4. Main goal

To create a model for an interprofessional internship between JAMK Jyväskylä University of Applied Sciences and Coronaria, the so-called "interprofessional learning board".

Through the pilot, we wanted to find answers to the following questions:

1. How will the interprofessional internship take place?
2. Can we promote co-operation and interaction between students and co-operation and interaction between supervisors/professionals?
3. What kind of interprofessional tasks are involved?
4. What results can we find from self-assessment at the beginning and at the end (for both instructors and students)?
5. What interprofessional practices and tasks were involved in the internship?

6. What kind of interprofessional co-operation has there been?
7. What is the interaction between the different actors?
8. What kind of client-oriented interprofessional practices could be developed?
9. Can we use the Competence Framework as a self-assessment-tool in this internship-program?
10. What practical examples could be drawn from the Competence Framework?

With the INPRO project, we also wanted to start experimenting with the use of the Competence Framework for self-assessment and interprofessional development among students. Competence Framework has been developed in WP4. INPRO Competence Framework has been modified among other WHO Rehabilitation Competency Framework.

Ultimately, the focus is on strengthening interprofessional orientation at all levels, with the client at the centre.

Before we started we asked students, Coronaria and Jyväskylä University of Applied Sciences what their wishes and expectations were for this piloting.

1.5. Expectations from different stakeholders

These were the answers we received:

1.5.1. Students' wishes

Physiotherapy student Laura Harjula: “To learn new things and feel that the interprofessional side comes to the fore in this internship, a great opportunity for me and certainly for others as well, my expectation is to learn new things and maybe also to teach new things, get to develop and develop – combining information from different professional groups.”

Rehabilitation counsellor student Merjaana Ruohonen: “This project (interprofessional) is well suited my own field, I would get to see different forms of rehabilitation as much as possible and get to know that I can be with clients.”

1.5.2. Jyväskylä University of Applied Sciences:

We need a targeted internship-program where interprofessionalism is brought up.

1.5.3. Coronaria:

We need consistency and structuring in internship co-operation between employees, services and teams.

"I myself have been thinking that we could increase the collaboration between students from different fields, so that the future multidisciplinary work in working life would start more smoothly." - Physiotherapy student joining pilot.

2. Coronaria rehabilitation services

Interprofessional internship were piloted in different services at Coronaria in Jyväskylä. Jyväskylä Coronaria offers various rehabilitation services, outpatient rehabilitation and multidisciplinary rehabilitation services. I will now briefly explain the different services, so that the reader can get an idea of which services the interprofessional intership was piloted within.

2.1. Out-patient rehabilitation

2.2. Occupational therapy

Occupational therapy is a form of therapy that aims to support, promote and maintain an individual's ability to function, health and well-being, so that they can participate in everyday activities and things that are important to them. These activities of daily living include play, school/study, work, self-care, leisure and rest. Occupational therapy can take the form of office visits or in the client's own environment.

2.3. Physiotherapy

Physiotherapy is a therapy based on physiotherapy science, which aims to support the health and well-being of individuals by promoting their ability to function, work and move around in everyday life. Physiotherapy takes a holistic view of the factors affecting an individual's mobility and functional capacity and seeks to promote these in the individual's own environment. Physiotherapy can take place in the form of office visits or in the client's own environment.

2.4. Multidisciplinary rehabilitation services

2.4.1. TULES rehabilitation

Coronaria's TULES courses are for people of working age with musculoskeletal problems such as back, shoulder, knee or lower limb pain lasting more than 3 months. The course lasts 9 months and includes meetings once a month under the guidance of a physiotherapist and our other professionals. In addition, between the course days, you will do independent exercises to promote lifestyle change and well-being.

2.4.2. Oma Väylä rehabilitation

Oma Väylä rehabilitation paid by Kela (The Finnish Social Insurance Institution of Finland) is aimed at young people or adults aged 16-29 with a diagnosis of ADHD, ADD or autism spectrum disorder. The aim of Oma Väylä rehabilitation is to support the client in everyday life, social relationships, studies or working life. The rehabilitation is mainly carried out in individual sessions, but it also includes group sessions, which allows you to peer support from other young people. Oma Väylä rehabilitation starts from the client's strengths and aims to build on the diagnosis through positive attributes.

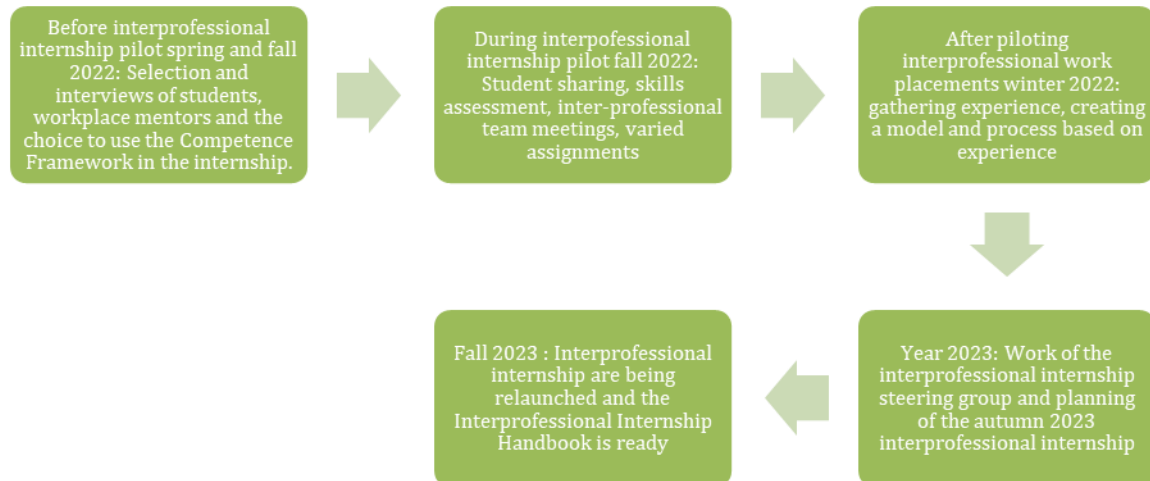
2.4.3. LAKU -family rehabilitation

LAKU family rehabilitation is multidisciplinary rehabilitation also paid for by Kela for a child or young person aged 5 to 15 with a neuropsychiatric diagnosis and their family. Individual support for a child or young person with ADHD, autism spectrum disorder or Tourette's and their family. LAKU family rehabilitation is based on close cooperation with the client's family.

2.4.4. NUOTTI coaching

NUOTTI coaching is aimed at young people aged 16-29 who need support and guidance in managing their lives and planning their future. The coaching is free of charge, low-threshold support for everyday life and can be easily accessed through Kela.

3. Pilot actions



The pilot took place in autumn 2023. I will now present, in chronological order, the activities before, during and after the pilot.

3.1. Before interprofessional internship

Planning for the interprofessional internship started already in spring 2022, when we agreed to start the autumn internship with a student rehabilitation counsellor. The student met with three different experts in the field: a rehabilitation counsellor, a physiotherapist and an occupational therapist. The aim was to work together to supervise the student's placement. Due to the changes, the trainee was left with one supervisor: occupational therapist Lotta Lahti. Lotta explored the possibilities for a student rehabilitation counsellor to access different services at Coronaria. It was agreed that the student would be able to join the Oma Väylä rehabilitation groups for young people and occasionally a LAKU rehabilitation specialist. We also found out in August 2022 that we also had a physiotherapy student starting at Coronaria in October. We decided to invite both students to a meeting to tell them about the project and ask if they would be willing to participate in piloting the interprofessional internship model. The students met each other before starting their internship for the first time in a video conference where we explained our plans. We calculated that the students would have about 4 weeks at a time in the internship.

Before piloting the interprofessional internship, Lotta Lahti from Coronaria, the person in charge of piloting the model in Coronaria participated in a video conference with the INPRO project members Laura Mutanen WP5 co-leader and project manager at Coronaria, Joost Hurkmans WP 7 leader and Jaana Ritsilä WP 5 specialist to learn about the interprofessional student ward model in RevalidatieFriesland, in the Netherlands and to find out if the project had any specific requests for the

pilotat Coronaria, in Finland. The issue of writing a diary for the students participating in the pilot of the interprofessional internship model was raised and it was decided to include it as one of the tools to collect experiences. We also decided to conduct a video interview with the students to gather their experiences of the internship and to get some ideas on how to develop interprofessional cooperation. In addition, the use of the Competence Framework as a self-assessment tool for trainees in the context of interprofessional work was agreed in advance. The contact person for this was Jaana Ritsilä from Jyväskylä University of Applied Sciences.

Before the internship, we knew that - we hope students will write a diary and Lotta will interview students to video at the end of piloting - use the Competence Framework tool for self-assessment - the students would have 4 weeks to be on placement at the same time - we also need to focus on scheduling the students' work with each other.

3.2. Interprofessional internship starts

A student rehabilitation counsellor Merjaana Ruohonen started her internship in September 2022. She went to the agreed services and was also accompanied by an occupational therapist working at Coronaria. A kick-off meeting with the school was held in September, involving the supervising teacher, the student and the supervising worker. Together with the student, we set about editing the Competence Framework at Coronaria into a more accessible format. (Appendix 1.) We wanted to bring a practical outcome angle to the competences and added an example box to the framework. We found the terms and competences initially very theoretical and difficult to understand. We received similar feedback from other rehabilitation experts. We also added self-assessment checkboxes to the table to make the self-assessment more structured.

A physiotherapy student Laura Harjula started her internship 30.10.2022. We agreed that the students will meet each other every Friday for a planning day. Students will be given a guided set of questions about the topics they hope to discuss and asked to write up a note of the meetings.

"Interprofessional collaboration is very important in client work, so that the client can be considered in the best possible way and all the different aspects of his or her functional capacity are taken into account. It is important for the different professionals to work together, so that they can use both their own skills and the skills of another professional to help the client achieve their rehabilitation goals" - Rehabilitation counselling student joining piloting.

3.2.1. Tasks and activities during internship

Together with the student rehabilitation counsellor, we scheduled different tasks for her in the weekly calendar, such as a home visit in occupational therapy with an occupational therapist, a group for young people with a multidisciplinary team, participation in the TULES -course for adults with musculoskeletal disabilities and participation in LAKU family rehabilitation in both school and home

visits. The student had the opportunity to work in multiprofessional services and in situations where they worked with different network stakeholders.

The students had weekly meetings together, during which they had the opportunity and time to share their own experiences and talk about their skills and the job description of the profession. The joint meetings were guided by guiding questions and students wrote notes of the meetings.

Laura and Merjaana had the opportunity to work with the same common client, because we had a common client in both occupational therapy and physiotherapy. We had not planned this in advance, but it was a lucky coincidence. The students were able to join the joint therapy session and we prepared a rehabilitative daily activity booklet for the client between the rehabilitation therapists.

