



Student-Run Multidisciplinary Allied Health Practice Centre

BUSINESS MODEL

Project number: 598602-EPP-1-XK-EPPKA2-CBHE-JP (2018-3220/001-001)

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List of abbreviations

GAS	Goal Attainment Scaling
ICF	International Classification of Functions, Health and Disabilities
SMAHPC	Student-run Multidisciplinary Allied Health Practice Centre

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Executive Summary

Initiatives as SMAHPC Centre aim to empower the role of the students in the process of learning and training the area of healthcare is expected to contribute to the improvement of the overall competence of prospective health professionals. This business model represents a theoretical and practical alternative solution for the achievement of the respective aim, where the students is positioned on the front of each activity while supervised by the qualified teachers/therapists for the purpose of learning and training. It also lays the foundations based on which it will operate and cooperate with local and international partners.

The sustainability of the SMAHPC centre is supported by the business model designed with the orientation toward ensuring through continues improvement of efficiency, development of synergies and collection of services fees, in addition to the institutional commitment of the project partners expressed into in-kind and financial contributions for ensuring the continuation of the functioning of the respective SMAHPC units. Further, given the generated value that the SMAHPC Centre generates for the scientific and general community in Kosovo, in the medium term, it foresees to attract the support different philanthropies who have already shown demonstrated their contribution for related causes that project partners have implemented in the recent past.

Besides, the SMAHPC Centre initiative is being further supported in terms of its sustenance through another Capacity Development of Higher Education Project (SIAHDPC), planned to be implemented from January 2021 till January 2024 together with similar European and Kosovo partners. The latter's will enable the SMAHPC Centre's activities to be digitized and portfolio expanded by the introduction of e-health services in its portfolio of training and healthcare services.

Project Overview

Opportunity

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This project addresses the great need for qualified health/rehabilitation in Kosovo. The relatively ~~poor level of quality and efficiency of health services in general in Kosovo represents an issue that~~ is insufficiently and inadequately addressed by the current national programs, strategies and macro-policies. The latter only partially reflect the needs of the Kosovar society, especially to the vulnerable groups. Besides, the relatively high cost of health services represents a significant challenge endangering the overall survival of the patients and their families; this is particularly concerning, while having in mind the lack of health insurance for at least 80% of the people. Around 200 mills. EUR was spent during 2017 by the Kosovar people on imports of health services. Such figure is considered as a very urgent alarm for the policymakers specially to reform the health sector, especially if one were to consider that in 2017, the GDP was around 6.31 billion Euro, population of 1.7 million with 55% being younger than 30 years old, a poverty rate of 24%, a long-term unemployment rate of 30.5%, and a public budget of 1.725 billion EUR out of which only 55.9 mill. EUR was allocated to the Ministry of Health (Kosovo Statistical Office).

Also, the relatively high number (around 150,000) of people with disabilities who suffer in one way or another from exclusion, followed stigmatization, discrimination, and lack of knowledge of different disability types puts a lot of pressure on their families. The situation worsens even more due to the lack of home-care service.

Mission

The enhancement of the quality and accessibility of rehabilitation services through the transformation of the pedagogical and models of service delivery approaches from a traditional

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teacher and professional-centred into student and client-centred approach, consisting of the principles of multidisciplinary, evidence work, and innovation and entrepreneurship.

Objectives

The main objective is to enhance the LLL and CPD courses for current and prospective (students) staff working in rehabilitation/health clinics. All of the courses developed through this project may be involved in the curricula and teach in degree programmes in social and health care. Previous experience of learning, especially gained during the implementation of the SOCRE project such as co-configuration, launched by Victor and Boynton (1998), will be very extensively used. Actually, that represents the method of this Project, primarily because it generates the most promising developments while it understates the interdependency between multiple players of relatively no veto power forming different partnerships.

Our Solution

The partners of this project co-created the following solutions pertinent to the above-mentioned needs:

- Establishment and functionalization of the SMAHPC Centre
- Capacity building of the therapist/teachers
- Integration of new approaches into the HEIs in Kosovo
- Application of the service delivery model at the SMAHPC centre
- Development and integration of the new curricula in the ongoing LLL, undergraduate, graduate academic programs of the HEIs.

The innovative character of this project comprises of the following main elements:

- The nature of the Project
- Methodology of implementation

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Regarding the first element, this project aims at promoting innovation within the health services through enhancing the collaboration between professionals of different health sciences, industry and governmental agencies responsible for designing health and educational policies. Through this project it will be possible to establish an innovation conducive and practice-oriented multidisciplinary student-run allied health platform based on modern working models that stimulate innovative and critical thinking, and entrepreneurial-oriented mind-set. Also, this project will bring paradigm shifts in epistemological terms as well as educational principles, highlighting the user-involvement, systematic evidence- informed administration of integrated care.

Concerning the second element, this Project will be implemented through establishing a new and first student-run multidisciplinary allied health practice centre based on a non-paternalistic and client/person centred way, where students work directly with clients under the supervision of respective professionals, while utilizing the latest technologies and modern practices of delivering health/rehabilitation services. Besides, innovation character of this project derives also from its specific objectives of development of research and innovation capacities through development of pedagogical approaches and CPD courses (EQF 5, 6 and 7 level and LLL training modules) for development of teacher and student's competences in multi-disciplinary collaboration, evidence-informed practice, patient-centred and entrepreneurship.

Indeed, the innovation dimension of this Project is enhanced by some of its outcomes presented below:

- advanced student's competence on running a multidisciplinary allied health centre
- new working environment conducive for multidisciplinary collaboration
- new pedagogical approaches regarding teaching health/rehabilitation services developed and integrated in the academic programs of HEIs
- new technologies of health/rehabilitation available at Centre

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- strengthened results-oriented collaboration between industry, government, and education sector (working triangle)
- changed mind-set from paternalistic into collaborative one among the teachers and professionals of health/rehabilitation sciences empowerment of the clients through their involvement and receiving higher quality health/rehabilitation services
- Introduction of the new models of practical training, comprising of new protocols based on the ICF and GAS approaches, primarily:
- Involvement of the students as the most effective change agent while seeking to introduce new paradigms and concepts in a rather resistant and authority-based sector at their internship, workplace, or future leading positions
- The drivers and extensive expertise of the project partners
- The methodology of co-creation and co-configuration applied throughout the life cycle of the project
- HEIs enabling the continuous upgrade of skills and knowledge of service deliverer
- Transfer of new approaches and practical methods from the EU partners, especially
- Generated based on the intensive sharing of practices of multidisciplinary work from other contexts between the project partners (HEIs and professional ones)
- User-involvement
- Development of competent young professionals in a continues way
- Experienced based training opportunities for the health professionals and teachers (study-visits and hands-on training)

The process of developing 7 CPD courses under WP4 commences with investigation and sharing of best practices and reviewing the existing curriculum. Representatives of the PA HEIs and work-life partners co-generate: 1) Competence descriptions for different EQF levels and 2) Learning outcomes, teaching methods and teaching and learning material. The courses on EQF-levels 5, 6

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and 7 will be piloted by the PA institutions according to a common agreement. Each PA institution will offer at least one course to rehabilitation/health professionals and students. The participants in each region will be students of organising institutions or staff from partner NGOs and public/private health clinics with whom PA HEIs have close collaboration with (their students conduct their practical work-internships at those health clinics). The group participating in the workshop will be responsible for the development of the courses supported by the PR partners. Afterwards the PA HEIs will support each other mainly virtually in implementing the courses to ensure continuity according to agreements made in first Workshop.

