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| **General information** |
| **Name of University:** **Khmelnytsky National University**  **Education:** Bachelor occupational therapy  **Name of the course: Interprofessional cooperation**  **ECTS:** 4 **Language:** Ukrainian  **Study time lessons:** 72 **Study time students:** 52  **Place of the course in the education (year & semester):** year 2, semester 3  **Lector(s)** |
| **Compentences / learning outcomes & goals** |
| The student who has successfully completed the study of the discipline must:  **GC 01.Knowledge and understanding of the subject area andunderstanding of the profession**.  PLR 01.Apply basic knowledge of the subject area in practice and demonstrate an understanding ofthe occupational therapy profession.  **GC 03.Interpersonal and interaction skills.**  PLR 02.Possess interpersonal skills with service users, interdisciplinary team specialists and otherprofessionals, adhering to ethical rules and professional code of conduct for occupationaltherapists,creatively searching for and making the best decisions incollaboration with the teamand patient /client.  **GC 04.Ability to work in a team.**  PLR 02.Possess interpersonal skills with service users, interdisciplinary team specialists and otherprofessionals, adhering to ethical rules and professional codeof conduct for occupational therapists,creatively searching for and making the best decisions in collaboration with the team and patient /client.  **SC 12.Ability to establish and maintain partnerships, consult and consultwith patients/clients, carers,communitiesand other occupational therapystakeholders to promote occupational activity andparticipation in a widerange of contexts.**  PLR 13.Establish and maintain partnerships with patients/clients, carers, communities and otherstakeholders inoccupational therapy, respecting individual differences, cultural characteristics,customs and their impact on occupational activities and participation in society.  **SC 15.Ability to delineate the scopeand boundaries of professionalcompetencies of a physical therapistand occupational therapist, ifnecessary, refer a patient / client to specialists of other specialties.**  PLR 15.Collaborate with specialists of the interdisciplinary team and, if necessary, refer the patient /clientto other specialists |
| **Learning activities** |
| **Content of the course : describe + content table** |
| 1 Three ways to cooperate  1.1. Multidisciplinary  1.2. Transdisciplinary  1.3. Interdisciplinary  1.3.1 Hierarchical model  1.3.2. Client-oriented model  1.3.3. Problem-oriented model  2. Collaborative model between health care professionals  3. Core competencies of collaborative interprofessional practice  3.1 General and professional competencies  3.1.1 General competencies  3.2 Professional competencies  3.3 Competencies of cooperation  3.3.1 Competencies of interprofessional cooperation  4 Communication in teams and between professionals  4.1 Otolaryngologist  4.2 Dietitian  4.3 Nurse  4.4 Occupational therapist  4.5 Orthopedist  4.6 Pharmacist  4.7 Doctor  4.8 Psychologist  4.9 Physical therapist  4.10 Social worker  5 Tools for assessing interprofessional practice  5.1 Patronage  5.2 Interprofessional Practice and Quality of Education Scale (IPQES)  5.3 Team decision-making questionnaire (TDMQ)  5.4 Scale of interprofessional cooperation  5.5 Perception of Interdisciplinary Education Scale (PIES)  6 Using the ICF as a common language  6.1.1 ICF assessment  6.1.2 ICF intervention table  7 Case study 1  8 Case study 2 |
| **Study material** Book – Syllabus – Textbook – Notes - Online material – Other (+specify) |
| 1. Schrijvers, G., Van Hoorn, A., Huiskes, N. (2012). Care pathways: concepts and theories: an introduction. International Journal of Integrated Care (Special issue on integrated care pathways). doi: 10.5334/ijic.812. 2. Stanley, P., Peterson, C. (2001). Interprofessional collaboration in occupational therapy. Routledge: New York and London. 3. Swientozielskyj, S., & et al. (2015). The multidisciplinary team handbook. Working towards an effective interdisciplinary/multidisciplinary team. NHS England. 4. Tasakitzidis, G., & Van Royen, P. (2015). Leren Interfofessioneel Samenwerken in de Gezondheidszorg.berchem: De Boeck. 5. Thistlethwaite, J., (2012). Value-based internal collaboration. Working together in health care. Cambridge. 6. Van Dongen, J. (2017). Redesigning collaboration in primary care teams. Designing and evaluating a multifaceted program to enhance client-centeredness and efficiency. Maastricht. 7. VYT, A., (2008). Recycling and transdisciplinary teamwork in health care. Diabetes Metabolism Research and Reviews, 24, 106-109. 8. VYT, A. (2012). Interfofessioneel en interdisciplinair samenwerken in gezondheid en welzijn.antwerpen-apeldoorn: Garant. 9. Who (2001). ICF: International Classification of Functioning, Disability and Health. World Health Organization. 10. Woods, S., & West, M. (2010). (2010). The psychology of work and organization: Chegg. 11. Modular environment for learning MODEL. Access to the resource: https://msn.khnu.km.ua. 12. University electronic library. Access to the resource: http://library.khnu.km.ua. |
| **Educational methods** Lecture – Excursion – group work – Other (+specify) |
| verbal (story, conversation, explanation); practical, visual (illustrating educational material, showing slides). |
| **Evaluation** |
| **Moment of evaluation**  **Evaluation form**   * Written exam, Oral exam, Practical exam/demonstration * Task, Portfolio, Permanent evaluation * Other   **Second chance?** |
| Written exam |