3.2.1.1. Weekly student meetings

“The meetings with other students have given a broader picture of the way they will work in their future professions. In particular, the job description of a rehabilitation instructor has been somewhat obscured. In addition, it has been nice to exchange experiences about their own experiences as students at Coronaria. As a student, I experienced uncertainty about my own skills and I got good peer support for this.” - physiotherapy student Laura Harjula

First meeting 3.11.2022

Present: occupational therapist Lotta Lahti, physiotherapist student Laura Harjula and rehabilitation instructor student Merjaana Ruohonen.

We agreed on the meeting times and Lotta instructed the students on the content of the meetings. Merjaana introduced Laura to the Competence Framework and the self-assessment. We also discussed the internship in general and interprofessional cooperation.

Summary of students meetings during internship

Below is a summary of the questions and we asked students to reflect on during the joint meetings. You can see also student’s own reflection for questions.

1. What interprofessional practices and tasks have been included in the internship?

”OmaVäylä- rehabilitation group sessions, where representatives of different professions (e.g. psychologist, occupational therapist, nurse) work in pairs.”

"Legal rehabilitation: working as a partner in the background, interacting outside the meeting (reflecting together on the client's situation)"

"Interprofessional meetings: invented client-cases, reflection on the implementation of interprofessionalism at Coronaria?"

"Early childhood education discussions and network meetings - involving representatives of different professions, the expertise and role of each part! How different professionals and environments (school, home...) see the situation."

2. What has been the interprofessional co-operation?

"Getting to know the terms used by other professionals."

"Working with the client creates more varied opportunities for therapy: able to focus on a wider range of areas: e.g. physiotherapist focuses on the body and the occupational therapist on cognition."

"A folder for the client's parents and the school, in which the rehabilitation counsellor and the occupational and physiotherapist compile a range of tips and instructions, e.g. on transitions and sleep positioning."

3. What is the interaction between the different parties involved?

"Multidisciplinary and interprofessional cooperation at Coronaria, open discussion about common clients."

"Busy schedules and overlapping schedules affect implementation."

"Is it possible to have a interprofessional discussion for each client?"

4. What kind of client-oriented interprofessional approaches could be developed?

"Is there time set aside for interprofessional work, e.g. by the organisation?"

"Consultation and role of the counsellor in guiding professionals? (strengthening of this role?)"

5. What practical examples could be drawn from the competence framework?

"The previously mentioned folder for professionals working with the client and for those close to the client."

"Using the GAS (client's goal) form, comparing and discussing objectives between professionals working with the client."

4. Use of Competence Framework

Jaana Ritsilä from Jyväskylä University of Applied Sciences came to the meeting in October 2022 to discuss the use of the Competence Framework in internship. Lotta Lahti, occupational therapist, Merjaana Ruohonen: a student of rehabilitation counsellor and Outi Katainen, physiotherapist and Heidi Louhivaara, physiotherapist joined the meeting. We discussed the use of the Competence Framework in internship and the practices of internship, such as cooperation between students. We identified an opportunity for a common client for which the students can collaborate. We found that the implementation of interprofessional internship requires planning, foresight and careful calendaring, as we do rehabilitation mainly in the client's own environment.

"Interprofessional collaboration is very important in client work, so that the client can be considered in the best possible way and all the different aspects of his or her functional capacity are taken into account. It is important for the different professionals to work together, so that they can use both their own skills and the skills of another professional to help the client achieve their rehabilitation goals" - Rehabilitation counselling student joining piloting

4.1. Interprofessional team meetings

During the piloting of the interprofessional internship model, we also wanted to find out what the experts working in our unit thought about interprofessional work and its development. Students were also invited to join. Two teams were organised in November to find out how experts in different services consider the importance of interprofessional co-operation and its development. We also wanted to ask whether experts would like to experience some practices to strengthen interprofessional cooperation.

We asked:

1. Do you think that rehabilitation should be interprofessional? When should it be? When is it not needed?
2. Do you see that rehabilitation at Coronaria is interprofessional?

3. What do you think interprofessional work requires?
4. What benefits do you see from multidisciplinary working? From the client's point of view? What about from the experts' point of view?
5. What do you see as possible obstacles to the implementation of interprofessional rehabilitation?
6. What kind of common interprofessional approaches would you like to see developed?

The team of 18 rehabilitation professionals answered:

1. Rehabilitation should be interprofessional where appropriate, especially if there is a clear need for support in more than one area. In particular, family rehabilitation could always be interprofessional. It is important to take into account the need, timeliness and sequencing of rehabilitation. Poor planning can lead to "rehabilitation fatigue". If the client has multiple challenges, could there be a possibility to collaborate with other agencies (referring agency) and what would be the practice? Contact in some way at the beginning of the therapy?
2. Cooperation with networks, which was mentioned as being particularly important in the context of the Nuotti- training for young adults. Working in pairs with colleagues. Cooperation with physiotherapists. Shared facilities to enable collaboration.
3. The fact that there is a common workspace within the office. The fact that people notice or dare to ask questions of others, which in turn requires interest and the opportunity to meet. Interprofessionalism was also perceived as requiring time and effort.
4. From the customer's point of view, the benefits were: Holistic attention to the client. The client is not left alone. The client is not left with a complete overview of the client's situation. From the experts' point of view: Shared expertise: learning new things, clarification of situation/roles. Sharing experiences and thinking together about what would be the right service. The professional is not left alone.
5. Rush and lack of time. Lack of interest and ignorance of the added value it brings. Different views and fragmentation.
6. In particular, regular, interprofessional workshop-style meetings and customer case teams were requested. More cooperation with physiotherapists was also desired. Getting to know each other was seen as important, as was finding time to meet each other. It was felt that it was easier to make contact with others if one had already had time to meet and create networks, for example in one's own office. Shared routines and agreed practices, sharing one's own expertise and the right attitude. Needs-based approach, service structure and the fact that experts speak the same language were also mentioned. The fact that everyone is on

the same page was also seen as linked to performance. Responses also mentioned that the people in charge of the different services "hold the threads".

An interprofessional internship model that adds value to the student and the supervisor. By sharing the responsibility of the supervisor between different professionals, both the student and the supervisor gain a broader perspective and an interprofessional approach to their work. For example, defining the client's GAS goals was seen as an interprofessional tool, and the school and kindergarten were mentioned as external partners.

4.2. The model and process of interprofessional internship

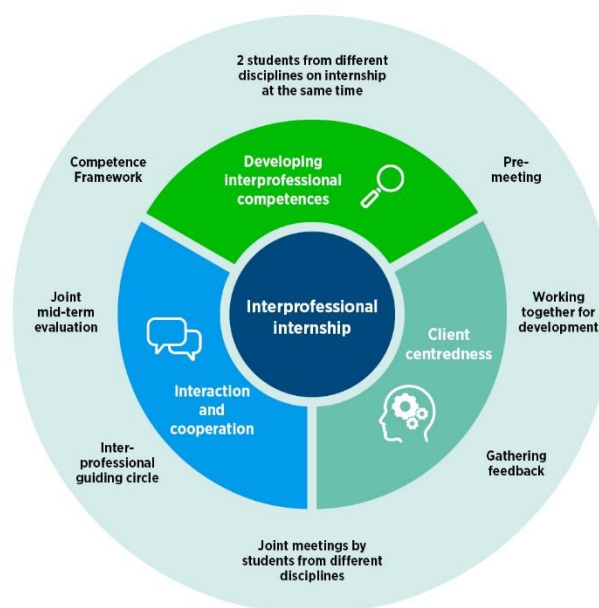
Through the pilot, we wanted to develop a model for interprofessional internship that would guide the implementation of internship in the future and support the spread of the model to other actors.

From a model of interprofessional internship you can see the values and themes that guide interprofessional internship. These are 1. Developing interprofessional competences 2. Client centredness 3. Interaction and co-operation. When we talk about growth and development of interprofessional competences, we mean the development of all parties involved. This model is intended to put all actors on the path to strengthening knowledge and expertise. Students, workplace trainers and teachers alike.

The outer edge of the model also shows practices and tools for interprofessional internship. These tools and practices are intended to guide the target-oriented implementation of the internship and also enable further development.

A model of interprofessional internship

Source: Coronaria Rehabilitation and therapy services

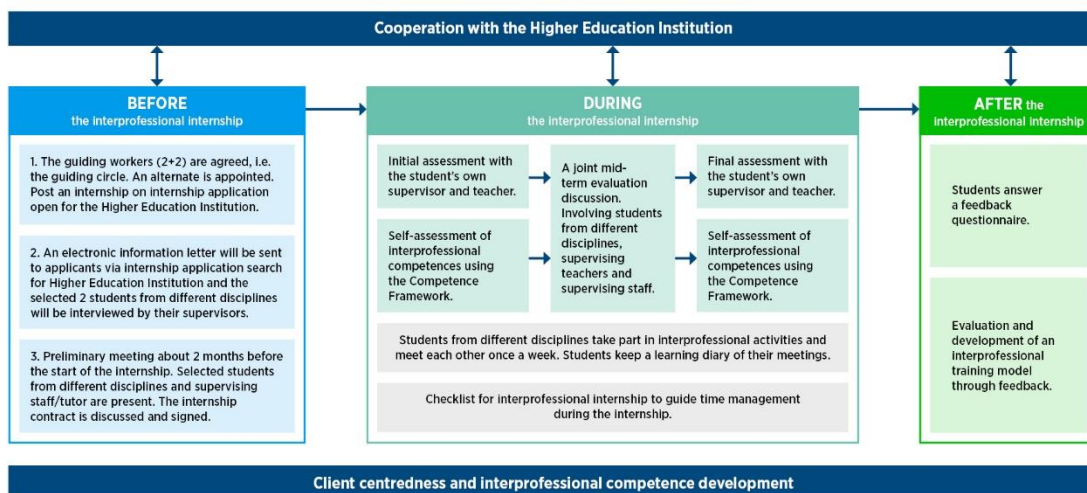


Coronaria

INPR

The interprofessional internship process describes the progression of the internship and the procedures involved in the different stages. The process is divided into three parts: before the internship, during the internship and after the internship. The process also opens up the idea that pre-preparation is an important part of an interprofessional internship because of the many different actors involved. Outlining the process also helps in the implementation and scheduling of the internship. The open process is intended to help the different actors to carry through the interprofessional internship cycle.

A process of interprofessional internship



Source: Coronaria Rehabilitation and therapy services

4.2.1. Steering group of the interprofessional internship model

January 2023 we decided we need a steering group for internship because we could not establish the use of interprofessional internship with one employee. Lotta Lahti had a meeting with service managers of Coronaria Jyväskylä and they made a plan for the interprofessional internship steering group which was accepted by the INPRO Coronaria steering group.

