

CONCEPTUALISING INTENSIVE NEUROREHABILITATION AS LEARNING

- THE DEVELOPMENT OF A DIDACTIC MODEL

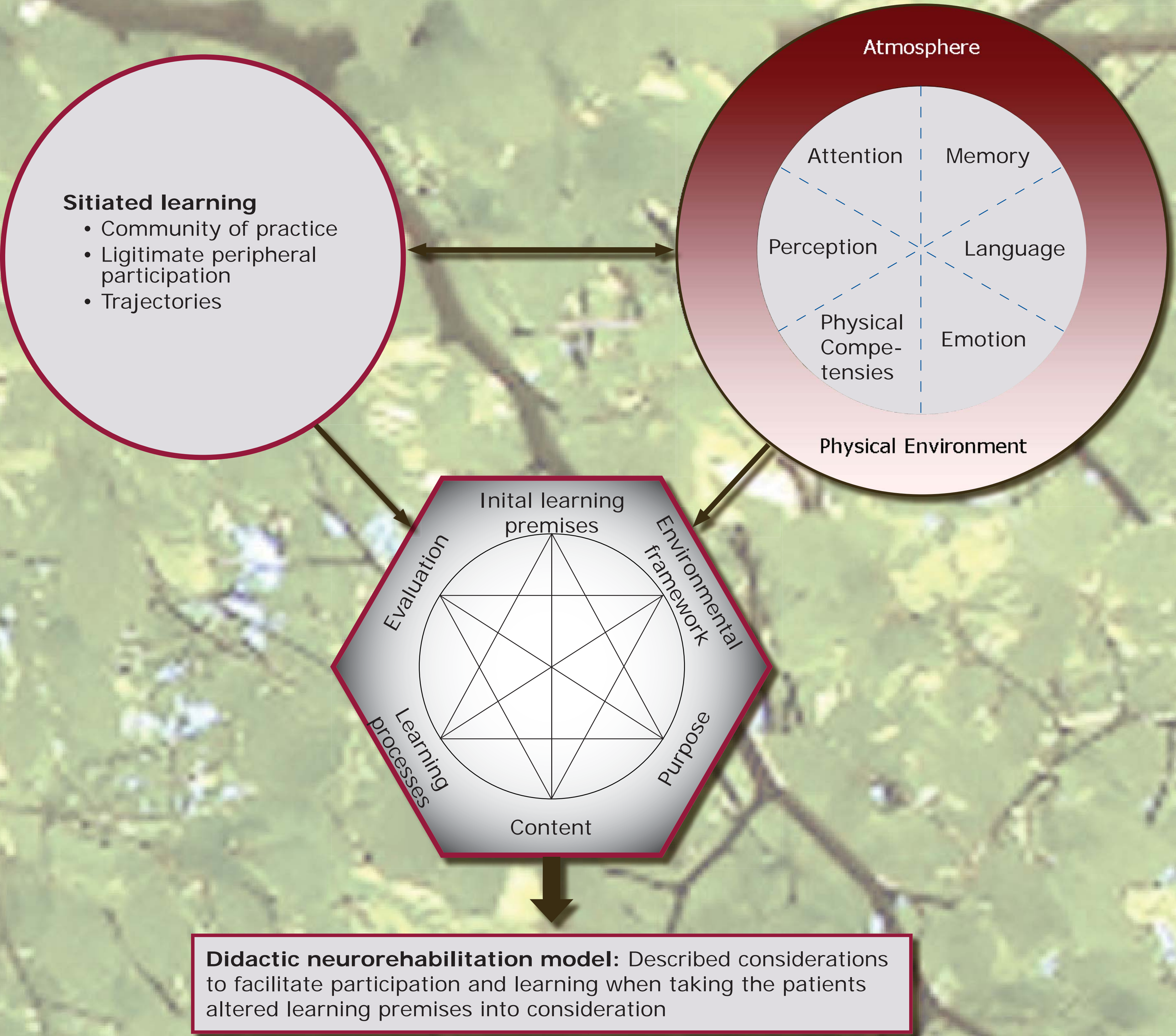
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Introduction

- 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

Aim

- To understand the impact that different cognitive and physical changes can have on the patient's participation and learning
- To develop and conduct an initial testing of a didactic model to support the professional reflections needed to create conditions that facilitate the patient's participation during the rehabilitation process



Enabling patient to participate in daily life activities



Key components to ajust complexity in rehabilitation practice

The theoretical framework used to understand the professional challenges and efforts aimed to facilitate participation and learning.

Method

- A hermeneutic approach inspired by action research
- Clinical case studies encompassing fieldstudies, video recordings, focus group interviews and individual interviews
- The iteratively developed theoretical content implicates conceptions from the theory of situated learning by Lave and Wenger, neurophysiological and neuropsychological knowledge as well as the model of didactic relations

Findings

- Patients with a severe traumatic brain injury have major challenges in relation to participation and learning during rehabilitation
- Six main categories of learning premises must be taken into consideration in creating conditions that reflects the patient's specific requirements
- The preliminary evaluation of the didactic model used in clinical practice is positive. Professional's express positive experiences in terms of systematisation of collective planning processes and increased focus on the patient's participation
- The didactic method for rehabilitation contributes a conceptual method that creates conditions for critical analytic discussions and knowledge sharing between rehabilitation professionals