

Rehabilitation of daily life competences as situated learning

Intensive rehabilitation of patients with severe traumatic brain injury

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Subtitle

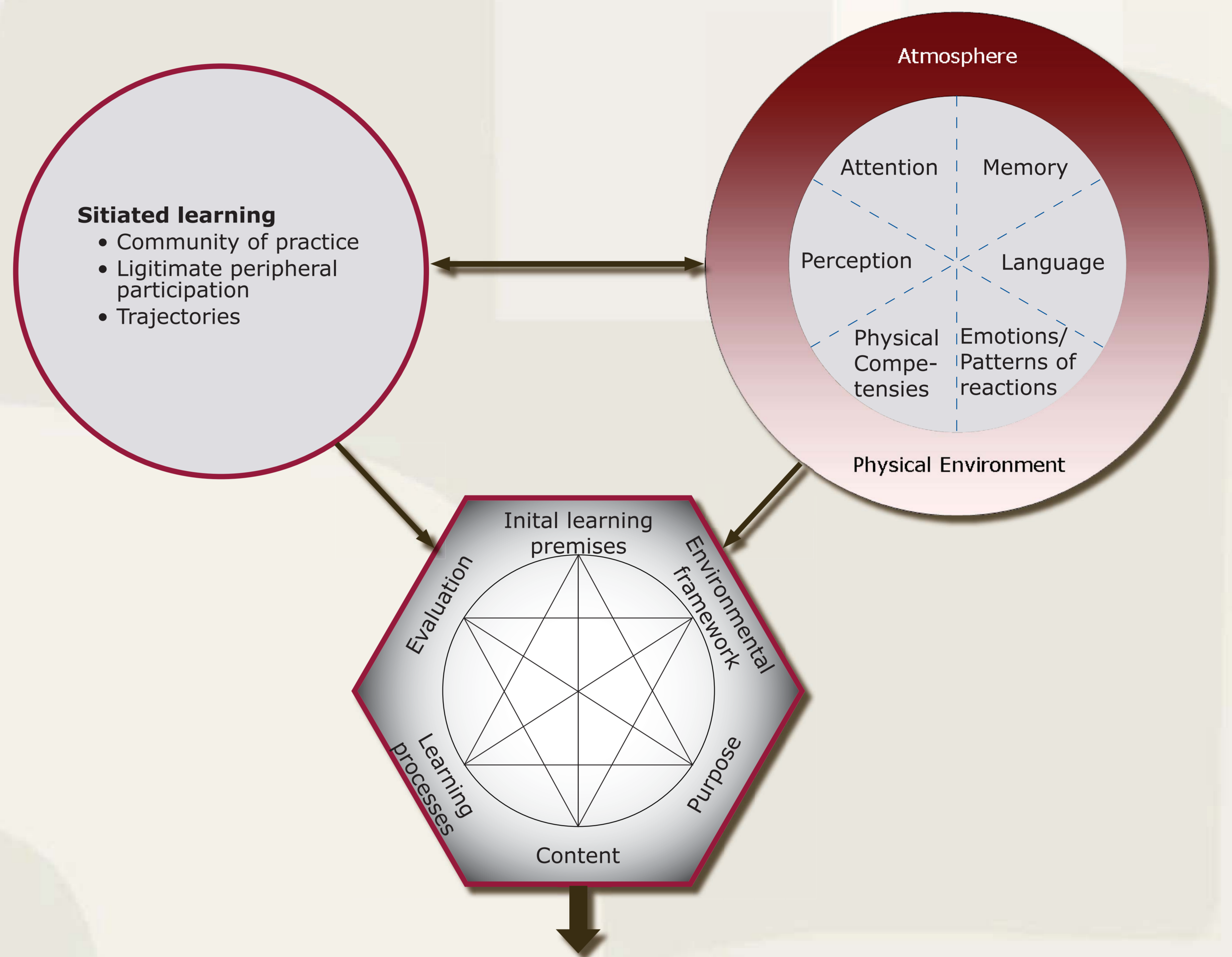
Towards a didactic model for promotion of patient participation and learning in rehabilitation of patients with severe traumatic brain injury.

Objective

- Develop a didactic model that may facilitate promotion of patient participation and learning during rehabilitation.