4.2.1.1. Objectives and timetable for the Interprofessional internship Steering Group

Objective

- 1) Further development and implementation of the Coronaria interprofessional internship model

- 2) Development and implementation of the interprofessional internship manual which includes a internship checklist and a feedback form
- 3) Dissemination of information to different rehabilitation teams in Jyväskylä
- 4) Coordination of the implementation of the interprofessional internship

Other tasks

- Checklist framework for the pre-consultation
- Orientation letter of internship

- Timetable
- Schedule

The steering group met for the first time at the end of February 2023, with a group of selected motivated people from different professional groups: occupational therapist, physiotherapist, a representative from multiprofessional services. At the beginning, it is desirable that service managers participate in the steering group meetings. The steering group meets for 1,5 hours in March, April, June and September 2023 when we have pre-meeting with students.

The meetings will be used to agree on practices for the internship. The steering group will also agree on tools to be developed and other issues to be addressed in interprofessional internship implementation.

The project hours for the INPRO steering group would be 4 x 4 x 1,5, i.e. 24 hours in total.

This does not include the time of the service managers, but only the rehabilitation work alone experts in the field of rehabilitation.

4.2.1.2. Meetings of steering group

30.3.2023

Present: Lotta Lahti, Nita Savolainen, Tiina Paasolainen, Mirva Saarela, Maija Mannisenmäki, Niina Pasanen

Discuss the possibilities of interprofessional work placements at Coronaria and the needs for interprofessional competence development and learning situations.

- Learn to recognise the interfaces of multidisciplinary, client guidance
- Feedback from supervisors on interprofessional internship: questionnaire

- Interprofessional competence brings security, own competence grows when others share, client's interest involved, I see interprofessional work as an asset to the team, new perspectives come when talking to a colleague who is a different professional, broadens own thinking, when there is time to exchange ideas, understanding grows,
- Interprofessional collaboration means closer cooperation and in the end serves the client better and the employees better.
- Interprofessional cooperation eliminates duplication and helps well-being at work, sharing responsibilities: when you know the other person's plot, you don't have to take on so much responsibility yourself
- When you have a interprofessional team you have peace of mind, you know that the other one will take care of this issue, on the other hand you can focus on "your" plot
- Wish there was more time for interprofessional sharing, and wish there was, because then the client and the employees benefit the most from it
- The outpatient side, working alone: to make better use of in-house expertise, sharing and sharing of expertise between physiotherapy and occupational therapy and cooperation.
- In Oulu there are 100 experts and teams in the Coronaria "Frog House", the framework for interprofessional cooperation is delicious: still the feedback is that there is a lack of sharing of knowledge, this requires an active approach and guidance on what the ways could be for sharing together
- How to strengthen and increase in everyday life? How to make knowledge visible? Quickly finding an expert: fluidity
- Common breakfasts too, some kind of interprofessional orienteering could be planned from time to time.

13.4.2023

Present: Lotta Lahti, Nita Savolainen, Tiina Paasolainen

Customer orientation and the needs of the customer as a starting point for the work will be discussed. Reflect on and highlight the following important issues related client centredness orientation and student tutoring.

Client centredness

- Presence and encounter (if customers come in fast, it can be difficult to recharge your batteries) How does it feel from the customer's point of view?
- The sense of urgency, I hope to feel that I have time and that I am the one who is here.

- If a specialist changes, information is passed between specialists and there are no breaks in rehabilitation. Ensuring the transfer of information between specialists in inter-professional work (How to ensure this? Record keeping and time for reading records and careful background work, staff meetings, client escort rotation, shared time, joint visit/therapy)
- Meeting creates trust and a willingness to share personal issues.
- Listening to clients' wishes and adapting the content of the rehabilitation according to those wishes (always consider from what perspective? Is the worker learning and enthusiastic?)
- In the network meeting, the client has time and space to talk about his/her own issues. The client is the main expert who knows most about himself and his own wishes and ideas, so always ask client first.
- The client wants to be supported in self-expression and helped in an exciting situation, meetings can also be prepared for.
- The means of communication should be such that the client is able to participate in the discussion (Do you need to be quick in meetings?)
- Providing space for self-expression, anticipation and preparation for meetings.
- A child-centred network meeting? What is it like?
- A respectful approach even in difficult situations, a sense of not leaving the client alone.

Student tutoring

- Go through the customer situations with the student, explaining why you did what you did.
- The student is involved in as many situations as possible
- Based on the student's own competences, planning responsibilities and tasks (from monitoring to more independent working and planning)
- As the student starts to work more independently, it is important for the tutor to reflect together on
- Good feedback! Encouragement! Reinforcing and highlighting positive experiences! How to give developmental feedback? Let's be learning. We professionals are also developing. Learning situations are good and rewarding.
- Humanising the professional and learning by making mistakes (highlighting this) Asking the student for feedback on their own performance too!
- Wondering and reflecting together! Psychological safety, space for reflection and error
- Encourage and encourage the student, sense as a guide whether the student is ready anyway.

5. Results

The main objective of the interprofessional internship pilot was to create an interprofessional internship model. As a result of the pilot and subsequent work, we have created an interprofessional internship model and a process based on the experience and feedback gathered from the pilot. In building the model, we have collaborated both within Coronaria's teams and with Jyväskylä University of Applied Sciences in a development day, where we agreed, among other things, to carry out a joint mid-term evaluation as part of the interprofessional internship.

During piloting and reporting we got answers to following questions.

How will the internship take place?

The interprofessional traineeship process is described in the process diagram. The key issues are the duration of 8-12 weeks, 2 students from different sectors in the same placement, the supervising staff, the use of the competences framework, the mid-term evaluation and the meetings between the students.

What interprofessional practices are involved? What kind of interprofessional tasks are involved?

Depending on the service, students' work placements include a variety of work tasks and customer situations where inter-professional skills can be strengthened. These may include multi-professional teamwork, client networking meetings such as rehabilitation plan meetings or joint meetings with the client's school, cooperation with service housing units or joint therapy.

Can we promote co-operation and interaction between students and co-operation and interaction between supervisors/professionals?

The pilot showed that taking the time to work together and highlighting the value of collaboration supports collaboration and, in turn, mutual sharing and learning. The students also felt that meeting each other was important from a peer support perspective. Meetings between work placement supervisors also increased and supervisors became closer during the placement period. The pilot also highlighted the potential of interprofessional internship to strengthen teamwork.

Being a tutor for a student who is a future expert in a different field has been particularly instructive. Lotta Lahti, who has worked as a tutor, feels that seeing the client's functional capacity and service needs through different eyes helps to strengthen her own expertise and opens her eyes to the expertise of other professionals in the field. Lotta hopes that in the future, we could work more collaboratively in the context of internships and share the responsibility of supervision, thus gaining

different experiences of the expertise of professionals from different fields and learning to work together more smoothly.

What results can we find from self-assessment at the beginning and at the end (for both instructors and students)?

The use of the Competence Framework in the pilot helped to focus attention on strengthening inter-professional competences. The use of the Competence Framework to guide the assessment of competences in training was seen as useful, but the number of competences was seen as a problem.

What kind of interprofessional cooperation has there been?

During the pilot, we have had the opportunity to work together interprofessionally in different client situations and as part of an interprofessional team. The students have been able to participate in school visits, where they have worked together with the client's teachers on issues such as supporting working postures and two-handed working, in collaborative meetings where they have planned services to support functional capacity together with the client and their close relatives, and in the service housing unit, where they have discussed with the care staff and the client how to support independence in everyday situations. The inter-professional teams have included rehabilitation specialists from Coronaria with different educational backgrounds and from different services. These team meetings have explored inter-professional collaboration within the building and in other settings. In addition, different client case studies have been discussed and a broader perspective on these has been considered.

What is the interaction between the different actors?

In this context, the different actors are students, workplace supervisors and the teachers supervising the institution. The cooperation between the students and the supervisors is close during the work placement, as it should be. We found that the opportunities for students to cross-fertilise with experts from different fields in the workplace require planning. Good experiences were gained when, for example, a physiotherapy student worked with an occupational therapist supervisor on a random and planned basis, or that a rehabilitation supervisor student also had the opportunity to work in multi-professional services during his/her placement. The collaboration with the teachers remained entirely at the start and end meeting. In the interviews conducted at the end of the pilot, the students described that the role of the school during the placement was small. Possibly because of resources. We wondered whether the cooperation with the school could be increased without overburdening the teachers.

What kind of client-oriented interprofessional practices could be developed?

Since during this pilot the clients' perspective and voice were mainly left as random questions during therapy sessions and meetings, we cannot assess here what kind of client-centred approaches we would have developed. This is an important development point for the future. It is important for us to put the client at the centre of all our activities, rather than inter-professional cooperation. Since there is a lot of talk about this, the journey has begun.

We systematically collect feedback from clients in rehabilitation and, for example, the content of the Oma Väylä- group (group-rehabilitation for young people 16-29 years) has been developed a lot on the basis of client feedback. The nature of outpatient rehabilitation means that clients and their families are taken into account in rehabilitation. For example rehabilitation itself often takes place in the client's own environment, drawing on the client's interests. However, we cannot assume that we do not need to develop our practices, even though we already have client-oriented elements in our work.

6. Summary

Interprofessional cooperation in rehabilitation is currently client-oriented and goal-oriented. To ensure effective rehabilitation in the future to support clients' ability to function, we need to work together. One of the cornerstones of collaboration is an understanding and knowledge of professionals from different disciplines and their expertise. To increase that understanding and knowledge, we need to increase opportunities for collaboration. In addition, from the point of view of the accumulation of skills and knowledge, it is important to cooperate with credible educational institutions to ensure the development of skills among the professionals already working. Learning and developing expertise never stops.

Interprofessional internships are one approach to strengthen cooperation between different professionals, with higher education institution and students. Rehabilitation students are the ones who will be the future makers and developers of rehabilitation. If their orientation is client-oriented and interprofessional, we are one step further in strengthening the effectiveness of rehabilitation.

The interprofessional internship model will grow and develop at Coronaria. We hope to make it a national model in the future and thus strengthen our cooperation with universities in the regions, thus moving knowledge from one to another, so that every person has the opportunity to have access to client-oriented and interprofessional internship, as is their right.

7. Appendix

7.1. Appendix 1. Form to be filled in for an interprofessional internship

Competence Framework / Interprofessionalism in your own work

For this questionnaire, the generic term "multidisciplinary" has been chosen to refer to an interprofessional way of working.

Concepts of collaboration:

(Source: Jeglinsky, I. & Kukkonen, T. 2016. Autti-Rämö, I., Rajavaara, M., Salminen, A.-L. & Ylinen, A.. Helsinki: Duodecim, 393 - 401.)

Multiprofessional/multidisciplinary: 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.

