

Patients experiences of using portfolio in multi-professional brain injury rehabilitation

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Introduction:

It is an important issue to many health care areas to improve the cooperation between the patient and their relatives in order to strength their influence of the care process - patient empowerment (Lorig,K.2001).

Brain injury rehabilitation is a pedagogic process. The knowledge of the injury and how you the patients can handle their new life-situation is important for the outcome.

There is a gap of knowledge about how pedagogic instruments can influence out- come measures in healthcare. The increased use of portfolio methodology in various levels of the Swedish school systems contributed to the decision to translate and adapt the portfolio methodology in brain injury rehabilitation (Klenowski,V. 2002).

Objectives:

The aim of the study was to describe patients' perceptions of using portfolio during rehabilitation.

Methods:

Qualitative and quantitative methods were used. In this study 20 patients that had used portfolio during their rehabilitation participated. The portfolio is map where the patient can collect various information about their rehabilitation and also document own experiences of the rehabilitation in a diary and in a questionnaire where the patient were encouraged to reflect upon their rehabilitation. On a regularly basis, the patient and one of the main responsible members of the rehabilitation team collected data. Observations and interviews were also conducted.

Results:

The results showed that the patients perceived that the portfolio had contributed to enhanced participation in the rehabilitation process and strengthened the patients' collaboration with the rehabilitation team. The portfolio supported the patients to monitor and clarify their rehabilitation progress and it also facilitated the treatment planning.

Conclusion:

The results showed that portfolio methodology had a positive effect on the patients rehabilitation process and enhanced participation in the treatment planning.

Contribution to the practice / evidence base of occupational therapy:

The portfolio methodology support patients to reflect upon and understand their actual situation and follow their own rehabilitation process.

References: Klenowski, V. (2002). Developing portfolios for learning and assessment: processes and principles. London: RoutledgeFalmer.

Lorig, K. (2001). Patient education: a practical approach (3 ed.). Thousand Oaks, Calif Sage Publications.