

3 I's: Interprofessional International ICF-based Learning

After almost 2 years of interprofessional, international and very rewarding collaboration within the INPRO-Project Consortium, Team Austria – in close collaboration with Hanze Hogeschool, JAMK UAS and AP University – is now preparing the final Pilot Intervention for interprofessional, international, ICF-based online education.

We are all very excited!

1- Preparation Phase:

After in-depth research and several pre-pilot interprofessional learning interventions in autumn 2021 two process guides were developed to support and guide others throughout the process of developing and implementing interprofessional education 1. in Higher Education Institutions and 2. in Rehabilitation Institutions (see [Blog 6 from TEAM Austria – INPRO \(inproject.eu\)](https://inproject.eu)).

To evaluate our work, both Process Guides were applied and are being evaluated throughout the year 2022.

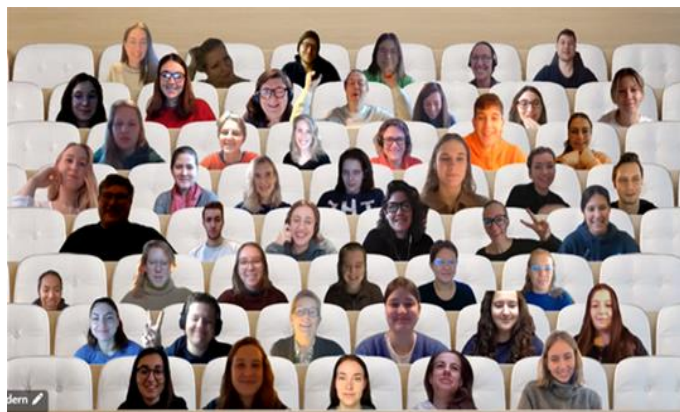
2- Application and Evaluation Phase:

The evaluation process of the Process Guide for Higher Education Institutions is realized by applying the guide for the planning the Pilot learning Intervention at UAS St.Pölten in November 22. The evaluation started in March 22 with comprehensive expert feedback by experienced international lecturers on the content of the guide and continued with the application of the guide, i.e., following and applying the steps described in the guide, to plan the coming Pilot Learning Intervention. The Pilot Intervention is designed as an international, interprofessional, online learning intervention for approx. 150 students guided by approx. 20 lecturers from 4 universities. A lot of didactical and organisational learnings from last year's learning interventions have been incorporated.

The two most important ones are:

Interaction with "the patient": last year students only worked with paper cases and stated that it would have been nice to be able to ask the patient questions – therefore this year lay actors will be there to "act" as the patient in order to be able to answer the students' questions.

Use of ICF: last year students had the task only to assess the patient using the ICF Assessment Sheet. The student did not have the assignment to formulate treatment goals. Especially involved lecturers but also students stated that it did not help the collaborative process of the interprofessional group to not formulate common therapy goals. This year the assignment was reformulated in order to give students the chance to formulate interprofessional, person—centered therapy goals and practice shared decision making with the patient by involving the patient into the decision-making process.



The Process Guide for the practice setting was handed over to our work field partners MOHA (Moorheilbad Harbach), Coronaria and Revalidatie Friesland. In each country, the Guide was used help create a learning intervention for staff members, specific to the partner. To evaluate the process as a whole and the Guide itself, written feedback e.g., on its usability and suggestions of improvements was given by the partners in form of an "evaluation-draft". For further evaluation on the usability of the Guide, all partners were asked to participate in an online questionnaire.

For the second half of 2022 it is planned, that the wards will continue to develop their education program as well as -if already possible- test it with the first group of participants.

3- Finalisation:

This year's learning from the Pilot Intervention will be included in the guide and necessary adaptations will be made and the final guide will be provided in 2023.

Stay tuned and/or register at www.inproproject.eu

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