Interprofessional: Involves clear interprofessional boundaries, but these are not as strict as in interprofessional cooperation. Interprofessionalism is not as broad as interprofessionalism, but is not as strict as interprofessionalism.

Trans-professional: Deeper cooperation across professional boundaries, where professional boundaries are blurred and competences are integrated into a broad network of knowledge and skills.

Form to be filled in for an interprofessional internship

INTERPROFESSIONAL PRACTICE (IP)				
IPC1. Putting the client and their family at the centre of interprofessional client work				
Level	Learning goal	Example	Own evaluation 1 (date)	Own evaluation 2 (date)
0	I recognise the active involvement of the client and his/her family in interprofessional rehabilitation and decision-making.			
	I listen to the rehabilitation outcomes, ideas, needs and goals desired by the client and his/her family, taking into account the prevailing circumstances.			
	I assess the client's capacity and needs by collecting information from the client and his/her family, for example through interviews or questionnaires.			
1	I involve the client and his/her family as active partners in interprofessional rehabilitation and decision-making.			
	I identify the desired outcomes for the client and his/her family and respond to their needs, preferences and goals, taking into account the prevailing circumstances.			
	Identify factors that prevent clients and their families from participating in interprofessional work or from accessing services.			
	I recognise that the ICF domains can be used to describe a client's functioning, taking into account both			

	positive and negative aspects of functioning.			
2	Support the client and his/her family to be active partners in interprofessional rehabilitation and decision-making.			
	I take into account the interests of the client and his/her family and respond to their needs, preferences and goals, taking into account the prevailing circumstances.			
	Identify factors that prevent a client and their family from participating in rehabilitation or accessing services. I take these factors into account in my own work.			
	I describe the client's ability to cope using the Rehabilitation Problem Solving (RPS) form, taking into account the ICF domains raised by the client and the professional assessments based on them.			
3	Support the client and his/her family to be an essential partner in his/her interprofessional rehabilitation.			
	I put the interests and benefits of the client and their family at the centre of health care planning and related activities.			
	I share information with the client and his/her family, respecting the privacy and views of all parties.			
	I describe the client's functional capacity profile in detail using the ICF descriptors.			
IPC 4. Adopt a sustainable inter-professional approach to problem solving and decision making.				

Level	Learning goal	Example	Own evaluation 1	Own evaluation 2
0	I identify personal, environmental and health-related factors when outlining problems and looking for solutions.			
	I gather information from various sources to solve problems and make decisions together with the client and his/her family.			
	I identify individual, environmental and health-related factors by using the ICF to outline problems and find solutions.			
1	I identify individual, environmental and health-related factors and seek support in using them to identify problems and find solutions.			
	I can prioritise information from multiple sources when solving problems and making decisions with clients and their families.			
	I prioritise information from multiple sources using the ICF model when problem solving and making decisions with clients and their families.			
2	I interpret individual, environmental and health factors when outlining problems and defining solutions.			
	I use information from a variety of sources to solve problems and make decisions with clients and their families.			
	Together with the client and their family and other professionals, I set			

	interprofessional goals that promote both the health and well-being of the person and the wider health and service provision.			
	I apply the ICF together with the client and his/her family and other professionals when solving problems, making decisions and setting goals for health and well-being.			
3	I interpret individual, environmental and health factors when outlining problems and defining solutions.			
	I integrate and analyse information from multiple sources when solving problems and making decisions with clients and their families.			
	I work with other healthcare professionals and the client and their family to develop an optimal interprofessional treatment or rehabilitation plan.			
	I integrate and analyse information by applying the ICF when solving problems and making decisions with clients and their families.			

LEARNING AND DEVELOPMENT (LD)

LDC1. Continuous learning and development in interprofessionalism

Level	Learning goal	Example	Own evaluation 1	Own evaluation 2
0	I can identify my own learning needs and ask appropriate questions to learn.			
	I know the principles and strategies to lead myself.			
	I document my learning process.			

	I learned by observation and through systematic training and practice.			
	I know ICF as a biopsychosocial model.			
1	I put into practice what I have learned through a interprofessional team.			
	Reflect on multi-professional communication, i.e. reflect on and critically evaluate the implementation of interprofessional communication.			
	Identify and reflect on learning issues in practice.			
	I will apply what I have learned to interprofessional work and the use of ICF.			
2	I reflect on the feedback I receive and change my performance accordingly.			
	I integrate the new things I learn into practice by adapting them to a interprofessional working environment.			
	I am expanding my own knowledge of the ICF and applying the ICF increasingly through continuous learning.			
3	I reflect on practice, identifying alternative approaches and their implications.			
	I critically evaluate and reflect on interprofessional communication.			
	Maintain and develop interprofessional working through continuous learning.			
	I will reflect on the theory and application of ICF and use it for my own professional development.			
MANAGEMENT AND LEADERSHIP (ML)				
MLC3. Acting as an advocate for interprofessionalism				

Level	Learning goal	Example	Own evaluation 1	Own evaluation 2
0	I know the role and value of interprofessionalism in a professional environment.			
	I know the role and value of ICF in a interprofessional environment.			
1	I promote the role and value of interprofessionalism in my local environment.			
	I take part in initiatives to promote interprofessional services for all those who need them.			
	I participate in initiatives to promote the use of the ICF in interprofessional situations.			
2	I encourage and support clients to raise their needs for interprofessional working.			
	I identify and participate in initiatives to promote interprofessional services for all those who need them.			
	I will take initiatives to promote the use of the ICF in interprofessional work.			
3	I recognise the importance of interprofessional services and promote their provision to clients.			
	I work to ensure that customers are given sufficient opportunities to express their needs. I try to create ways to meet the client's needs through interprofessional working.			

	I promote interprofessionalism and its appreciation at social and political level.			
	I lead and evaluate procedures to promote the use of the ICF in interprofessional work.			
	I promote the role and value of the ICF at social and political level.			
RESEARCH (R)				
RC2. I aim to strengthen the evidence base for interprofessional rehabilitation				
Level	Learning goal	Example	Own evaluation 1	Own evaluation 2
0	I evaluate interprofessional cooperation by critically reflecting on the evidence of its benefits.			
	I classify research priorities according to the needs of professional groups.			
	I critically appraise the evidence I myself have on the use of the ICF.			
1	I was looking for available evidence to underpin effective interprofessional teamwork and team-based practices.			
	I identify the needs for additional evidence.			
	I work with a interprofessional team, the client and their family to assess research needs and priorities.			
	I am looking for the latest research on the use of the ICF.			
2	I use available evidence as a basis for effective interprofessional teamwork and team-based practice.			

	I recommend an additional display.			
	I recognise the potential for additional screens.			
	I support the interprofessional team and the client and his/her family in assessing research needs and priorities.			
	I share and integrate knowledge about ICF to promote interprofessional collaboration in the workplace.			
3	Transferring interprofessional learning to the world of work.			
	I create opportunities for additional display.			
	I plan and implement collaborative work within the interprofessional team and with the client and his/her family when assessing the need for further research.			
	I identify gaps in the interprofessional team's knowledge of the ICF and enable them to gain additional insight.			

7.2. Appendix 2. Manual of interprofessional internship

HANDBOOK AND MODEL FOR INTERPROFESSIONAL INTERNSHIP

Coronaria Rehabilitation and Therapy Services

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 competence 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 Competence 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 competences 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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8. 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 competences 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 Competence Framework for monitoring competences, and we have specifically chosen interprofessional practical work competences as the competence area to be considered. The Competence Framework is a framework of interprofessional competences developed by the INPRO project, based on the WHO Competency Framework. It allows students and supervisors to reflect on their own interprofessional competence 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 competence 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 competence development work!

8.1. 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 competence development
2. customer orientation
3. interaction and cooperation.

Interprofessional competence 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 a 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 

INPR 

8.2. 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.

8.3. 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.

8.4. During an interprofessional internship

At the beginning of the internship period, both students and supervising staff carry out a self-assessment using the Competence Framework and select the area of competence 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 Competence Framework. Students will meet each other once a week.

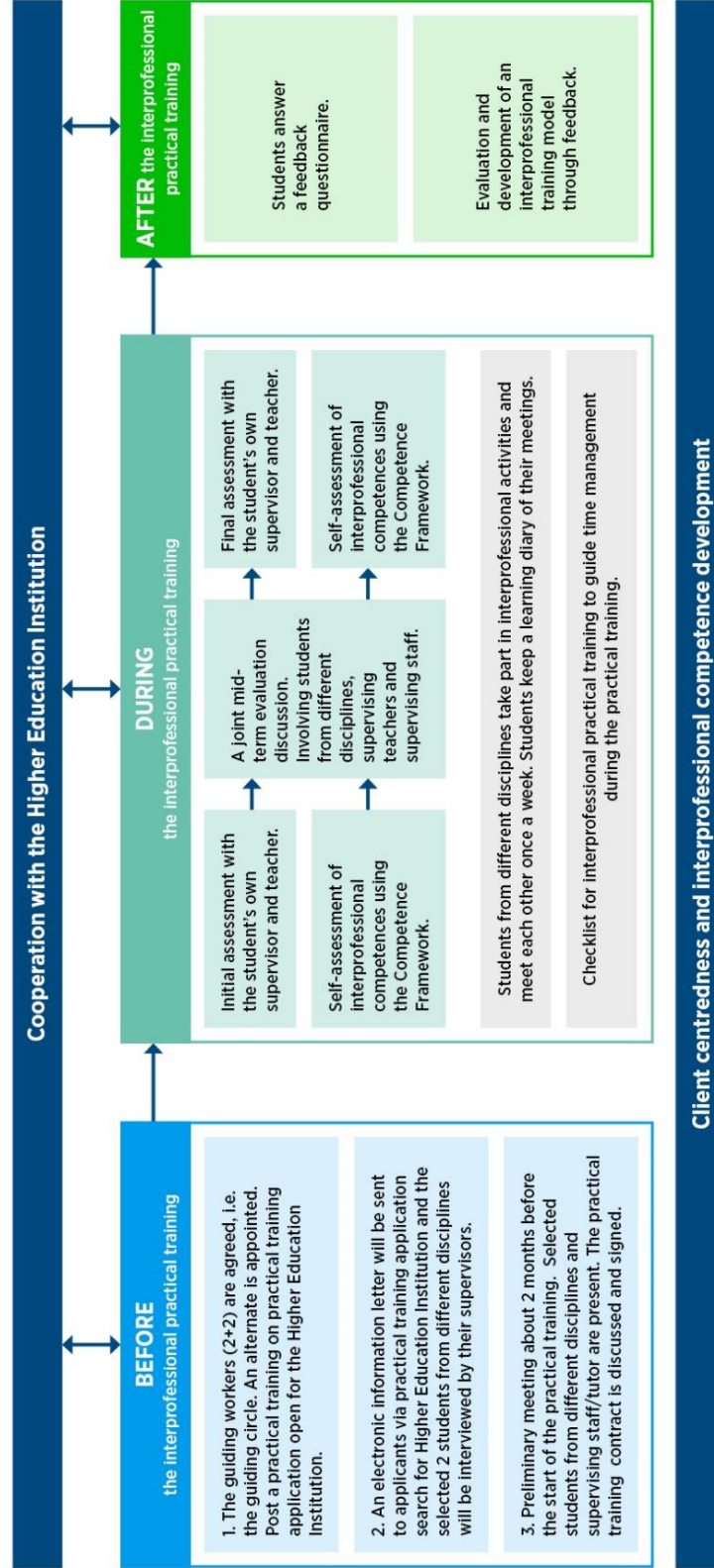
The mid-term evaluation will take place around the mid-point of the period and will review the agreed topics and leave room for open sharing.

