

Curriculum	Workshop
Instructional concept	Constructivism: <ul style="list-style-type: none"> <li>▪ Reactivation of previous knowledge, learning experience, reflexion</li> </ul>
Educational goals	General goals <ul style="list-style-type: none"> <li>• describing the tasks of one's own and other professions (knowledge)</li> <li>• explaining the occupation-specific relevant aspects of the clinical picture (knowledge),</li> <li>• acting and communicating in an interprofessional manner appropriate to the situation (application),</li> <li>• reflecting on one's attitude and actions in interprofessional situations (reflection)</li> <li>• Identification of errors in intra/interprofessional workflow and communication</li> </ul>
Learning situation	Selection of clinical case and treatment situation while ensuring an equal opportunity for participation of all professions <ul style="list-style-type: none"> <li>▪ Initial mobilisation of a stroke patient</li> </ul>
Instructional method	<i>Reactivation of previous knowledge:</i> <ul style="list-style-type: none"> <li>▪ Presentation, small working group activities to gather occupational specific knowledge and to generate a problem-goals -measures plan</li> </ul>
	<i>Learning experience:</i> <ul style="list-style-type: none"> <li>▪ Video documented role play of an interprofessional treatment situation (case vignette) in small working groups (initial mobilisation after stroke) with and without change of perspective</li> <li>▪ Role play of an interprofessional patient handover in the context of a case discussion in the large group</li> </ul>
	<i>Reflexion:</i> <ul style="list-style-type: none"> <li>▪ Criteria-based</li> <li>▪ Structured in communication, action and interaction</li> </ul>
Evaluation	Questionnaire (participants) and structured discussion (project team and instructors) <ul style="list-style-type: none"> <li>▪ Standard evaluation questionnaire of the University hospital</li> <li>▪ Specifically developed questionnaire → specific items, e.g. regarding the moments of revelation during the role play</li> </ul>

Administration	Work shop
Identification of target groups	Definition of at least two target groups <ul style="list-style-type: none"> <li>▪ <a href="#">According to the announcement of the Bosch-Foundation: Mandatory to select physicians and two additional health care professions: nursing and physiotherapy</a></li> </ul>
Interinstitutional coordination	Coordination between all involved institutions in respect to recruitment of participants, attendance policy, curriculum, scheduling <ul style="list-style-type: none"> <li>▪ <a href="#">Coordination between Nursing directory of the University Hospital, Head of the vocational School and the dean of the Medical Faculty</a></li> </ul>
• Recruitment of participants	Definition of the requested level of experience <ul style="list-style-type: none"> <li>▪ <a href="#">Second year students from nursing and physiotherapy</a></li> <li>▪ <a href="#">Sixth year medical students (interns)</a></li> </ul>
• Attendance policy	Definiton of attendance policy (compulsory, elective) <ul style="list-style-type: none"> <li>▪ <a href="#">Mandatory class for nursing and physiotherapy students</a></li> <li>▪ <a href="#">Mandatory class for medical students during internship</a></li> </ul>
• Time Frame	Definition of the duration of the workshop in accordance with training regulation of the health care professions <ul style="list-style-type: none"> <li>▪ <a href="#">2 days with 16 of training</a></li> </ul>
• Scheduling of class	Definition of work shop times in accordance with the availability of instructors and participants <i>Instructors:</i> <a href="#">University Hospital Jena:</a> <ul style="list-style-type: none"> <li>▪ <a href="#">Experimental Transplantation Surgery, Department of General, Visceral and Vascular Surgery,</a></li> <li>▪ <a href="#">Institut for Physiotherapy</a></li> <li>▪ <a href="#">Nursing Directory</a></li> <li>▪ <a href="#">Dean of Medical Studies, Medical Faculty</a></li> <li>▪ <a href="#">Department of Neurology</a></li> <li>▪ <a href="#">Institute for Psychosocial Medicine and Psychotherapy</a></li> </ul> <i>Participants:</i> <ul style="list-style-type: none"> <li>▪ <a href="#">Nursing Directory, University Hospital Jena</a></li> <li>▪ <a href="#">Directory of Vocational School for Health and Social Affairs (Berufsbildende Schule für Gesundheit und Soziales Jena (SBBS))</a></li> </ul>

Procedural planning	Workshop
Procedural plan	Procedural plan for students and instructors <ul style="list-style-type: none"> <li>▪ Workshop times</li> <li>▪ Sequence of lessons</li> <li>▪ Location</li> <li>▪ Information material for all participants: General goal of work shop, date, location, duration, reading material, Special hints (what to bring such as professional clothing) ,</li> <li>▪ Introduction of the work shop structure</li> </ul>
Teaching material	Information material and working tasks <ul style="list-style-type: none"> <li>▪ Case vignette</li> <li>▪ Problem-goals-measures plan</li> <li>▪ Procedural plan: Over view regarding the modules and the clinical case</li> <li>▪ Overview of procedural steps required for the patient and treatment scenario</li> <li>▪ Criteria for video analysis (action, interaction, communication)</li> </ul>
Participants: • Number • Group distribution	Teaching in small interprofessional working groups <i>Number of participants:</i> <ul style="list-style-type: none"> <li>▪ 15 participants/Workshop with 5 students of each profession</li> <li>▪ Group distribution for video recorded role play: 5 students per small group with at least 1 student from each profession</li> </ul> <i>Gruppenaufteilung:</i> <ul style="list-style-type: none"> <li>▪ In accordance with the role play distribution of participants in 2 – 3 small groups: 1*Patient, 1* physician , 1*nurse, 1*physiotherapist 1*camera man/woman</li> </ul>
Competence of instructors	Expertise in clinical discipline <ul style="list-style-type: none"> <li>▪ Cognitive and practical clinical knowledge, experience in teaching skills, experience in student-oriented teaching formats</li> </ul> Expertise in presentation media <ul style="list-style-type: none"> <li>▪ Experience in using modern audio/video media</li> </ul>
Supervision	Instructors and tutors <ul style="list-style-type: none"> <li>▪ Intervention in learning situation is absolutely needed</li> <li>▪ Intervention in learning situation upon request of participants</li> </ul>
Media technique, presentation, video recording	User friendly technical equipment <ul style="list-style-type: none"> <li>▪ Projector, Laptop, loud speaker and Tablet-PC</li> </ul>
Props per group	Props taken from clinical routine <ul style="list-style-type: none"> <li>▪ Patient bed, professional equipment (Stethoscope, blood pressure cuff, reflex hammer), Professional clothing</li> <li>▪ Original aids from clinical routine (e.g. wheel chair, crutches)</li> </ul>
Room planning	Coordination with officers in charge of all involved institutions: contact person of vocational school  <i>Class room capacity:</i> <ul style="list-style-type: none"> <li>▪ Large class room for work with whole group with presentation equipment</li> <li>▪ Smaller class rooms with hospital equipment for video-recorded role plays</li> </ul>