There will be 2 study visits, 2 reflective workshops, 2 tutor's visits and 1 virtual workshop organized. Regarding the study visits at JAMK and MCBU, and the reflective seminar at Pristina. In the study visits there are 6 participants in each of them: 2 staff members from each Kosovar HEIs. Both study visits are organized at the same time, meaning that there will be two different groups of participants in study visits. Both reflective workshops are 2 participants from each EU partner, 4 staff participants from each of the Kosovar HEIs, and 2 participants from other Kosovar partners. The curriculum development will be provided by 3 relevant staff of EU partners (1 from JAMK, 1 from Metropolia and 1 from MCBU). The Kosovar HEI partners will participate with 4 staff members for each organization.

Approximately 450-850 people in KV will be beneficiaries (staff, students, and teachers in partner HEIs). In addition to the 26 teachers, there will be 32 students and 14 specialists involved in the development work in WP 2, 3 and 4. who, through their learning assignments, will involve regional rehabilitation professionals in their workplaces in collaborative development. At least 10 pilots will be carried out in 3 HEIs with a minimum of 100 participants. Each of them will involve 5-10 persons in their workplaces in their assignments.

The respective PA HEIs staff, students and professionals will enable them to observe and participate in teaching and implementation of rehabilitation with staff. There will be two rounds

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of study visits occurring at the EU partners, with two groups of Kosovar partners in each. Since WP2 and 3 will be developed in parallel, the first study visits in May 2019 will take place in Metropolia and MCBU, focusing on tasks pertinent to those WPs. The second study visit will take place in September 2020, focusing on the tasks of WP4, primarily. Developmental learning takes place in local settings.

Long Term Impact:

- The newly established student-run multidisciplinary allied health practice centre is available to interested parties
- Course syllabuses and study material available for all interested.
- The PA universities are promoting lifelong learning in multidisciplinary collaboration, client-based service, evidence informed practice, adult learning, and social rehabilitation through different forms of collaboration and partnerships.
- Enhanced competence of multidisciplinary collaboration, client-based service, evidence informed practice, adult learning, and social rehabilitation, innovation and entrepreneurship skills through lifelong learning.
- Multi-professional cooperation between Higher Education and Society at large and between PR and PA countries.

Short Term Impact:

- Use of agreed terminology, common key concepts of multidisciplinary collaboration, client-based service, evidence informed practice, adult learning, and social rehabilitation.
- Utilization of a student run multidisciplinary allied health practice centre
- Digital platform is usable for communication for all partners
- Learning/ study material is available on the web.
- Enhanced teaching competence.

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- Regional, national and international networks established

Market Focus

The targets of our project are:

- Students
- Teachers
- Therapists/Health professionals
- Researchers
- Policy Makers
- Donors
- Health care organisations (public, private, non-profitable)

The beneficiaries are:

- Clients (patients/students)
- External professionals
- Potential entrepreneurs
- Health care organisations (public, private, non-profitable)
- Citizens of Kosovo

Sustainability

- Credit-based CPD courses
- Non-credit / LLL trainings
- Sustenance of the functionality of the main and sub-units of the SMAHPC Centre
- Continuation of the cooperation of the Steering Committee
- Staff and student exchange for learning/teaching and training purposes

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- Funded through the ICM grants of the ERAMSUS+ program
- Health service fees
- Researcher, testing and design service fees
- Entrepreneurial mentorship service fees for innovative start-ups

The key sustainability indicators are:

- Financially viable and functional main and sub-units of the SMAHPC Centre
- Research projects co-funded by external sources
- Successful integration of the practical training in the formal learning process of the HEI in Kosovo
- Integration into regional and international relevant associations/network

Budget of the Project

The “seed money” for establishing the SMAHPC Centre was provided by the ERASMUS+ grant of the European Commission. The overall amount of the grant is: €786,902.48, which was distributed in the following cost categories and partners, respectively

Structure of the cost of the SMAHPC project is:

- Staff cost
- Travel and Stay
- Equipment
- Subcontracting

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Consortium Overview

Partners

Heimerer College

- **Organizational History**

The Heimerer College is a Higher Education Institution, established in 2010 with the aim of providing missing and innovative educational programs in health and social sciences in Kosovo. More specifically, it has emerged from a successful cooperation between the South-Eastern Europe Institute for Health and Nursing Advancements (SEIAHN) and the German Educational Institution – Heimerer GmbH – with a 30-year experience in Vocational Education. The Heimerer College seeks to act as a liaison organization between the European Union and Kosovo/region for transferring as well as co-generating of knowledge, practices and research.

- **Mission statement**

Heimerer College aims to implement educational programs with accomplished teachers and innovative methodology in order to prepare professionals and competent practitioners who meet European standards. Graduates of our programs will be able to enter the health industry and be eligible for certification and advanced studies.

Our academic programs offer an opportunity for skill acquisition and development in order for the student to gain the knowledge needed for personal and social impact. Heimerer College, through qualitative education that takes into account societal and market demands, seeks to support the nurturing of democratic values and cultivation of habits of success in the economy of trade.

- **Location**

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Located in Pristina, Heimerer College may be found on the address: Veranda D4, Entrance C and D, Neighbourhood of Kalabria (Road to Veternik) Pristina, 10000, Kosovo

- **Profile**

Heimerer College have solid experience in terms of research and project development mainly funded by international donors. They educate around 1,400 students in four undergraduate three-year programs in Nursing, Occupational Therapy, Speech Therapy, Laboratory Technician, and a graduate (master) two-year program in Management of Health Institutions and Service.

Meanwhile, the Heimerer College is very active in terms of developing/harmonizing national standards and competence profiles of new professional qualification within the health and social areas, with those of the European Union. It is highly engaged into co-generating and re-designing new and existing curricula and training module, respectively, while it remains alert on identifying opportunities and partners for implementing new joint programs. In fact, it represents the pioneering institution in Kosovo in terms of introducing the approach of multidisciplinary and co-generation within its educational and health service offer.

- **Academic/therapeutic staff involved**

- Naime Brajshori
- Adnan Hoxha
- Leonora Paice
- Florim Galloopeni
- Dianna Ullrich
- Margarita Van Dijk
- Muljaim Kaçka
- Ferdane Simnica

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- Erza Selmani
- Linda Ukimeraj
- Arben Hysenaj
- Ana Poposka
- Arif Beqiri
- Besarta Taganoviq
- Laura Pajaziti
- Samir Lleshi
- Blerta Hyseni
- Anyla Pula
- Dardan Bekaj
- Lirije Palushi
- Bardha Kika
- Rilind Obertinca
- Elona Mëziu
- Rreze Kulinxha
- Arlinda Canolli
- Halime Bici
- Xhevahire Ibrahim
- Mehdi Jashari
- Drenusha Rogova
- Vjollca Deshishku
- Albin Pllana
- Ardit Çekaj
- Endrit Nimani
- Erza Haxhi-jakupi

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- Suhida Dermani

University of Gjakova “Fehmi Agani”

- **Organizational History**

University of Gjakova “Fehmi Agani” is a public Higher Education Institution in Kosovo. As the successor of High Pedagogical School of Gjakova, University of Gjakova became part of the Network of University of Pristina, on the foundation of the Faculty of Education, from the 2002-2003 academic year.

In the academic year 2011-2012 Faculty of Medicine in Pristina opened its branches of Nursing and Midwifery programs in Gjakova. In 2013 the Kosovo’s Government founded the “University of Gjakova Fehmi Agani” (UGJFA) upon the roots and basics of the High Pedagogical School of Gjakova.

- **Mission statement**

University “Fehmi Agani” in Gjakova is committed to create knowledge through contemporary methods of teaching and research, fostering student enthusiasm and promoting academic integrity. The University offers academic and research experiences by collaborating with the community and contributes to the social and economic development of the country and the region, through unique and quality study programs.

- **Location**

In fact, from the region in the middle of which our university is located (Dukagjini Valley) there are three regional hospital centres offering healthcare services of secondary level, two of each in a distance not more than 30km away, while the other one lays within the same city together with the Institute of Occupational Health which offers healthcare services of Tertiary level. Meanwhile, Family Medicine centres are spread all along the region. This offers a great opportunity to our students to do the clinical practice in different levels of health care provide institutions.