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

8.5. 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

8.6. 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 competences, 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
<p>TASKS</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>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>

8.7. 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		
Competence 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		

8.8. 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?

9. Competence Framework

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

interprofessional collaboration skills. In this internship, we have limited our reflection to a single competence area, although the competency framework includes several different competencies. In an interprofessional internship, the student and the supervisor both reflect on their own competence development through the framework. Similarly, it is up to them to determine which competence 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.

9.1. 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 competences and limitations.

1. I set the client at the centre of interprofessional work				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p>I recognise the client's active participation in interprofessional rehabilitation and listen to the client's desired rehabilitation goals and needs.</p> <p>I assess the client's functional capacity by collecting information from the client, for example through an interview.</p>			
Progressing	<p>I involve the client as an active partner in interprofessional rehabilitation and decision-making.</p> <p>I identify 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>I support 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>I support the client to be an important partner in interprofessional rehabilitation and decision-making.</p> <p>I put the client's interests and their benefits at the centre of health service planning and related activities.</p>			
2. I establish a collaborative relationship with the client and the interprofessional team				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p>I recognise and acknowledge 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>I identify and minimise power imbalances associated with client and interprofessional team working.</p>			
Excellent	<p>I explore and support the client's attitudes, beliefs and feelings. I promote the client's right to self-determination.</p>			
Interprofessional specialist	<p>I build and maintain a positive relationship with the client, which is expressed through trust, empathy and mutual respect.</p> <p>I demonstrate empathy 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>I identify 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>I can form good interpersonal relationships, including active listening, interpreting non-verbal communication and responding appropriately with clients and in interprofessional teamwork.</p> <p>I communicate my role and responsibilities to the client and other professionals.</p>			
Excellent	<p>I can communicate effectively, taking into account the impact of the environment and space on privacy and comfort in communication situations.</p> <p>I am flexible 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>I communicated clearly in situations where we were discussing the responsibilities of team members in implementing a rehabilitation plan.</p> <p>I adapt my communication in a spontaneous and flexible way, taking into account the diverse needs of the client.</p>			
4. I use approaches to problem solving and decision making that support interprofessional cooperation				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p>I identify personal, environmental and health-related factors when outlining problems and finding solutions.</p> <p>I gather information from a variety of sources when solving problems and making decisions with the client.</p>			
Progressing	<p>I identify and seek support in using individual, environmental and health-related factors to identify problems and find solutions.</p> <p>I can prioritise information from a range of sources when problem solving and making decisions with clients.</p>			
Excellent	<p>I can interpret 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>I can analyse 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>			
5. I work in a interprofessional practice knowing my competences and limitations				
Level	Learning goal	Practical example	evaluation 1	evaluation 2
Good	<p>I know my own professional competences 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>I respect 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	I bring in professionals who complement my own professional expertise to help us develop ways of responding to client needs.			
Interprofessional specialist	I involve professionals who complement my own professional expertise to develop and evaluate approaches to meet the needs of the client. I will demonstrate trust in an appropriate way when working with other professionals.			

10. 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?

11. 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 competences.

Everyone All Who is present? What are the parties involved?

Students Students reflections on the internship process and supervision

- Which competence did I choose from the Competence Framework and how has my choice reflected in my orientation to work tasks and client situations?

Mentors Supervisors' experiences of the internship

- Which competence did I choose from the Competence Framework and how has my choice been reflected in my orientation to work tasks and client situations?

Everyone

How have the interprofessional competences developed during the internship and what more can be taken into account?

Anything else?

Experiences of using the Competence Framework, teachers' thoughts?

12. Appendix

12.1. Extended Professional Identity Scale (EPIS) = Professional Identity Scale

12.2. 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)

ALIGNING INTERPROFESSIONAL EDUCATION AND COLLABORATION IN PRACTICE

using promising regional experiences for international exchange

PILOTING THE INTERPROFESSIONAL INTERNSHIP MODEL

Coronaria therapy and rehabilitation services

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 competence 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 Competence 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 competences 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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13. Ammattien välinen (moniammatillinen) työharjoittelu

Tämä käsikirja on tarkoitettu antamaan ammattien väliselle työharjoittelulle raamit, jotta sinun olisi helpompaa ottaa harjoittelumalli käyttöön organisaatiossasi. Malli, joka ei ole missään nimessä monimutkainen tai vaikea toteuttaa, vaan pikemminkin ajattelutapa, jossa alamme tehdä yhteistyötä tarjotaksemme opiskelijoille mahdollisuuden kehittyä ammattien välisten tai tuttavallisemmin moniammatillisten taitojen asiantuntijoiksi asiakaslähtöisesti.

Käytän tässä käsikirjassa termiä ”ammattien välinen”, jolla tarkoitan englannin kielistä termiä ”interprofessional”. Ammattien välinen yhteistyö sisältää selkeitä ammattien välisiä rajoja, mutta rajat eivät ole niin tiukkoja kuin moniammatillisessa yhteistyössä. Ammattiryhmien osaamiset kohtaavat osittain. Monelle tutumpi termi on ”moniammatillinen”. Moniammatillisessa työssä ammattilaiset arvioivat kuntoutujaa itsenäisesti, asettavat ammattikohtaiset tavoitteet ja tekevät suunnitelmia omasta ammattinäkökulmastaan. Tieto kuntoutujasta jaetaan informaatiotyyppisesti muiden tiimin jäsenten kanssa. (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.)

Käsikirja sisältää ammattien välisen harjoittelun mallin, - prosessin ja erilaisia työkaluja harjoittelun toteuttamiseen. Mallissa käytämme osaamisen seurannassa Competence Framework -osaamisviitekehystä, ja olemme valinneet juuri ammattien välisen käytännön työn osaamisen tarkasteltavaksi osaamisalueeksi. Competence Framework on INPRO-hankkeessa kehitetty moniammatillisen (ammattien välisen) osaamisen viitekehys, joka pohjautuu WHO:n Competency Framework-osaamisviitekehukseen. Sen avulla opiskelijat ja ohjaajat voivat pohtia omaa ammattien välistä osaamisensa kehittymistä. Viitekehys löytyy käsikirjasta. Lisäksi malli sisältää esityslistan opiskelijoiden kanssa pidettäviä yhteisiä tapaamisia varten, suunnitelman yhteisen asiakkaan kanssa työskentelyyn, harjoittelua edeltävän tapaamisen tarkoituksen ja tavoitteet, tarkistuslistan koko harjoitteluprosessia varten sekä palautekyselyn.

Voit halutessasi käyttää tätä käsikirjaa ja harjoittelumallia osissa ja valita organisaatiollesi sopivimmat käytännöt ja ideat. Malli on tarkoitettu joustavaksi, jotta kuka tahansa voi ottaa sen käyttöön.

Ammattien välisen harjoittelun mallista näet arvot ja teemat, jotka ohjaavat ammattien välistä harjoittelua. Nämä ovat 1. Ammattien välisen osaamisen kehittäminen 2. Asiakaslähtöisyys 3. Vuorovaikutus ja yhteistyö. Kun puhumme kasvusta ja ammattien välisen osaamisen kehittymisestä, tarkoitamme kaikkien osapuolten kehittymistä. Tämän mallin tarkoituksena on saattaa kaikki toimijat tielle, joka vahvistaa osaamista ja asiantuntemusta. Tielle, jolla kulkevat niin opiskelijat, työntekijät kuin opettajat.

Antoisaa ammattien välisen osaamisen kehittämistyötä!

14. Ammattien välisen työharjoittelun malli

Ammattien välisen (moniammatillisen) työharjoittelun malli ohjaa työharjoittelun toteuttamista ja sen tarkoitus on madaltaa toimintatavan käyttöönottoa eri toimijoilla. Malli on lisäksi yksi esimerkki työelämän ja korkeakoulun yhteistyömahdollisuudesta tarjota käytännönläheisiä oppimisalustoja opiskelijoille.

Ammattien välisen harjoittelun mallista voi nähdä harjoittelua ohjaavat arvot ja teemat. Nämä ovat 1. Ammattien välisen osaamisen kehittäminen 2. Asiakslähtöisyys 3. Vuorovaikutus ja yhteistyö. Ammattien välinen osaamisen kehittäminen läpileikkaa koko harjoittelumallin ideologiaa. Tavoitteena on, että työelämään siirtyvillä opiskelijoilla on paremmat valmiudet työskennellä ammattien välisissä työtehtävissä sekä verkostoissa valmistumisen jälkeen. Lisäksi työntekijät saavat mahdollisuuden tarkastella ja arvioida omaa ammattien välistä osaamistaan ja työtapojaan. Kun asetumme yhteen pohtimaan tapaamme toimia ja asiakkaiden tarpeita, voimme viedä tietoa myös koulutuksen kentälle. Millaista osaamista opiskelijat tarvitsevat? Näin vuorovaikutus ja oppiminen toteutuu mallissa kaikkiin suuntiin. Oppilaitokselta työelämään ja työelämästä oppilaitokseen. Yhteistyössä toimivien tahojen vuorovaikutuksessa on mahdollisuus toteutua kasvu ja oivalluksia, jos vain annamme niille tilaa ja aikaa. Kaiken tämän keskiössä on tietenkin asiakas ja hänen tarpeensa ja mielenkiinnon kohteensa. Kaikki me teemme tätä työtä juuri asiakkaiden vuoksi.

Mallin ulkoreunassa esitetään käytäntöjä ja välineitä ammattien väliseen työharjoitteluun. Näiden työkalujen ja käytäntöjen on tarkoitus ohjata harjoittelun tavoitteellista toteuttamista ja mahdollistaa myös jatkokehittäminen. Työharjoittelun ehkä tärkein elementti on kahden eri alan opiskelijan yhtäaikainen työharjoittelu. Ajatus, että opiskelijoilla on mahdollisuus harjoittelunsa aikana keskinäiseen jakamiseen, on kiinnostava ja hedelmällinen. Tämän vuoksi yhteiselle ajalle varataan juuri – aikaa. Kerran viikossa opiskelijat tapaavat toisiaan ja jakavat tietoa ja kokemuksia keskenään. Työelämän ohjaajat muodostavat ohjaavan ringin, joka koostuu eri alan asiantuntijoista. Ohjaavan ringin tavoitteena on myös lisätä eri alan asiantuntijoiden yhteistyötä ja vuorovaikutusta organisaation sisällä. Aikaa keskinäiseen jakamiseen on työelämässä harvoin liikaa tarjolla. Yhteinen väliarviointi kokoaa kaikki toimijat yhteen, niin opiskelijat, työelämän ohjaajat kuin oppilaitoksen ohjaavat opettajat.