Introduction

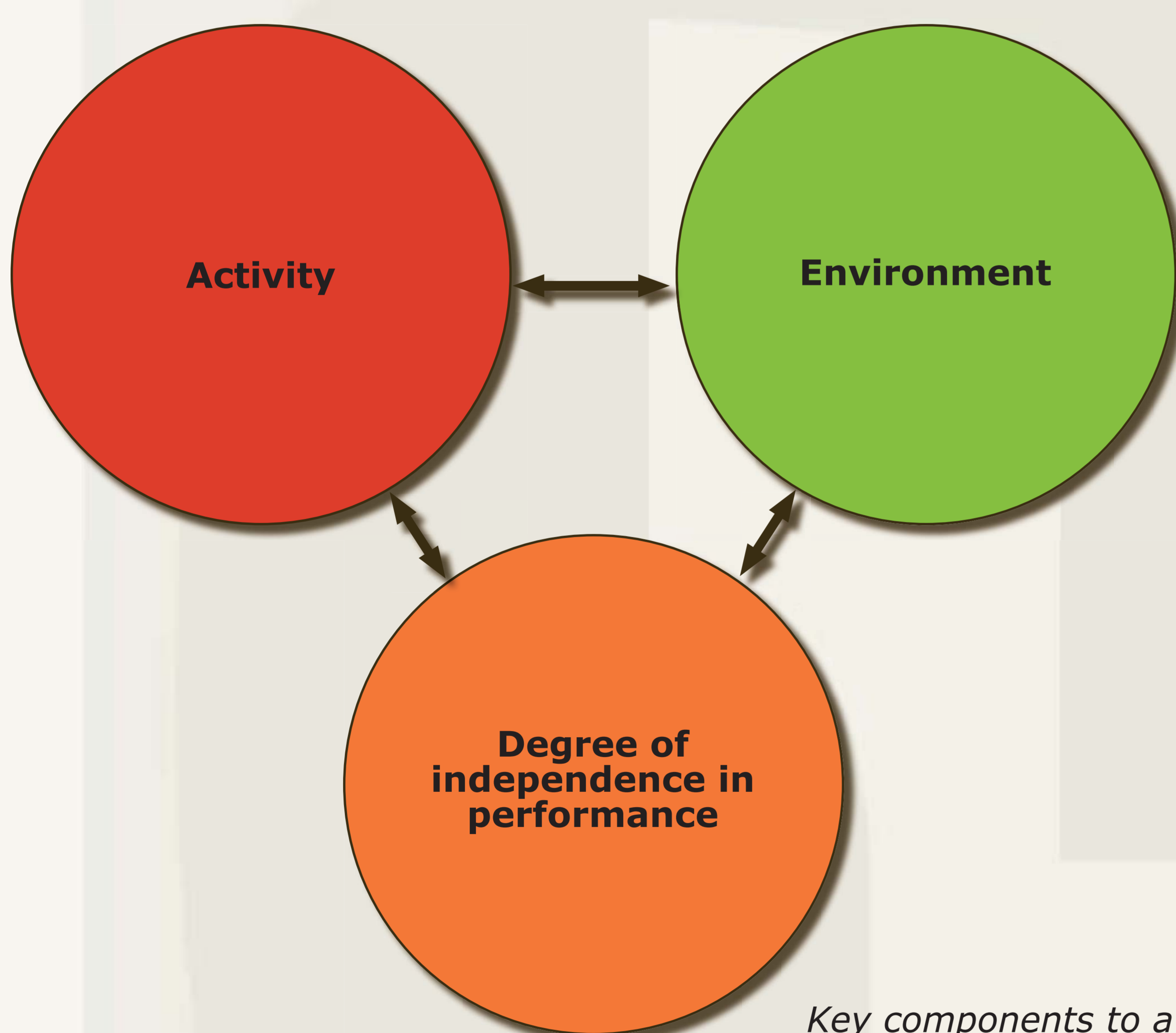
- Annually about 120 patients need highly specialized neurorehabilitation in Denmark
- Patient participation during the rehabilitation process is essential to the outcome of function, activity and participation.
- Studies to promote participation among patients with severe TBI's participation are needed



Didactic neuro rehabilitation model: Described considerations to facilitate participation and learning when taking the patients altered learning premises into consideration

The theoretical framework used to understand the professional challenges and efforts with regard to facilitating participating and learning.

Enabling patient to participate in daily life activities



Key components to adjust complexity in rehabilitation practice

Method

- Qualitative hermeneutic approach
- Clinical case studies encompassing fieldstudies, video recordings, focus group interviews and individual interviews.
- Empirical data analyzed by a theoretical framework synthesising "Situating learning theory", "neurophysical-/neuropsychological theory" and the "didactic relation model"

Findings

- Patients with severe TBI face substantial challenges in terms of being active "participants" in the rehabilitation "Community of practice" that the rehabilitation unit represents
- Six main categories of learning premises must be taken into consideration in creating conditions that facilitate participation and learning in rehabilitation practice with increasing complexity
- The preliminary evaluation of the didactic model used in clinical practice is positive. Professionals express positive experiences in terms of systematisation of collective planning processes, increased focus on the patient's participation and extension of the individual professionals reflexions in terms of involving the patient during rehabilitation activities.