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- **Profile**

Nowadays, Faculty of Medicine plays an important role within the University and it's continuously increasing in popularity, attracting both quality students and well-educated staff. A number of 527 students are currently studying in the Nursing and Midwifery departments, with the ever-growing interest amongst youngsters. While the Midwifery program is studied by Females only, nursing program is attracting both genders with a tendency of balancing the Male: Female ratio from 85% that dominated in the first two years to 75%.

- **Engaged staff**

- Shaban Buza
- Arben Boshnjaku
- Kushtrim Grezda
- Denis Spahija
- Dardan Koçinaj
- Antigona Ukëhaxhaj
- Skender Ukaj
- Faton Hoxha
- Kushtrim Grezda
- Arben Boshnjaku
- Donat Koci
- Jehona Nikollaj
- Fabian Thaqi
- Florim Leniqi
- Lirie Bytyqi
- Mirlinda Thaqi

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- Edita Duraj
- Ariana Morina
- Shkëmbim Sylmetaj
- Jehona Hoti
- Vlera Krasniqi
- Enis Emini
- Mundim Imeraj

Metropolia University of Applied Sciences

- **Organizational History**

Metropolia is the largest university of applied sciences in Finland with 4 campuses, 16,500 students, 1000 staff members. In Metropolia there are in total 68-degree programs carried out, while 11 of them are provided in English.

- **Mission statement**

Metropolia highlights sustainability in all degree programmes and courses by 2015 Implementation of new study programmes for example the Sustainable Building Engineering degree programme WWF's Green Office environmental programme will be implemented by 2015 to faculty and students in all campuses Buildings and facilities are centralized into four sustainable campuses in Greater Helsinki area Partnerships in innovative programmes for example United Nations Regional Centre of Expertise on Education for Sustainable Development (RCE Espoo) and Baltic University Programme (BUP) Research programmes in sustainability for example Electric Race About (ERA) car and Design for Everyday Mobility project (LAD) Raising awareness of our equal opportunities programme and declaring Metropolia to be a discrimination-free zone.

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Metropolia's strategy 2020 aims at strong renewal. The strategic intent is to be a bold reformer of expertise and an active builder of the future. Metropolia's strategic goals are focus, renewal and growth.

- **Location**

With 4 campuses, Metropolia may be found in different parts of Finland, however the main chambers of Metropolia are located in Myllupurotie 1, Helsinki, Finland, PO BOX 4000, FI-00079 Metropolia, Finland

- **Profile**

It offers Bachelor and Master's level programs in culture, business, technology, and health care and social services (Biomedical Laboratory Science, Elderly Care, Emergency Care, Nursing, Midwifery, Occupational Therapy, Optometry, Oral Hygiene, Osteopathy, Physiotherapy, Podiatry, Prosthetics and Orthotics, Public Health Nursing, Social Radiography and Radiotherapy Services). Masters' programmes in Health and social sciences are: Clinical Specialist in Health Care and Social Services, Elderly Care, Emergency and Critical Care Nursing (Erasmus Mundus), Health Business Management, Leadership in Health Care and Social Services, Rehabilitation, Social Services. Tailor made courses are designed for further education. There has been over 20 years multiprofessional student-run clinic for social and health services, called Positia.

Metropolia specializes in developing new practical innovations in co-creation with companies, industries and other social and cultural communities. Our strengths in RDI work are diversity, notable expertise on different fields of study and practical innovation activities in developing new products, working models, processes and services. RDI activities are phenomenon focused to the society's key challenges.

- **Engaged staff**

- Toini Harra

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- Pekka Paalasmaa
- Pekka Anttila
- Sanna Garam
- Panu Karhinen
- Hannes Jesar
- Kaarina Pirila
- Panu Karhinen
- Janett Halonen
- Rini Elshani
- Kia Gustafsson
- Theresa Eklund
- Hanna Salo
- Ulla-Riina Hannula
- Anniina Ylä- Outinen
- Eveliina Karlsson
- Susanna Virtanen
- Satu Linnasalmi
- Tuuli Viertola

JAMK University of Applied Sciences

- **Organizational History**

JAMK University of Applied Sciences (JAMK), established in 1994, is an internationally oriented higher education institution offering expertise in eight fields of study.

- **Mission statement**

Creating competence

- **Location**

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PO BOX 207, FI-40101 Jyväskylä, Finland

- **Profile**

The Schools of JAMK include Health and Social Studies, Business, Technology and Teacher Education. Education of JAMK focuses on first and second cycle degree education together with open-university studies, continued education and training. The strategic focus areas of JAMK include Education Expertise and Business, Bioeconomy, Automation and Robotics, Tourism, Applied Cybersecurity and Multidisciplinary Rehabilitation.

The School of Health and Social Studies of JAMK offers seven Bachelor's Degree Programmes and five Master's Degree Programmes, where the degree programme in nursing is taught in Finnish and in English. Education offered is future-orientated and designed to meet the needs of the working life. School's strategic focus area, Multidisciplinary Rehabilitation, supports the development of customer-centred, multidisciplinary rehabilitation in all fields of study, and the growth of business through renewing education and producing new innovative solutions and digital services.

At JAMK, international cooperation is highly valued and internationalisation is actively supported in all of the institution's operations. International cooperation includes cross-border education and RDI-work between higher education institutions and business life, a wide range of joint research projects, networks, joint degree programmes, foreign students and staff, active student and staff mobility and an international operational environment. In addition to education, JAMK offers research and development services for business life and industry, helping to create an international Central Finland.

- **Engaged staff**

- Kaisa Maaria Lällä
- Teppo Pertti Juhani Karapalo
- Armi Inkeri Hirvonen

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- Anu Myllyharju-Puikkonen
- Matti Mieskolainen
- Sanna Sihvonen
- Kristinna Juntunen
- Tanja Hilli- Harju
- Matilda Uusitalo
- Minna Halen

Manisa Celal Bayar University

• **Organizational History**

Founded in 1994; Manisa, Turkey

Manisa Celal Bayar University (MCBU) is a public university located in Manisa, a beautiful historical city in the Aegean region of Turkey. The university offers over 60-degree programmes at undergraduate and postgraduate level.

Our institution is striving to meet the highest standards in all areas of education and research taking into account the increasing globalisation and the educational expectations of modern society. Taking internationalisation for our natural mission, we provide a wide range of international Bachelor's and Master's degree programmes, subject-related foreign language courses and elective subjects dealing with international and intercultural topics. Furthermore, the Manisa Celal Bayar University supports world educational programmes, promotes mobility, non-formal learning and intercultural dialogue. The university is involved in the Bologna process and develops the European format of higher education.

With its academic departments, lecturers, physical capacity and with its cultural and sports opportunities, Manisa Celal Bayar University is an academic institution of high quality. There are 14 faculties, 3 collages, 15 vocational schools, 3 graduate schools, 28 research and application centres and a hospital.

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Manisa Celal Bayar University has also a positive effect in the development of Manisa and its districts with its campuses in Uncubozköy, Muradiye, Demirci and with its vocational schools in nearly all of its towns. More than a thousand of lecturers, having both national and international experience, have been working at Celal Bayar University. They have dedicated themselves to be beneficial for the students.

The Manisa Celal Bayar University offers its students a challenging educational environment focusing on promoting excellence and talent. Our aim is to place ‘the right student in the right place’. Students can be assured of good tuition and supervision as well as a vibrant community, academic support, social and sporting activities.

We welcome a diversity of ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing that the intellectual and social energy that results from such diversity is a primary asset of the Manisa Celal Bayar University.

- **Mission statement**

To raise innovative, enterprising individuals who are respectful to the environment and people, and to provide the society with the benefits of their studies in the areas of education, research serving the public.

