

Attachment 1: Structure and learning objectives of the online unit (= interprofessional case in CASUS) of the elective course IgAP.

	Flashcard	Learning Objectives	Content, method and self-assessment tool
Introduction	1: Welcome card		Welcome, agenda, handing out the <u>learning objectives</u>
	2: Experiences, Expectations		Questionnaire on <u>cooperation between health care professions</u> (10 items), <b>Open ended question</b> about experiences and expectations and "how do you imagine the contact with the resident?"
	3: Storyboard		Case presentation: Mrs. Roth, 84 years old, has been living in the Münchenstift nursing home on Rümmanstraße for three months ...
Interprofessionalism	4: LZ 1.1 Handling	Professional interaction with older persons	Sensitization on the subject of dealing with older persons, photo <b>MC-Question:</b> "Professional interaction with the elderly and nursing home residents like Ms. Roth means you ..."
	5: LZ 1.2 Dignity	Respect for the dignity of the individual	Handout of the principle of work in the nursing home <b>Cloze</b> on the dignity of the nursing home resident
	6: LZ2 Health Changes	Name common health changes that occur	Handout of a contribution on the subject of abilities and limitations of home residents <b>MC-Question:</b> "What geriatric syndromes and problems may be causative for recurrent falls of unclear etiology?"
	7: LZ 3 Brief medical history	Carrying out a brief anamnesis in the team	Handout Guide Multidimensional Geriatric Assessment (Physical, Cognitive, and Mental). <b>Assignment question:</b> text modules on brief anamnesis, geriatric assessment and summary of results.
	8: LZ 4 Ethical concepts	Critical examination of ethical concepts	Model of the "Four Principles of Medical Ethics" according to Beauchamps/Childress (Autonomy, Beneficence Principle, Nonmaleficence Principle, Justice). <b>Open ended text field:</b> Imagine a medical challenge with corresponding ethics.
	9: LZ 5 Interprofessional work	Reflection on and implementation of interprofessional work (role, respect, own identity))	Raising awareness on the topic of interprofessional cooperation and visualization by means of a photo symbolically representing each professional group <b>Open ended question:</b> consider the roles of the professions involved and "describe the roles in terms of tasks that these professions perform."
	10: LZ 6 Care options	Explain institutional and non-institutional care options.	The Münchenstift nursing home as an example of an environment of institutional long-term care <b>Underlining task:</b> "What other ways of providing care might be relevant?"
	11: LZ 7 Dangers	Recognition of dangers and emergency situations	Listing measures to prevent falls and fall-related injuries <b>Assignment question:</b> keywords on intrinsic and extrinsic risk factors.
	12: Info about the subject specific learning objectives		Encouraging students to also work on the flashcards of the other professions

Human Medicine	13: Human Medicine 1	Know two geriatric assessment tools	Systematic recording of limitations of the patient's cognition and mood in the nursing home, output of the <u>Mini-Mental Status Test (MMST)</u> and the <u>Geriatric Depression Scale (GDS)</u> . <b>Open ended question:</b> "What is the name of the assessment for cognition or mood?"
	14: Human Medicine 2	Carrying out an MMST	Paraphrase of dementia as a clinical syndrome with disturbances of many higher cortical functions, repeated output of the <u>MMST</u> as well as eleven <u>video sequences</u> (each about 30 seconds long) demonstrating test performance on the patient. <b>MC-Question:</b> Which prompts has the patient correctly complied with and what is the severity of dementia with them?
	15: Human Medicine 3	Know three criteria of syndromal definition of dementia.	Handout the <u>S3 Guideline "Dementias"</u> (Long version) <b>Open ended question:</b> "Do you know the three criteria for the syndromal definition of dementia?"
Pharmacy	16: Pharmacy 1	Carrying out a medication reconciliation	Raising awareness of the importance of pharmaceutical care in the home (holistic!), obligation to take a medication history, issuing the <u>plausibility checklist: Medication Appropriateness Index (MAI)</u> . <b>Prioritization question (sort answer):</b> "Rank the following plausibility check items in order of relevance."
	17: Pharmacy 2	Analysis of a medication list for potentially inappropriate medication (PIM)	Awareness of benefit assessment of geriatric medication, issuing of FORTA list as well as patient's <u>medication plan</u> . <b>Assignment question:</b> "Classify the patient's medications according to the FORTA list."
	18: Pharmacy 3	Identification of drug-related problems and proposal for solutions	Sensitization to drug-related problems (DRP), handout of summary of product characteristic <u>regarding citalopram</u> . <b>MC-question:</b> Which of the following statements are relevant proposed solutions to the patient's potential drug-related problems?"
Nursing	19: Nursing 1	Naming and understanding essential areas of daily living according to ABEDL model.	Structured elicitation of nursing care needs, output of the <u>ABEDL structuring model</u> (basic nursing principles) as well as sample basic nursing assessment <b>MC-Question:</b> Name the areas of daily living in which the patient is most likely to need caregiver support based on the ABEDL model. <b>Reason your answer.</b>
	20: Nursing 2	Name case-oriented options for reality orientation training (ROT)	Target definition of the reality orientation training (ROT) <b>Open ended question:</b> "To what extent can ROT be applied to the patient's room design?"
	21 / 22 / 23 / 24 / 25: Nursing 3	Appropriate advice on benefit changes due to care strengthening legislation	Story about changes in the health care system, issue of the <u>care strengthening laws (Pflegestärkungsgesetze)</u> as well as information on how to prepare a consultation (checklist). <b>Open ended question:</b> Contact to request an assessment, criteria for the assessment, legal basis for the renewals, information about the amount of the co-payment, self-reflection on one's own area of competence of the counseling interview, five central aspects about the framework of the counseling interview
Dentistry	26: dental medicine 1	Know geriatric assessment tools from dentistry.	Systematic assessment of dental and oral health, issuance of the <u>Oral Health Assessment Tool (OHAT)</u> , and background information on oral assessment tools.
	27: dental medicine 2	Name causes of food refusal and halitosis	Food refusal and halitosis <b>Open ended question:</b> "What are the possible causes of food refusal from a dental point of view? What can the halitosis be due to?"

	28: dental medicine 3	Create brief dental findings and name short-term and long-term treatment options/treatment recommendations.	Photo and description of the oral hygiene situation <b>Single look diagnosis with open ended text response:</b> perform a dental examination, diagnostics, therapy (short- and long-term), medication risk management, individual oral health plan
Closing	29: Conclusion		Summary Interfaces of the professions involved, questionnaire for the <u>evaluation of the online course IgAP</u> . <b>Open ended question:</b> "How do you help ensure that constructive interprofessional collaboration can occur? Why is this important?"
	30: end		Greeting and farewell of the IgAP team management