Moniammatillisen (ammattien välisen) työharjoittelun malli

Lähde: Coronaria Kuntoutus- ja terapiapalvelut



14.1. Ammattien välisen työharjoittelun prosessi

Ammattien välisessä (moniammatillisessa) harjoitteluprosessissa kuvataan harjoittelun eteneminen ja sen eri vaiheisiin liittyvät menettelyt. Prosessi on jaettu kolmeen osaan: ennen harjoittelua, harjoittelun aikana ja harjoittelun jälkeen. Prosessi avaa myös ajatuksen siitä, miten esivalmistelu on tärkeä osa moniammatillista harjoittelua, koska siinä on osallisena monia eri toimijoita. Prosessin hahmottaminen auttaa myös harjoittelun toteuttamisessa ja aikatauluttamisessa. Avoimen prosessin tarkoituksena on auttaa eri toimijoita toteuttamaan ammattien välisen harjoittelun sykli.

14.2. Ennen ammattien välistä työharjoittelua

Ennen työharjoittelujakson toteutusta työyhteisössä sovitaan työntekijät, jotka lähtevät mukaan ohjaavaan rinkiin, eli ohjaamaan opiskelijoita harjoittelujaksolla. Lisäksi nimetään varahenkilö. Sähköiseen järjestelmään (Jobiili) laitetaan avoimeksi 2 harjoittelupaikkahakua, joissa haetaan eri alan opiskelijoita. Esimerkiksi toinen ilmoitus on fysioterapeuteille ja sairaanhoitajille ja toinen toimintaterapeuteille, sosionomeille ja kuntoutuksenohjaajille. Valitut opiskelijat haastatellaan ja sovitaan harjoittelun aloitusajankohta sekä ennakkopalaveri. Työharjoittelun vastuunohjaaja kutsuu ennakkopalaverin ja muut yhteiset tapaamiset jakson aikana koolle. Täytetään harjoittelusopimus.

14.3. Ammattien välisen työharjoittelun aikana

Työharjoittelujakson alussa sekä opiskelijat, että ohjaavat työntekijät tekevät itsearviointin Competence Framework-osaamisviitekehysten avulla ja valitsevat sen osaamisalueen, johon

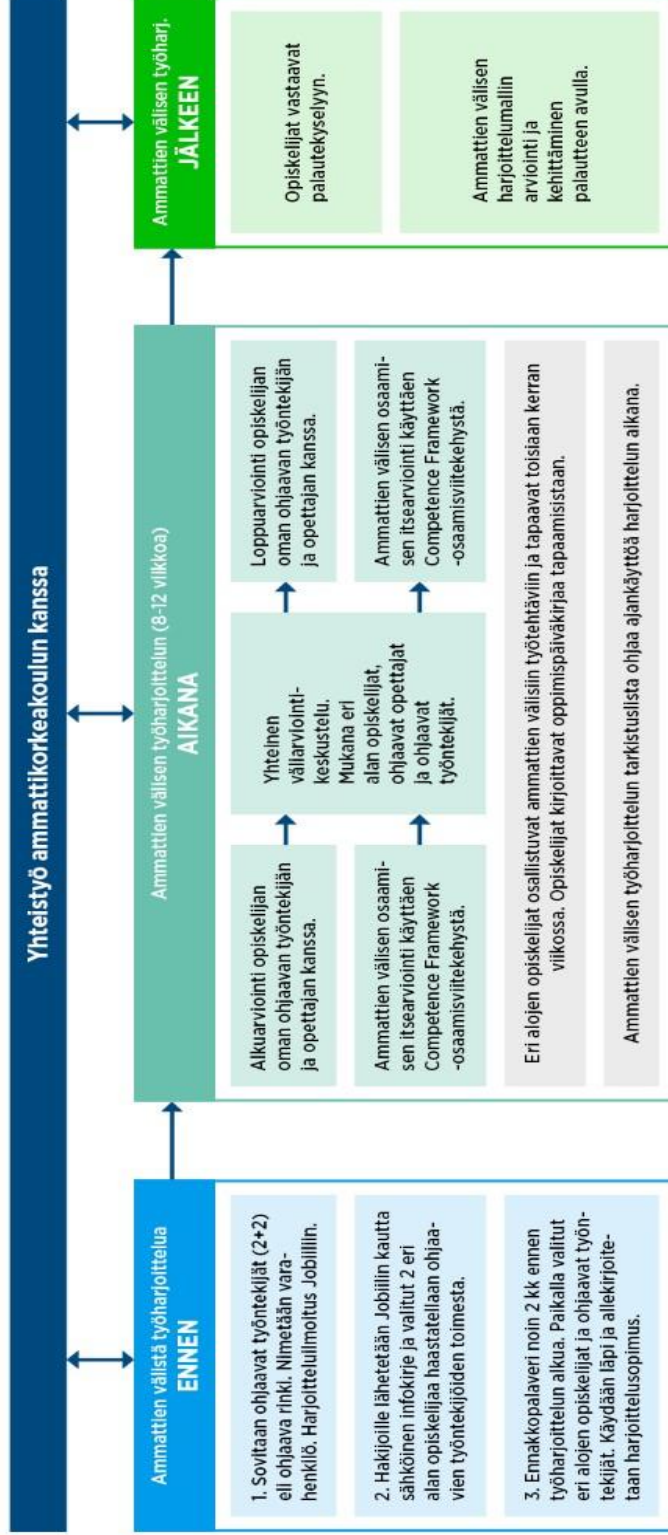
haluavat jakson aikana keskittyä. Opiskelijat osallistuvat oman alan sekä Competence Framework-osaamisviitekehyksen tavoitteiden mukaisiin työtehtäviin. Opiskelijat tapaavat toisiaan 1 krt. viikossa. Väliarvio toteutuu noin puolivälissä jaksoa ja siinä käydään läpi sovittuja asioita ja jätetään tilaa avoimelle jakamiselle.

Harjoittelun loppupuolella ohjaaja ja opiskelija tekevät uudestaan itsearviointin Competence Framework-viitekehyksen avulla.

14.4. Ammattien välisen työharjoittelun jälkeen

Opiskelijat ja ohjaajat vastaavat palautekyselyyn ja palautteen perusteella toimintamallia kehitetään.

Moniammatillisen (ammattien välisen) työharjoittelun prosessi



Asiakaslähtöisyys ja ammattien välisen osaamisen kehittäminen

14.5. Opiskelijan ohjaus

- Asiakastilanteita käydään läpi opiskelijan kanssa. Avataan keskustelussa, miksi toimittiin näin?
- Opiskelija pääsee mahdollisimman moniin tilanteisiin mukaan.
- Opiskelijan omien valmiuksien pohjalta suunnitellaan vastuunottoa ja työtehtäviä (seuraamisesta itsenäisempään työntekoon ja suunnitteluun).
- Kun opiskelija alkaa tekemään itsenäisemmin, ohjaajan on tärkeä yhdessä pohtia omia kokemuksia asiakastyöstä.
- Anna hyvää palautetta! Kannusta! Positiivisten kokemusten vahvistaminen ja esille nostaminen on tärkeää opiskelijan ohjauksessa. Pohdi myös, kuinka antaa kehittävää palautetta? Me kaikki olemme oppimassa ja myös asiantuntijoilla ja työelämän ohjaajilla on kehittymismahdollisuus.
- Inhimillistä ja nosta esille erehtymisen kautta oppiminen.
- Pyydä opiskelijalta palautetta myös omasta toiminnasta!
- Yhdessä ihmettely ja pohdinta luovat psykologista turvallisuutta Anna tilaa pohdinnalle ja erehtymiselle.
- Kannusta ja rohkaise opiskelijaa, aisti ohjaajana olisiko opiskelija kuitenkin valmis itsenäisempään työhön?

PÄIVÄ	MAANANTAI	TIISTAI	KESKIVIIKKO	TORSTAI	PERJANTAI
Työtehtävät	<p>Ammattien välisen työharjoittelun tarkistuslista ohjaa työtehtäviä</p> <p>Ammattilaisen (oma ohjaaja 1) kanssa asiakastyöhön sitoutuminen ja työskentely verkostoissa ja asiakkaan omassa ympäristössä, osallistuminen moniammatillisiin kuntoutuspalveluihin</p>	<p>Ammattien välisen työharjoittelun tarkistuslista ohjaa työtehtäviä</p> <p>Ammattilaisen (oma ohjaaja 1) kanssa asiakastyöhön sitoutuminen ja työskentely verkostoissa ja asiakkaan omassa ympäristössä, osallistuminen moniammatillisiin kuntoutuspalveluihin.</p>	<p>Ammattien välisen työharjoittelun tarkistuslista ohjaa työtehtäviä</p> <p>Ammattilaisen (oma ohjaaja 2) kanssa asiakastyöhön sitoutuminen ja työskentely verkostoissa ja asiakkaan omassa ympäristössä, osallistuminen moniammatillisiin kuntoutuspalveluihin.</p>	<p>Ammattien välisen työharjoittelun tarkistuslista ohjaa työtehtäviä</p> <p>Ammattilaisen (oma ohjaaja 2) kanssa asiakastyöhön sitoutuminen ja työskentely verkostoissa ja asiakkaan omassa ympäristössä, osallistuminen moniammatillisiin kuntoutuspalveluihin.</p>	<p>Ammattien välisen työharjoittelun tarkistuslista ohjaa työtehtäviä</p> <p>Omien asiakkaiden kuntoutukseen liittyvä suunnittelu ja tapaaminen toisen harjoittelussa olevan opiskelijan kanssa, oppimispäiväkirjan kirjoittaminen näistä tapaamisista.</p> <p>Ammattien välisen osaamisen alialista pohdintaa ja keskustelua varten.</p> <p>Mahdollinen ammattien välinen kehittämistehtävä, jos siihen on tarvetta ja kiinnostusta.</p>

14.6. Ammattien välisen työharjoittelun tarkistuslista

Mitä?	Kuka?	Milloin?
Työyhteistyössä sovitaan ammattien välisen työharjoittelun ajankohta ja ohjaava rinki		
Harjoittelupaikkahaku auki ja haastattelut		
Ennakkopalaveri ja harjoittelusopimus		
Viikkoaikataulun laatiminen ja työtehtävistä sopiminen		
Competence Framework-osaamisviitekehys, itsearviointi		
Opiskelijoiden yhteiset tapaamiset ja oppimispäiväkirja		
Opiskelijoiden yhteinen asiakas		
Opiskelijoiden yhteinen kehittämistehtävä		

Opiskelijoiden osallistuminen omien tavoitteiden mukaisiin työtehtäviin		
Väliarvio		
Palautekysely		

14.7. Ammattien välisen työharjoittelun ennakkopalaveri

Ammattien välisen harjoittelun ennakkopalaveri pidetään 2 kuukautta ennen harjoittelun alkamista. Koollekutsujana palaverissa on ennalta sovittu työntekijä Coronarialta, joka toimii ammattien välisessä työharjoittelussa vastaavana ohjaajana. Sama työntekijä kutsuu koolle yhteisen väliarviointitapaamisen.