- **Location**

Manisa Celal Bayar University Şehit Prof. Dr. İlhan Varank Campus 45140 - Yunusemre - MANİSA

- **Profile**

Manisa Celal Bayar University is a Turkish public institution of higher education currently having about 2.300 teaching staff and 1.300 administrative staff and more than 55.000 students and modern facilities and equipment. There are in total 60-degree programs carried out and 8 of them in English. There are 14 faculties, 4 colleges, 15 vocational schools, 3 institutions, 23 totally 56 academic units. It offers Bachelor and Master's and

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Doctoral level programs in social sciences, business, technology and engineering and health care and services. There are two basic faculties, Faculty of Medicine and Faculty of Health Sciences are running the health services education in cooperate with Hafsa Sultan University Hospital. The University Hospital offers a chance to practice to nearly 5.000 students from Faculty of Medicine and Faculty of Health Sciences annual.

The students of the Faculties Medicine and Health Sciences have the chance to practice from their first year to graduation. The units of the hospital which serve the students of the Faculty of Medicine can give the practice opportunity categorized as in here ; Cardiology, Chest Diseases, Internal Medicine, Internal Medicine, Medical Genetics, Medical Pharmacology, Nuclear Medicine, Paediatrics, Public Health, Radiation Oncology, Dermatology, Physical Medicine and Rehabilitation, Emergency Medicine, Psychiatry, Child and Adolescent Psychiatry, Anaesthesiology and Reanimation, Paediatric Surgery, General Surgery, Cardiovascular Surgery, Thoracic Surgery, Ophthalmology, Ophthalmology, Obstetrics and Gynaecology, Otorhinolaryngology, Neurosurgery, Orthopaedics and Traumatology, Medical Pathology, Plastic Reconstructive and Aesthetic Surgery, Urology. The Faculty of Health Sciences has the departments of Nursing, Midwifery, Physiotherapy and Rehabilitation, and Social Work.

- **Engaged staff**

- Assoc. Prof. Dilek Ergin
- Prof. Turan Gündüz
- Prof. Cuneyt Balcioglu
- Expert Ipek Yeniay
- Tuna Can Güleç
- Fatih Özcan
- Özlem Ateş

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- Derya Gögebakan
- Ali Kilimcioglu
- Dedehan Muzaffer
- Kadir Akbaba
- Dilara Karakaya
- Ece Ekici
- Mustafa Kart
- Buse Ünal
- İbrahim Halil Gürçinar

University of Gjilan “Kadri Zeka”

- **Organizational History**

The Public University “Kadri Zeka” in Gjilan (UKZ) was established by the decision of the Government of Republic Kosovo in 2013 with the idea of promotion and development of higher university education, research, and artistic creativity for staff qualification up to doctoral degree. The establishment of UKZ enabled the inclusion of the greatest number of students in the region of Gjilan, Presevo Valley and other areas in higher university education. By Founding Council held on 31.10.2013 it was proposed that the Public University of Gjilan to be named University “Kadri Zeka” in Gjilan. MEST of Kosovo has approved the proposal and decided on 11.13.2013.

- **Mission statement**

The temple of knowledge which cultivates the human love and affirms the principles of loyal competition!

To prepare responsible and professionally capable young people to be part of modern and global society, part of a wider market than working traditional markets and at the same

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time, a model for other members of society to encourage critical thinking and the spirit of entrepreneurship.

- **Location**

UKZ continues the tradition of three Faculties that have so far functioned as branches of the Faculties of the University of Pristina in Gjilan. As a part of the University offered programs have existed up to now as branches of the Faculty of Education, Faculty of Economics and the Faculty of Law of the University of Pristina. Existing programs have already passed the accreditation process. To these programs we added two new programs, one for each of the new faculties: one program in Computer Science and one program Political Science.

- **Profile**

Therefore, the University has the following structure of programs: Faculty of Education, Faculty of Law, Faculty of Economics and Faculty of Computer Sciences. UKZ is implementing a Joint Master Degree between three public universities in Kosovo with the program “Local Governance and Democratic Society”.

- **Engaged staff**

- Dukagjin Leka
- Bajram Kosumi
- Nexhat Shkodra
- Luljetë Berisha
- Betim Berisha
- Luljetë Berisha
- Ekrem Halimi
- Xhevdet Thaqi
- Selim Daku

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- Kastriot Dermaku
- Lulzim Rashiti
- Refik Ramadani
- Avni Rudaku
- Taulant Maliqi
- Rinor Bajrami
- Besarta Sejdiu
- Albulena Bugaoku
- Herolind Ymeri
- Diellza Spahiu
- Granit Musliu
- Driton Hajdini

NGO Autizmi

- **Organizational History**

The non-profit organization “Autizmi” was founded in 2011 in Pristina, with the initiative of a large number of parents who have children with autism. Noticing the lack of awareness of the society towards dealing with this epidemic disease in the world, NGO “Autizmi” has been organized with a symbolic support to both; children and their family members directly, with the aim to influence in the society because it has been assessed that there should be a change in the attitude toward Autism and Autistic people.

- **Mission statement**

The mission of the "Autism" Association is to develop the skills and potentials of children with autism, to help their integration into society and to raise awareness at the government level on issues related to autism and the services and needs that these children have. The

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primary beneficiaries of this association are children identified as autistic and their parents / families.

- **Location**

Rr. Selim Berisha, nr. 56, 10000, Prishtinë, Kosovë

- **Profile**

In “Autizmi”, the centre-based therapeutic services are implemented in accordance with the ABA (Applied Behavioural Analysis) program. Therapies are realized in the format 1: 1 which means a therapist works with a child individually. Through its individual program, the association provides an opportunity for care, development, rehabilitation, stimulation and better education of children with autism in different areas, such as physical, psychological, social and cultural aspects, with the main goal to reach inclusion and social integration.

Apart from the main focus on the adequate and professional treatment of children, our association has given a special importance to raising awareness of autism in society so these children enjoy the rights guaranteed by laws, like any other child. The activities undertaken to achieve this goal are different awareness events such as humanitarian concerts, children's autism marches for the international autism day, children's concert, etc.

- **Engaged staff**

- Sunita Kurti
- Samire Shkodra Azizi
- Rrezarta Musliu
- Cenë Krasniqi
- Nora Sherifi

Institute of South-East Europe for Health and Social Policy

- **Organizational History**

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The Institute of South East Europe for Advancement in Health Science and Nursing is a scientific, independent and non-profit organization with the experience in supporting development and strengthening health and nursing sciences in the area of South East Europe by cooperating, coordinating and supporting its activities with other university institutions operating in this field. It is also jointly responsible to support Practical Development and Evaluation (IPE) for project management.

- **Mission statement**

The mission of the Institute of South-East Europe for Health and Social Policy is to lead projects which provide change management knowledge and skills based on research findings. These research findings will become decisive in designing policies and programs on national and regional level. Our commitment is building collaboration practices between policy makers and research institutions in order to address population needs.

- **Location**

Veranda D4, Hyrja C dhe D, Lagja Kalabri (Rruga për Veternik), Prishtinë, 10000, Kosovë

- **Profile**

The Institute of South East Europe for Advancement in Health Science and Nursing intends to achieve its mission through the following principles:

- Consultancy and scientific cooperation to public or private organizations according to already identified needs and agreements,
- Promoting research activities and facilitating collaboration between researchers of Health and Nursing Sciences within SEE,
- Organizing trainings with the various thematic scientific character or qualification,
- Helping clients to improve the outcomes, quality, efficiency and effectiveness of their healthcare organizations and systems,

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- Developing capability within healthcare and educational organizations that enables sustainable and continuous improvements in healthcare.
- Engaged staff
 - Petrit Beqiri
 - Michael Sauer
 - Ilir Hoxha
 - Bujar Gallopeni
 - Dardan Bekaj
 - Pierre Weber

Ministry of Education, Science and Technology

- **Organizational History**

The fourth stage (1991 - 1999). Establishment of an independent democratic education system and maintaining the continuity of work of educational institutions and the educational process under occupation. The education system sets in motion the establishment of the new state of Kosovo and the prevention of the depopulation of Kosovo by its people. Curriculum development and publication of new textbooks without ideological and political influences and with a national education platform. No special educational orientation philosophy has been developed, but there has been an unprecedented willingness of teachers to work, in severe conditions of occupation, in the "School Homes". During this stage, the education system in Kosovo included: 452 full primary schools, 67 secondary schools, 1 university with 14 faculties and 7 high schools, with about 400,000 pupils and students and 21,000 education workers. The financing of this system was done by voluntary work and assistance provided by the Albanian diaspora and population, who saw this system as the first step of Kosovo's independence.

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Fifth stage (1999 to date). Complete reform of the education system at all levels in accordance with the highest international standards. Educational goals in building mental abilities, professional skills, civic culture and individual and social well-being of the citizens of Kosovo. Implementation of contemporary teaching and learning methodologies, based on teaching standards and objectives. Expanding the compulsory education system for a class and organizing private education as an alternative and competitive in the development of education in Kosovo. The first step of this system is the establishment of the Department of Education and Science (DASH), which is followed by the creation of legal and professional infrastructure, which should facilitate the radical reform of education (5 + 4 + 3 - 4 system in education general and vocational education and the Bologna Agreement in higher education), as well as the establishment of the Ministry of Education, Science and Technology in March 2002. [1]

- **Mission statement**

Develop an effective higher education system that contributes to enhancing the well-being of Kosovo society by providing a high-quality education and research, with equal opportunities for all, in accordance with the values of freedom, democracy and diversity.

- **Location**

Rr. Agim Ramadani, 10000, Prishtinë, Republika e Kosovës

- **Profile**

The Higher Education Department's scope of the work at the national level is also:

- Establishing the Agencies and Centres, as well as other educational advices in the country level for better implementation of the legislation and policies in higher education;

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- Developing and harmonizing new policies for accomplishing the obligations which comes out of the Bologna Process and integration of Kosovo Higher Education into European Higher Education Area as well as international standards;
- Initiating and developing cooperation programs in higher education with other countries; Ensuring a regular coordination and harmonization of contributions of partners and donors towards synergies and harmonization with national strategies and country needs in higher education.
- **Engaged staff**
 - Drita Kadriu
 - Shpresa Mehmeti
 - Qamile Sinanaj

Project Implementation Mechanisms

Steering Committee

The Steering Committee of the SMAHPC Project comprises of 8 participants, including project and administrative coordinator. Its main duty is to monitor the quality of management and relevance of the main outcomes to the needs of the society and the partners; as well as monitor the progress and provide strategic guidance to the team.

The steering committee team comprises of a representative from Heimerer College, Ministry of Education, Science and Technology, Metropolia, Manisa University, JAMK University, NGO Autizmi, and Institute of South-east Europe for Health and Social Policy. Throughout the project's lifetime, the Steering Committee meets 6 consecutive times with an interval of 6 months in between, unless a need for a more frequent meeting appears. At the same time, continuous communication and monitoring through email, skype and webinar will be utilized to manage the Project.

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In close cooperation with the Project Management Team, the steering committee is obliged to follow the progress of the project and provide guidance and advice to the project management team. On the meantime, the project management group will cooperate with the Steering Committee for managing the project. It is expected from the Steering committee to oversee the quality of the CPD courses and monitor the performance of the Centre. In particular it will monitor their value and relevance to the Kosovar society and partners' needs.

Project Management Group

The Project management group, led by Heimerer College as grant-holder, and consisting of Metropolia University, JAMK University, Manisa University and "Kadri Zeka" University, is responsible to provide project management leadership and support, which ensures the project's ability to deliver its required quality outcomes. It is responsible for organizing meetings, quality control, dissemination and sustainability activities. The project management group participates in the meetings of the steering group. Heimerer College is responsible for the financial administration of the project.

Project management group meetings will facilitate shared decision-making. Reciprocal communication between meetings will continue by using e-mail and other tools e.g., skype-meetings, video conferences and a common digital platform.

The project is managed on the basis of continuous communication and monitoring of progress and outputs. Consortium will make decisions of major issues. These include planning of the quality control, dissemination and sustainability strategies and check-up -plans in close collaboration with all partners. Minor decisions over changes involving budgets and planning will be taken by the grant applicant in consultation with the partner(s) concerned. In case divergent opinions within consortium a vote will decide the outcome.

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Dissemination Team

The Dissemination Team is a mechanism created with the intention to include all relevant stakeholders and provide up-to-date information on the project results.

The dimensions of dissemination and exploitation of this Project are highly correlated with that of sustainability. The consortium will discuss and plan a specific strategy for sustainability. The national network of Kosovo will be established, in order to ensure that they will have early ownership of the project outcomes and get acquainted with their meanings and implications. That is essential also for ensuring their commitments to continue further development of courses beyond the project. The PR partners will support virtually.

Dissemination team, consisting of the representatives from each partner of consortium, aim to:

1. Share information with partners and relevant stakeholders;
2. Raise awareness about the identified issues during the project drafting and implementation;
3. Identify target groups at national and EU level, primarily;
4. Identify the communication needs of the target groups;
5. Establish core messages of the project, to be disseminated to the target groups;
6. Identify dissemination methods and tools;
7. Disseminate the results, solutions and knowledge collected within the project to the general audience;
8. Define timing of dissemination activities;
9. Define partners' responsibilities in dissemination activities

Visibility of the project gets accomplished through:

- Using as diverse as possible resources (Internet, social networks, distribution content, organization of student and staff mobilities, networking of experts, organization of

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conferences, cooperation with other projects sponsored under the Erasmus+ CBHE scheme).

- Detailed strategic use of each tool to reach a different audience group in order to optimize the effectiveness of the tool. By creating a recognizable visual and conceptual identity that collaborators can use to maintain a cohesive project presence in its distribution content, thereby helping a broader audience to properly identify and appreciate the project.

Quality Team

The internal evaluation team which will be led by the UGJFA, consists of representatives from KH, UKZ, Metropolia, JAMK, and MCBU. The HEIs have the main responsibility of the evaluation and are also provided resources for that. All partners participate in regular monitoring of the activities. External evaluation is used to ensure the quality of the CPD courses. KH coordinates the visits and reports of the external evaluator. Its work methods include checklists, peer reviews, empowerment evaluations and meeting minutes. It closely coordinates the quality control procedures and needed modifications with the Steering Committee.

The regular monitoring contributes to three dimensions:

- Ensure that the processes and outputs are being implemented at the adequate level of quality,
- Stimulate collaboration between partners, and
- Develops relevant competences to be used in the post-project development of CPD courses.

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Organization Overview

Opportunity

There is a huge gap in the education and professional training industry focused on health sciences especially. The prevailing relevant offers are desperately incongruent with the current and let alone the future trends, resulting with continuous and increasing mismatch between skills supplied and demanded in the allied health care in Kosovo and region. The capacities of the key relevant service (public) health care suppliers in Kosovo to absorb and/or generate new knowledge and convert them into practice are incomparably lower than the minimum level needed to at least avoid the possibility of further denigrating the wellbeing of Kosovo patients. Subsequently, even incremental improvements in the quality of health care services is highly needed and generates great value for the community.

Mission

Improving the wellbeing of our clients through the enhancement and advancement of their capacity levels for conducting their daily life activities.