Ennakkopalaveriin osallistuvat sekä harjoittelujaksolle valitut 2 eri alan opiskelijaa, että ohjaavan ringin ammattilaiset. Tapaamisen tavoitteena on suunnitella harjoittelun aikainen viikkotyö, sopia ammattien välisistä työtehtävistä, ohjaajien välisestä vastuunjaosta ja mahdollisesta osallistumisesta ryhmäkuntoutuspalveluihin. Lisäksi täytetään harjoittelusopimus.

Työharjoittelun käytänteet, työkalut ja aikataulut

Vastuunjaot ja yhteystiedot

Työharjoittelujakson tavoitteet

1. Käydään läpi, mitä harjoittelun/harjoittelujakson alussa tapahtuu
2. Päivämäärät, eli minä päivinä opiskelija on minkäkin asiantuntijan roolissa
3. Keskustellaan karkeasti aikataulusta
4. Sovitaan ohjaajista ja annetaan yhteystiedot ja tiedot siitä, keneen voi ottaa yhteyttä
5. Mitkä ovat opiskelijan tavoitteet? Odotukset?
6. Harkitaan mahdollisuutta yhteiseen asiakkaaseen?
7. Sovitaan alustavasti millaisiin työtehtäviin opiskelija osallistuu
8. Harjoittelusopimus

9. Kirjaustunnukset ja muut käytännön asiat
10. Kysymykset?

15. Competence Framework – osaamisviitekehys



Competence Framework on INPRO-hankkeessa kehitetty moniammatillisen (ammattien välisen) osaamisen viitekehys, joka pohjautuu WHO:n Competency Framework-osaamisviitekehukseen. Sen avulla opiskelijat ja ohjaajat voivat pohtia omaa ammattien välistä osaamisensa kehittymistä. Osaamiskehityksessä korostetaan asiakaslähtöisyyttä ja ammattiryhmien välisiä yhteistyötaitoja. Tässä työharjoittelussa olemme rajoittaneet reflektoinnin vain yhteen osaamisalueeseen, vaikka osaamiskehys sisältää useita eri osaamisalueita.

Ammattien välisessä työharjoittelussa opiskelija ja ohjaaja molemmat refleктоivat oman osaamisen kehittymistään viitekehysten avulla. Samoin he saavat itse määrittää mihin osaamisen osa-alueeseen haluavat jakson aikana keskittyä 1-5. Viitekehysten lomakkeessa termillä ”asiakas” viitataan asiakkaaseen ja hänen perheeseensä.

Ammattien välinen käytännön asiakastyö

1. Asetan asiakkaan ja hänen perheensä moniammatillisen (ammattien välisen) työn keskiöön.
2. Muodostan yhteistyösuhteen asiakkaan, hänen perheensä sekä moniammatillisen (ammattien välisen) tiimin kanssa.
3. Kommunikoin tehokkaasti asiakkaan, hänen perheensä ja moniammatillisen (ammattien välisen) tiimin kanssa.
4. Käytän moniammatillista (ammattien välistä) yhteistyötä tukevia lähestymistapoja ongelmanratkaisuun ja päätöksentekoon.

1. Asetan asiakkaan moniammatillisen (ammattien välisen) työn keskiöön
5. Toimin moniammatillisessa (ammattien välisessä) käytännön työssä tuntien osaamiseni ja rajoitukseni.

1. Asetan asiakkaan moniammatillisen (ammattien välisen) työn keskiöön				
Taso	Osaamistavoite	Käytännön esimerkki	Arviointi 1	Arviointi 2
Hyvä	<p>Tunnistan asiakkaan aktiivisen osallisuuden ammattien välisessä kuntoutuksessa ja kuuntelen asiakkaan toivomia kuntoutuksen tavoitteita ja tarpeita.</p> <p>Arvioin asiakkaan toimintakykyä keräämällä tietoa asiakkaalta esimerkiksi haastattelun avulla.</p>			
Edistyvä	<p>Otan asiakkaan mukaan aktiiviseksi kumppaniksi ammattien väliseen kuntoutukseen ja päätöksentekoon.</p> <p>Havaitsen asiakkaan toivomat tulokset ja vastaan hänen tarpeisiinsa ja tavoitteisiinsa.</p> <p>Tunnistan tekijät, jotka estävät asiakasta osallistumasta kuntoutukseen.</p>			
Erinomainen	<p>Tuen asiakasta toimimaan aktiivisena kumppanina ammattien välisessä kuntoutuksessa ja päätöksenteossa.</p> <p>Otan huomioon asiakkaan mielenkiinnon kohteet ja vastaan hänen tavoitteisiinsa ja tarpeisiinsa.</p> <p>Tunnistan ja huomioin toiminnassani tekijät, jotka estävät asiakasta osallistumasta kuntoutukseen.</p>			

Ammattien välisen työn osaaja	<p>Tuen asiakasta toimimaan tärkeänä kumppanina ammattien välisessä kuntoutuksessa ja päätöksenteossa.</p> <p>Asetan asiakkaan edun ja heille koituvat hyödyt terveyspalvelujen suunnittelun ja siihen liittyvien toimien keskiöön.</p>			
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2. Muodostan yhteistyösuhteen asiakkaan sekä moniammatillisen (ammattien välisen) tiimin kanssa				
Taso	Osaamistavoite	Käytännön esimerkki	Arviointi 1	Arviointi 2
Hyvä	<p>Tunnistan ja tunnustan asiakkaan asenteita, uskomuksia ja tunteita.</p> <p>Tarkastelen asiakkaan tietoja ja tarpeita huomioiden ammattien välisen laajan yhteistyön mahdollisuudet.</p>			
Edistyvä	<p>Tunnistan ja minimoin vällan epätasapainoa, joka liittyy asiakkaan sekä ammattien välisen tiimin työskentelyyn.</p>			
Erinomainen	<p>Tutkin ja tuen asiakkaan asenteita, uskomuksia ja tunteita. Edistän asiakkaan itsemääräämisoikeutta.</p>			

Ammattien välisen työn osaaja	<p>Rakennan ja ylläpidän myönteistä suhdetta asiakkaaseen, joka ilmenee luottamuksena, empatiana ja keskinäisenä kunnioituksena.</p> <p>Osoitan empatiaa ammattien välisen tiimin jäseniä kohtaan.</p> <p>Luon luottamuksellisen suhteen asiakkaaseen osana ammattien välistä tiimiä.</p>			
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3. Kommunikoin tehokkaasti asiakkaan ja moniammatillisen (ammattien välisen) tiimin kanssa				
Taso	Osaamistavoite	Esimerkki	Arviointi 1	Arviointi 2
Hyvä	<p>Tunnistan asiakkaan viestintätarpeet- ja taidot, huomioiden hänen ominaisuutensa.</p> <p>Tunnistan ammattien välisessä työskentelyssä kaikkien roolit ja vastualueet.</p>			
Edistyvä	<p>Osaan muodostaa hyvän vuorovaikutussuhteen, johon kuuluu aktiivinen kuuntelu, sanattoman viestinnän tulkinta ja asianmukainen reagointi asiakkaan kanssa ja ammattien välisessä tiimityössä.</p>			

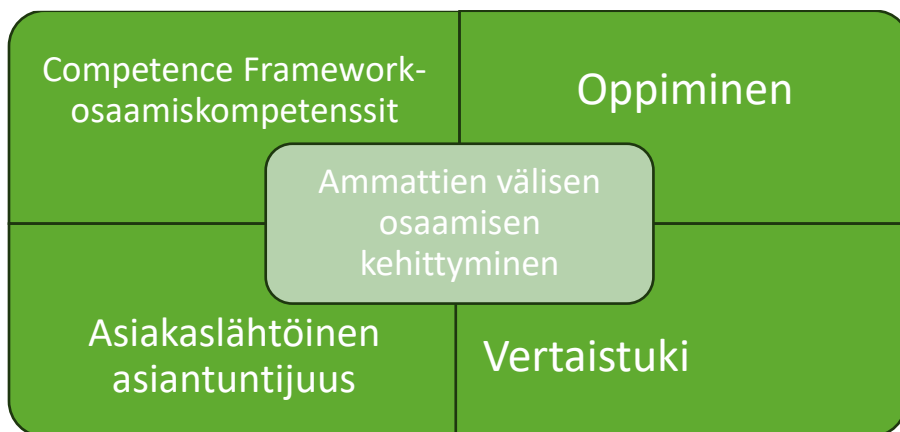
	<p>Viestin omasta roolistani ja vastuualueistani asiakkaalle ja muille ammattilaisille.</p>			
Erinomainen	<p>Osaan viestiä tehokkaasti siten, että huomioin ympäristön ja tilan vaikutukset yksityisyyden suojaan ja viestintätilanteiden mukavuuteen.</p> <p>Mukautan viestintääni joustavasti huomioiden asiakkaan tarpeet.</p> <p>Vältän käyttämästä vaikeasti ymmärrettävää ammattikieltä ja jaan ymmärrettävää tietoa asiakkaalle sekä ammattien välisen tiimin jäsenille.</p>			
Ammattien välisen työn osaaja	<p>Kommunikoin selkeästi tilanteissa, joissa pohdimme tiimin jäsenten vastuita kuntoutussuunnitelman toteuttamisessa.</p> <p>Mukautan viestintääni spontaanisti ja joustavasti huomioiden asiakkaan monimuotoiset tarpeet.</p>			