Objectives

- Introduce innovative model of service delivery that enhance the access, effectiveness, and efficiency in allied health care
- Stimulate scientific based collaboration between academic, policy makers and industry in health care
- Provide up to date educational and professional training opportunities for the current and future health professionals.
- Create an environment conducive for innovation, research, development and entrepreneurship in the allied health

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- Reduce the mismatch gap in the health care sector in Kosovo

Values

- Informed based practice and co-creation – scientific evidence is consulted and adopted to the needs of the clients with the clients.
- Accountability and transparency – digitization of data management process enable timely sharing and tracing of decisions made throughout the process
- Empowerment of students/trainees/clients – direct and front-line involvement in all stages of the process
- Multi-disciplinary - professionals are experts of scientific discipline
- Client-centeredness - clients are experts of disease (they walk and sleep with it 24/7)
- Cost-efficiency – bundled services are offered at lower price per service on one hand, and on the other hand having multiple relevant health care services provided at one location reduces health care indirect (time, travel, repeated examination/diagnosing) costs for clients.
-

Competitive Advantages

The SMAHPC models is designed for remaining “knowledge hungry” to be fed through external and internal sources of knowledge (R&D), flexible in terms of easily sharing and converting new knowledge into practice, and sustainable by ensuring competitive value for money to its clients.

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Service Overview

Therapeutic, rehabilitation, and allied health services are the main domains of the SMAHPC Centre.

Approach

The approach of the operating model of the SMAHPC model comprises of the principles of client-centeredness, evidence-informed practices, multidisciplinary collaboration and innovation and entrepreneurship. The implementation of these concepts at the operational level is ensured by adopting the most modern approaches as the basis for defining the way how collaboration between professionals, students and clients primarily is set. More to the point, these approaches sanction the implementation of the respective principles because they endorse them at the philosophical and practical levels, too! Those approaches are:

- **International Classification of Functions and Disabilities Manual (ICF)**

“The International Classification of Functioning, Disability and Health, known more commonly as ICF, is a classification of health and health-related domains.” (World Health Assembly, 2001). This classification manual provides coding of the health conditions and functions, in service of all health professionals, and enables an efficient communication of the client’s profile between professionals of different disciplines. SMAHPC Centre uses this standard as the foundations of providing efficient multidisciplinary health services.

- **Goal Attainment Scaling Approach (GAS)**

“Goal attainment scaling (GAS) is a technique for demonstrating the extent to which goals have been achieved on a common scale” (Massachusetts School Psychologists Association, 2014). Stokes (2010) on the Practical Guide for Goal Attainment Scaling Approach in Rehabilitation declares that Goal-setting has become a routine part of rehabilitation and

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many multi-disciplinary approaches in a clinical care. In SMAHPC Centre, GAS provides the basis of Goal Setting and Measuring the impact of the therapy for each client.

Type of Services

List of categories

- Nursing
- Psychology
- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Laboratory Technician
- Autism
- Health legal consulting service
- Diabetic Foot Rehabilitation
- Entrepreneurship and innovation consulting services in health care

Locations

The SMAHPC Centre opened three functional facilities in three different cities in Kosovo. With the main chambers in Pristina, administrated by Heimerer College, SMAHPC Centre provides health counselling and services in disciplines of nursing, psychology, speech therapy, occupational therapy, physical therapy, laboratory technology and special services profiled for Autism Spectrum Disorder Services. The unit in Gjakova provides specialized services in treatment of Diabetic Foot Rehabilitation, as the unit in Gjilan provides Health Legal Consulting Services.

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Operational Structures

The SMAHPC Centre is implemented and overseen in three levels of process administration (find the Organizational Structure Visualization in [Annex 1](#)). The highest decision-making organ, in terms of the Centre, consisting of representatives from each implementing partner of the “Student-run Multidisciplinary Allied Health Practice Centre” Project is the Inter-institutional Steering Committee. This Committee will provide strategic guidance, as well as monitor the progress/ evolution of the Centre, considering Quality Assuring standards, the needs of the society and health providers in relation to social policies. The Operational Team is mainly responsible for overseeing daily operational processes, to facilitate the ongoing activities, including but not limited to student mentoring and service delivery without interference, and addressing implications that may arise through the daily processes and activities. Their roles pertinent to the service provision is the maintenance of an ongoing interaction between the students and clients to ensure fulfilment of the objectives. The job positions presented above are further evaluated in the Terms of Reference Handbook.

Operating Plan

Please find the Operating Plan visualized in the [Annex 2](#).

Phases of the Operational Plan

Registration

In the registration phase, the client represents himself/herself to the reception desk, supported or not supported (if independent adult) by the family’s presence. In this point the client may already have made himself/herself an appointment.

The receptionist will facilitate their adaption to the centre. If the client hasn’t already registered to the digital platform, the receptionist will open a Digital Platform Account for the Client. If yes, the receptionist may skip this step.

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The client may have approached the centre with an appointment, made online in the digital platform. If the client hasn't already appointed a meeting with the Multidisciplinary team, the receptionist will support the client to set an appointment. If the client has already made the appointment, the receptionist may skip this procedure.

The receptionist will provide the Declaration of Consent for the client, so the centre and the client can document their agreement on the centre's attitudes and the approaches. The receptionist will gather the Signed Confidentiality Agreement from all the parties involved, so the centre will guarantee the security of the sensitive information of the client.

If the client has approached the centre with an already made appointment, the receptionist will notify the case manager to approach the reception area to lead the client and his/her family to the assessing room.

The receptionist will upload all the documents mentioned above on the Patient's Profile on the Digital Platform, and create the physical folder of the client for document archiving.

Generated Documents:

- Client's Digital Platform Account
- Client's Folder
- Declaration of Consent
- Confidentiality Agreement

Roles and responsibilities of the stakeholders

- | | |
|---------------|--|
| Receptionist: | - Registration in Digital Platform |
| | - Setting an appointment |
| | - Providing the legal documents to the respective stakeholders |
| | - Archiving the documents in Digital Platform and Patients' File |

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- | | |
|---------|---|
| Student | <ul style="list-style-type: none"> - Supporting the student in desk duty - Registration in Digital Platform - Setting an appointment - Providing the legal documents to the respective stakeholders - Archiving the documents in Digital Platform and Patients' File |
|---------|---|

Assessment and Diagnosis

In the First Assessment Procedure, the Case Manager, followed by the Student Case Manager assess the Clients general Conditions, based on the Clients' concerns and restrictions in activity, based on the ICF Model. The Case Manager and the Student Case Manager will conclude their findings in a report and submit it to the Clients' Profile on the Digital Platform.

The Service Providers will use this initial report to estimate if their contribution is required in the respective case. If so, the Service Provider will self-assign their engagement to the case. Depending on the initial assessment, the Service Providers, followed by the Student Service Providers on duty (depending on the field and year of studies) will proceed with a second professional assessment, to thoroughly assess the specific condition, by using specialized professional instruments. Each member of the Multidisciplinary Team must forward their report to the respective Case Manager, in order to create the ICF-based Multidisciplinary Report.

If this process is foreseen to be used for academic purposes, the respective teacher must gather the class into the observation room/classroom before the session begins. The teacher must inform the class on what they will be presented with, beforehand. If the class is part-taking through the observation room, they must be cautious to not interfere in any way the working process, according to the Protocol of the Observatory Rooms. After the session is concluded, the teacher will encourage the students to ask questions, make discussion and guide them towards a conclusion.

Roles and responsibilities of the stakeholders

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- | | |
|--------------------|--|
| Case Manager: | <ul style="list-style-type: none"> - Performing the first evaluation procedures - Gathering and keeping notes of the first anamnestic data - Supervising the student in the cabinet (if it applies) - Submitting the report on the digital Platform - Conducting the Multidisciplinary Report based on the gathered information from the colleagues in their monodisciplinary evaluations and reports |
| Service Providers: | <ul style="list-style-type: none"> - Read the first evaluation report - Assess the need for intervention of their specific field in the particular case - Performing the anamnestic procedures of their field - Performing the necessary standardized evaluations and assessments - Uploading the data in the patients' profile in Digital Platform - Supervising the student in the cabinet (if it applies) |
| Teacher | <ul style="list-style-type: none"> - Presenting the study case to the class before the session - Monitoring and educating the class on adhering the rules mentioned in the protocol of Observatory Rooms - Stimulate a discussion and questions regarding the case - Conducting the Daily Reflection Report |
| Receptionist | <ul style="list-style-type: none"> - Performing financial obligations - Printing the reports from the digital platform and archiving them in the Clients' File <ul style="list-style-type: none"> o Payment records o First Evaluation Report o Monodisciplinary Reports |

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- Multidisciplinary Report
- Student
 - Performing all the activities within their best of capabilities with the purpose of acquiring the professional knowledge and skills as advised by their supervisor

Goal Planning

With the ICF Multidisciplinary Report conducted, the Case Manager, followed by the Student Case Manager steer a meeting with the Multidisciplinary Team and the Involved Students for the purpose of Goal Setting. The goals must follow the principles of the SMART approach, and the scaling procedures of the Goal Attainment Scaling (GAS) approach. The Case Manager gathers and concludes the information in a Final Intervention Plan based on GAS Approach.

Roles and responsibilities of the stakeholders

- Case Manager:
 - Steer the goal setting and treatment planning meetings
 - Keep notes of the final results
 - Set the General Objectives based on the discussions
 - Submit the information on Digital Platform
- Service Providers:
 - Contribute on setting the General Objectives
 - Set the short-term objectives within their discipline, based on the SMART and GAS principles
 - Submit the information on digital platform
- Receptionist:
 - Print the material and archive it on the client's file
- Student:
 - Preform all the activities within their best of capabilities with the purpose of acquiring the professional knowledge and skills as advised by their supervisor

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Treatment (Daily Reflection)

The Service Provider, supported by the Student Service Provider on duty (belonging to the field), will proceed with the therapeutic activities and goals, in line with the intervention plan. In parallel, the Service Provider will play a mentorship role throughout the therapy session. The Service Provider's professional judgement is called for, in order to estimate the student's knowledge, skills and experience to carry out any of the activities, either in the autonomous level, or with the guidance and support of the supervisor himself. Each therapy session must be concluded by the Service Providers and Student Service Providers with a Therapy Session Report.

If this process is foreseen to be used for academic purposes, the respective teacher must gather the class into the observation room/classroom before the session begins. The teacher must inform the class on what they will be presented with, beforehand. If the class is part-taking through the observation room, they must be cautious to not interfere in any way the working process, according to the Protocol of the Observatory Rooms. After the session is concluded, the teacher will encourage the students to ask questions, make discussion and guide them towards a conclusion.

Roles and responsibilities of the stakeholders

- | | |
|-------------------|---|
| Service Provider: | - Perform the activities planned in accordance to the set goals |
| | - Supervise the student in the cabinet (if it applies) |
| | - Keep notes on the clients' performance |
| | - Upload the sessions' report on the digital platform |
| Teacher | - Presenting the study case to the class before the session |
| | - Monitoring and educating the class on adhering the rules mentioned in the protocol of Observatory Rooms |
| | - Stimulate a discussion and questions regarding the case |
| | - Conducting the Daily Reflection Report |
| Receptionist: | - Print the material and archive it on the client's file |
| Student: | - Perform all the activities within their best of capabilities with the purpose of acquiring the professional knowledge and skills as advised by their supervisor |

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Revision

In an interval decided in cooperation with the Multidisciplinary Team, the Case Manager and the Client's Rehabilitation Team gather to re-assess the Client's current condition, and the success of the therapy. The Case Manager expects the client to perform the objectives set for the client in the specific interval. In parallel, the session is observed by the Service providers through the one-sided window. After the session, the Case Manager, Multidisciplinary Team and the Involved Students regroup to reflect on the reassessment procedure, measure the attainment of the objectives by the client, and renew the Treatment goal plan. After the reflective session, the Case Manager gathers all this information into a Report (Review Report). In case the Multidisciplinary Team shares the unified professional attitude that the client is done with the treatment, this procedure is done for the purposes of releasing the client and the Case Manager Conducts a Final Report. The Case Manager gathers all the information and conducts a Review Report, or a Final Report (in case the Client does not need to continue the treatment).

Roles and responsibilities of the stakeholders

Case Manager	<ul style="list-style-type: none"> - Re-evaluate the overall condition of the client - Set a meeting with the multidisciplinary team of the case - Keep notes on the successions of the meeting <ul style="list-style-type: none"> o Level of Goal Attainment o Update the General Objectives (If needed) - Generate a Revision report based on the Monodisciplinary evaluation results - In cases the client gets released from the therapy, the Case manager conducts a final report
Service Providers	<ul style="list-style-type: none"> - Evaluate the short-term objectives - Re-set new short-term objectives - If the client gets released from the therapy, offers his/her recommendations
Receptionist	<ul style="list-style-type: none"> - Print the material and archive it on the client's file

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- Student:
- Perform all the activities within their best of capabilities with the purpose of acquiring the professional knowledge and skills as advised by their supervisor

Reflection

In the reflection phase, the case manager will receive structured feedback from the client regarding their satisfaction with the services, the approach and the attitudes of the centre and health-care professionals. The involved Case Manager, Multidisciplinary Team and the Service Coordinator will gather in a final reflective meeting regarding the overall patient-care, as the basis of learning and growing through experience. The Case Manager conducts a General Reflective Report based on the successions of the Reflective Meeting.

Roles and responsibilities of the stakeholders

- | | | |
|--------------------|---|--|
| Case Manager | - | Receives the client's response from the satisfaction questionnaire |
| | - | Presents the results to the operating team |
| Quality | - | Gathers the results to conduct reports |
| Monitoring Officer | - | Organizes necessary meetings if any identified issues arise |

Innovation and Entrepreneurship

Twice a year, the institution organizes an innovation day, where all the actors present their innovative and research ideas to improve the service delivery methods on the medical community. The distinguished ideas will be mentored and further improved and/or developed. The developed ideas will be connected to a potential donor or apply on calls for grating opportunities to have the chance to implement their innovative solutions.

Roles and responsibilities of the stakeholders

- | | | |
|---------------------|---|--|
| Innovation Officer: | - | (Co)delivers and (co)organizes LLL i.e., EQF5 relevant trainings |
| | - | Checks the documents on the administrative check phase |
| | - | Contributes on the Inter-disciplinary Evaluation Team reflection |

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Interdisciplinary Evaluation Team	<ul style="list-style-type: none"> - Evaluate the submitted Innovative ideas that fulfil the criteria of the administrative check - Generate an Interdisciplinary Evaluation Report - Assign a supervisor to train and mentor the innovator through the following processes
Supervisor	<ul style="list-style-type: none"> - Mentors the Innovator to develop the potential idea into a promising enterprise - Trains the innovator for the idea pitching
Joint Venture Group	<ul style="list-style-type: none"> - Evaluates the presented ideas - If interested, may offer to fund the implementation of any of the potential ideas (promising enterprises)
The Innovator	<ul style="list-style-type: none"> - Comes up with the idea - Fills the standardized forms of application - Develops the idea - Presents the idea in the Innovation Day

Sourcing and Order Fulfilment

The basis for conducting the sourcing and order fulfilment at the units of the SMAHPC Centre are done separately and in line with the rules and regulations that govern the same processes at the institutional level in the case of the HC, UKZ and UGJFA. The SC will help identify and tap on to the potential synergies in this regard, too!

Payment

Given the multidisciplinary nature of the SMAHPC Centre, the clients will be offered bundled in addition to the per-service prices. The current and prospective definition of the exact terms of these payment plans is the responsibility of the SC members who shall continuously update each other about the actual and prospective upgrading of their respective units related to the service-delivery.