4. Käytän moniammatillista (ammattien välistä) yhteistyötä tukevia lähestymistapoja ongelmanratkaisuun ja päätöksentekoon				
Taso	Osaamistavoite	Esimerkki	Arviointi 1	Arviointi 2
Hyvä	<p>Tunnistan henkilökohtaiset sekä ympäristöön ja terveyteen liittyvät tekijät, kun hahmotan ongelmia ja löydän ratkaisuja.</p> <p>Kerään tietoa useista eri lähteistä, kun ratkaisen ongelmia ja teen päätöksiä yhdessä asiakkaan kanssa.</p>			
Edistyvä	<p>Tunnistan yksilöön, ympäristöön ja terveyteen liittyvät tekijät ja haen tukea niiden hyödyntämiseen, kun hahmotan ongelmia ja löydän ratkaisuja.</p> <p>Osaan priorisoida useista eri lähteistä löytämäni tietoa, kun ratkaisen ongelmia ja teen päätöksiä yhdessä asiakkaan kanssa.</p>			
Erinomainen	<p>Osaan tulkita yksilöön ympäristöön ja terveyteen liittyviä tekijöitä, kun hahmotan ongelmia ja etsin ratkaisuja.</p> <p>Hyödynnän useista eri lähteistä saatuja tietoja, kun hahmotan ongelmia ja teen päätöksiä yhdessä asiakkaan kanssa.</p> <p>Laadin yhdessä asiakkaan ja muiden ammattilaisten kanssa ammattien välistä yhteistyötä mahdollistavat tavoitteet, jotka edistävät asiakkaan terveyttä ja hyvinvointia.</p>			

Ammattien välisen työn osaaja	<p>Osaan tulkita yksilöön, ympäristöön ja terveyteen liittyviä tekijöitä, kun hahmotan ongelmia ja etsin ratkaisuja.</p> <p>Integroin ja analysoin useista lähteistä löytääni tietoa, kun hahmotan ongelmia ja etsin ratkaisuja asiakkaan kanssa.</p> <p>Laadin yhdessä muiden ammattilaisten sekä asiakkaan kanssa kuntoutussuunnitelman, jossa ammattien välistä yhteistyötä hyödynnetään optimaalisella tavalla.</p>			
5. Toimin moniammatillisessa (ammattien välisessä) käytännön työssä tuntien osaamiseni ja rajoitukseni				
Taso	Osaamistavoite	Esimerkki	Arviointi 1	Arviointi 2
Hyvä	<p>Tunnen omat ammattikohtaiset osaamiset ja rajoitukset.</p> <p>Osaan selittää muiden palveluntarjoajien roolit ja vastualueet sekä sen, miten tiimissä toimimme yhdessä, jotta voimme tarjota laadukasta kuntoutusta.</p> <p>Osaan kuvailla miten eri alojen ammattilaiset voivat tehdä yhteistyötä asiakkaan kuntoutuksessa.</p>			
Edistynyt	<p>Toimin kunnioittaen muiden ammattilaisten itsemääräämisoikeutta.</p> <p>Kunnioitan muiden ammattilaisten työpanosta ja asiantuntemusta.</p> <p>Viestin roolistani, osaamisestani ja mielipiteistäni tiimin jäsenille tavalla, joka edistää myönteistä vuorovaikutusta.</p>			
Erinomainen	<p>Otan työskentelyyn mukaan ammattilaisia, jotka täydentävät omaa ammatillista osaamistani, jotta voimme kehittää toimintatapoja, joilla vastataan asiakkaan tarpeisiin.</p>			

Ammattien välisen työn osaaja	<p>Otan työskentelyyn mukaan ammattilaisia, jotka täydentävät omaa ammatillista osaamistani, jotta voimme kehittää ja arvioida toimintatapoja, joilla vastataan asiakkaan tarpeisiin.</p> <p>Osoitan luottamusta asianmukaisella tavalla, kun työskentelen muiden ammattilaisten kanssa.</p>			
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16. Opiskelijoiden yhteisten tapaamisten ohjaavat kysymykset



Tämän kysymyspatteriston tarkoitus on ohjata ammattien välisessä työharjoittelussa olevien opiskelijoiden keskinäistä jakamista. Se antaa raameja keskusteluun, mutta opiskelijoiden on myös suotavaa jakaa niitä asioita, jotka ovat heidän mielessään ja askarruttavat juuri sillä hetkellä. Alkuun on tietenkin luontevaa ja tarkoituksenmukaista tutustua ja kertoa itsestään ja siitä mitä opiskelee ja miksi. Kaikkia kysymyksiä ei tarvitse käydä läpi yhdellä tapaamisella, vaan käsitellä niitä, jotka juuri sillä hetkellä kiinnostavat eniten ja ovat ajankohtaisimpia opiskelijoiden näkökulmasta. Vastuuohjaaja huolehtii kysymykset opiskelijoille.

- Millaisiin työtehtäviin olet viikon aikana päässyt? Millaista osaamista ammattiryhmälläsi on juuri näihin tilanteisiin?
- Millaisena näet ammattien välisen (moniammatillisen) yhteistyön kuntoutuksessa?
- Oletko päässyt mukaan ammattien välisiin (moniammatillisiin) työtehtäviin tai tilanteisiin? Millaisia kokemuksia sinulla on niistä?
- Mitä ajattelet seuraavan tarkoittavan? ”Asettaa asiakkaan ja hänen perheensä kuntoutuksen keskiöön” Kuinka tämä toimintatapa näkyy kuntoutuksen arjessa?

- Näetkö työssä asiakaslähtöisten ammattien välisten (moniammatillisten) toimintatapojen kehittämistarvetta?
- Millaista vuorovaikutus on eri tahojen välillä? (asiantuntijat keskenään, asiakas-asiantuntija, asiantuntija-opiskelija, verkostopalaverit)
- Tunnistatko oman osaamisesi rajoja ja rajapintoja toisen alan työntekijän kanssa? Millaisia?
- Kuinka opiskelijoina ja valmistuttuanne kuntoutustyöntekijöinä voisitte tehdä yhteistyötä asiakastyössä? Millaiset asiakkaat hyötyisivät teidän osaamisestanne?
- Pohdi onko jokin asia jäänyt sinulle epäselväksi tai mielen päälle viikon aikana?
- Onko jokin asia mihin haluaisit vielä perehtyä ja millaista osaamista haluaisit vahvistaa?

17. Ammattien välisen työharjoittelun väliarvio

Paikalla

Työharjoittelussa mukana olevat opiskelijat, ohjaavat työntekijät, ohjaavat opettajat

Ajankohta

Noin harjoittelun puolivälissä, ajankohta sovitaan harjoittelun alussa, kun ohjaavat opettajat ovat tiedossa.

Tavoite

Keskustella ammattien välisen työharjoittelun toteutumisesta, kokemuksista sekä ammattien välisen osaamisen vahvistumisesta

Kaikki	Keitä on paikalla? Tahojen kuulumiset?
Opiskelijat	Opiskelijoiden ajatuksia työharjoittelun kulusta ja ohjauksesta <ul style="list-style-type: none"> - Minkä kompetenssin valitsin Competence Frameworkista ja kuinka valintani on näkynyt orientoitumisessa työtehtäviin ja asiakastilanteisiin?
Ohjaajat	Ohjaajien kokemuksia toteutuneesta työharjoittelusta

	<p>- Minkä kompetenssin valitsin Competence Frameworkista ja kuinka valintani on näkynyt orientoitumisessa työtehtäviin ja asiakastilanteisiin?</p>
Kaikki	<p>Kuinka ammattien välinen osaaminen on kehittynyt työharjoittelun aikana ja mitä vielä voidaan ottaa huomioon?</p>
Muuta?	<p>Competence Frameworkin käyttökokemukset, opettajien ajatuksia?</p>

18. Extended Professional Identity Scale (EPIS) = Ammatillisen identiteetin asteikko

Ohjeet

Tässä kyselylomakkeessa kysytään omaa mielipidettäsi (tulevana) ammattihenkilönä ammattien välisestä yhteistyöstä. Tässä ei ole oikeita tai vääriä vastauksia. Eri ammattiryhmien välinen yhteistyö tapahtuu, kun eri ammattiryhmien ammattilaiset täydentävät ja käyttävät toisiaan saadakseen aikaan yhden optimaalisen hoitopolun kullekin potilaalle.

Tietojasi käsitellään huolellisesti ja anonyymisti. Kiitos jo etukäteen kyselylomakkeen täyttämisestä.

1 = täysin eri mieltä 2 = eri mieltä 3 = neutraali 4 = samaa mieltä 5 = täysin samaa mieltä

Yleiset tiedot

Ikä: (kokonaisina vuosina)

Opiskeluvuosi:-..... (kokonaisina vuosina)

Opiskelu-/koulutusala:

Sukupuoli: mies _ nainen _ muu _ en halua vastata _

Yhteys / kuuluminen

- | | | | | | |
|--|---|---|---|---|---|
| 1. Nautin siitä, että tapaan ja tutustun muiden terveydenhuollon ammattien harjoittajiin | 1 | 2 | 3 | 4 | 5 |
| 2. Tunnen olevani vahvasti yhteydessä ammattiryhmien välisiin tiimeihin,
jotka koostuvat eri terveydenhuollon ammateista | 1 | 2 | 3 | 4 | 5 |
| 3. Nautin muiden terveydenhuollon ammattien tuntemuksesta | 1 | 2 | 3 | 4 | 5 |
| 4. Nautin oppimisesta ja työskentelystä muiden ammattien edustajien kanssa
terveydenhuollossa | 1 | 2 | 3 | 4 | 5 |
| 5. Minusta tuntuu usein siltä, että olisi parempi, jos eri ammattien harjoittajat
terveydenhuollon ammattiryhmät työskentelisivät yhdessä tiiminä | 1 | 2 | 3 | 4 | 5 |

Omistautuminen / sitoutuminen

- | | | | | | |
|--|---|---|---|---|---|
| 6. Haluaisin viettää loppu-urani työelämässä moniammatillisessa tiimissä | 1 | 2 | 3 | 4 | 5 |
| 7. Näen itseni mieluummin työskentelevän moniammatillisessa tiimissä | 1 | 2 | 3 | 4 | 5 |
| 8. Samaistun ammattien välisen tiimin muihin jäseniin | 1 | 2 | 3 | 4 | 5 |
| 9. Olen ylpeä siitä, että olen osa moniammatillista tiimiä | 1 | 2 | 3 | 4 | 5 |

Näkemyksiä / uskomuksia

10. Yhteinen kliininen päätöksenteko on tärkeä osa ammattiryhmien väliseen yhteistyöhön	1	2	3	4	5
11. Kaikkien moniammatillisen tiimin jäsenten tulisi olla mukana osallistua potilaiden hoitotavoitteiden asettamiseen	1	2	3	4	5
12. Ammattiryhmien välisten tiimien jäsenten olisi yhdessä sovittava potilaan hoitosuunnitelmista	1	2	3	4	5
13. Kun hoitopäätöksiä tehdään, ammattiryhmien välisten tiimien jäsenten tulisi pyrkiä yhteisymmärryksen suunnitelluista prosesseista	1	2	3	4	5
14. Ammattikuntani tulisi olla osa moniammatillista tiimiä	1	2	3	4	5

Tämän mittausvälineen ovat kehittäneet J.J. Reinders ja M. Lycklama à Nijeholt).