Also, given the fact that the respective SMAHPC units are integrated into the organisational hierarchy of three Kosovan HEIs, two public and one private, the legal basis for governing the

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collection of fees is different, and the SC shall monitor the adequate implementation of corresponding applicable legislation.

Technology

The SMAHPC Centre has functionalized and operates in a semi-digital environment, primarily given digitization of patient data management digital platform and conventional service delivery mode of allied health care services.

Every position in the hierarchy of the SMAHPC units is assigned with a specific digital account through which they gain access to the respective digital platform and by it all the respective data and information of respective levels in line with the operational model.

The main features of the Patient Data Management Digital Platform are:

- Appointment scheduling, managing and arranging
- Managing and arranging the working space
- Managing the schedule and working hours of the Centre's human resources
- Filing the patient profile and reports
 - Access of the patients in their health reports
- Documenting the service delivery-based income
- Data overviewing for quality monitoring and research purposes

The detailed description of the Digital Platform can be found on the [Annex 3](#).

Key Employees and Organization

All the staff and students involved in the operating model are designed and hence expected to play a significant role in the successful functioning of the Centre. The high degree of inter-dependency is a designed to sanction the collaboration of all staff in line with their key roles and responsibilities.

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Hence, there are certain minimum competences that are necessary for the team members to possess for them to join and remain as part of the SMAHPC centre, including but not limited to: medium level of evidence-informed practice competence, multidisciplinary collaboration competence, digital literacy, client-centeredness, and basic level of innovation and entrepreneurship. These competences are required in addition to their respective academic qualifications as stipulated on the ToRs of respective work positions.

Facilities

The main unit of SMAHPC has an overall space of 780 m², that mainly serves the purpose of service delivery and training of the students. Within this space, SMAHPC Centre has six rooms for service delivery (two for individual and four for group therapy), with a capacity to have **XY** clients within an hour. SMAHPC Centre also possesses six laboratory rooms where students conduct service delivery trainings, and four rooms are used for administrative purposes for administrative (archiving, and maintaining) and hosting of the digital infrastructure.

Key Stakeholders

- Students
- Therapists
- Professors / Trainers
- Policy-makers
 - MEST
 - MH
- Non-governmental institutions
- Industry
- Customers

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Quality Assurance and Monitoring

Besides the formal certification and licensing the SMAHPC Operational Model comprises of the internal Quality Assuring and Monitoring process and protocols! It conducts regular collection and evaluation of feedback about its services and identifies of further improvements.

Licensing/ Clinical and Regulatory

SMAHPC Centre is licensed based on the criteria stipulated on the directive of the Licensing Office for Health Centres on the Ministry of Health, possessing 7 licensed clinics, such as:

- Autism Clinic
- Nursing/ Family Medicine Clinic
- Occupational Therapy Clinic
- Physical Therapy Clinic
- Psychology Clinic
- Speech Therapy Clinic
- Laboratory Technician Clinic

As well as a registered tax-paying business.

Internal Quality Assurance and Regulations

The SMAHPC Centre's processes are defined in terms of specific protocols, generated based on the relevant international ethical, safety and health practicing normative.

Innovation and Entrepreneurship

SMAHPC encourages the students, therapists and educators to think creatively, and come up with innovative ideas. The structured model enables all the stakeholders a continuum of training and support and well as pitching and funding opportunities. Twice a year, at the beginning of each

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semester the Innovation Officer provides a training covering the topics and exercises to acquire the competencies required on the Level 5 of the European Qualifications Framework for Innovation and Entrepreneurship. The innovator will be offered the templates and the necessary knowledge and skills to conduct a brief description of his idea. If the innovator passes the criteria of the administrative check; and convinces the Inter-disciplinary Evaluation Team of his innovations' worth; the innovator will be given a supervisor, to assist him with further developing his idea. Twice a year, on the end of the semester, all innovators will be given the opportunity to pitch their idea to a Joint Venture Capitalists group, to earn potential funding for their enterprise.

The innovator can be anyone. If a student decides to be an innovator, the teachers of the relevant subjects will support the student by acknowledging his extra-curricular work as worthy credits for final grading.

Find the Innovation Process graph on the [Annex 4](#).

Sustainability

- Include the indicators of the sustainability of the project
- Integration of the centre in the relevant national, regional and international associations/networks
- Initiation and joining of new projects
- Business to business services for competence development of professionals of health care organisations

Target Market

The primary target market is student and professional of health care and related disciplines who are interested to gain and advance their respective competences during their formal and non-formal professional development journeys.

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Given the fact that the SMAHPC operational model incorporates the actual service health care and related services during the process of competence development, a critical target market are citizens in Kosovo, primarily located in Pristina, Gjakova and Gjilan, who are experiencing issues with their allied health, need/want a multi-disciplinary based health care service. Those are mainly citizens who are seeking similar missing health care services abroad, or citizens of Kosovo Diaspora who expect a high quality of health care and related services while they stay in Kosovo comparable to that of their migrating countries in western Europe, predominantly.

Key Costumers

The market of the SMAHPC services is relatively diverse, as its services are applicable to a non-exclusive age, gender, region or any other differentiating parameter. Yet, the main customers are:

- Clients of each therapeutic services
 - Autism
 - Nursing
 - Laboratory Bio-medical Services
 - Psychology
 - Speech therapy
 - Occupational Therapy
 - Physical Therapy
- Health care professionals and organisations
- Policy makers

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Marketing and Sales Plan

Key messages

The key messages of the SMAHPC marketing plan are based on its key concepts. The latter are described in the Handbook of key concepts.

Marketing Activities

The main marketing activities of the SMAHPC:

- Anniversary day
- Participation in the HEIs anniversary days
- Co-organization of the regular annual scientific related events i.e., seminars, symposiums, roundtables
- Training promotions
- Introductory week for the freshman students
- Implementation of trainings for the students and professionals
- Word of mouth
- Innovation Day
- Co-hosting of different humanitarian events
- Networking with local and international partners

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Market Analysis

Industry Type

The SMAHPC operates in the higher education, professional trainings and health care industries.

Segmentation

The more precise segment that SMAHPC focuses is allied health care.

Competition

The closest competitor of the SMAHPC Centre is the University Clinic Centre of Kosovo (UCCCK). The UCCCK is the biggest and public health care organisation which operates in close cooperation with the biggest and public university of Kosovo (University of Pristina). To a limited extent, it resembles in philosophical aspect at least, the SMAHPC's linkage between the competence development in formal education and professional training with the components of research and service delivery.

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SWOT Analysis

STRENGTHS

- High quality of health care services
- Trained and highly qualified staff
- High and traceable accountability
- Price-competitive
- High value for money and time for clients
- Modern and proven concept in the most innovative Finish and German partner



WEAKNESSES

- Relatively small
- Limited capacity to exponentially grow
- Insufficient localexpertise

OPPORTUNITIES

- Students trained inline with the new understanding, values, concepts and competences acting as sustainable agents of changing their

THREATS

- Resistance of local mindset for receiving health care services by health students (un-licensed), under the supervision of licensed health experts

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workplaces as healthcare
professionals, institutional
managers, or policy
makers.

- Untapped demand and
increasing need for multi-
disciplinary approach-
based training and
healthcare services
- E-health services
- New projects in inter-
disciplinary collaboration
- International
partners
- Research and
innovation
- Local unfair
competitors
eventually
leading to the
intensity

- Evolvement of potential
confusions and lack of
trusts in the short run
primarily due to the
potential crowding - in
phenomenon caused by
“copy- pasting” of the
model by the other
universities and clinics
without proper
competence and
commitment, usual in
developing economies
- Lack of implementation
of legislation and policies
for R&D activities,
innovation and patenting.
- Local unfair practices of
brain drain of
competitors eventually
leading to the loss of
intensively trained staff

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Annex

Annex 1



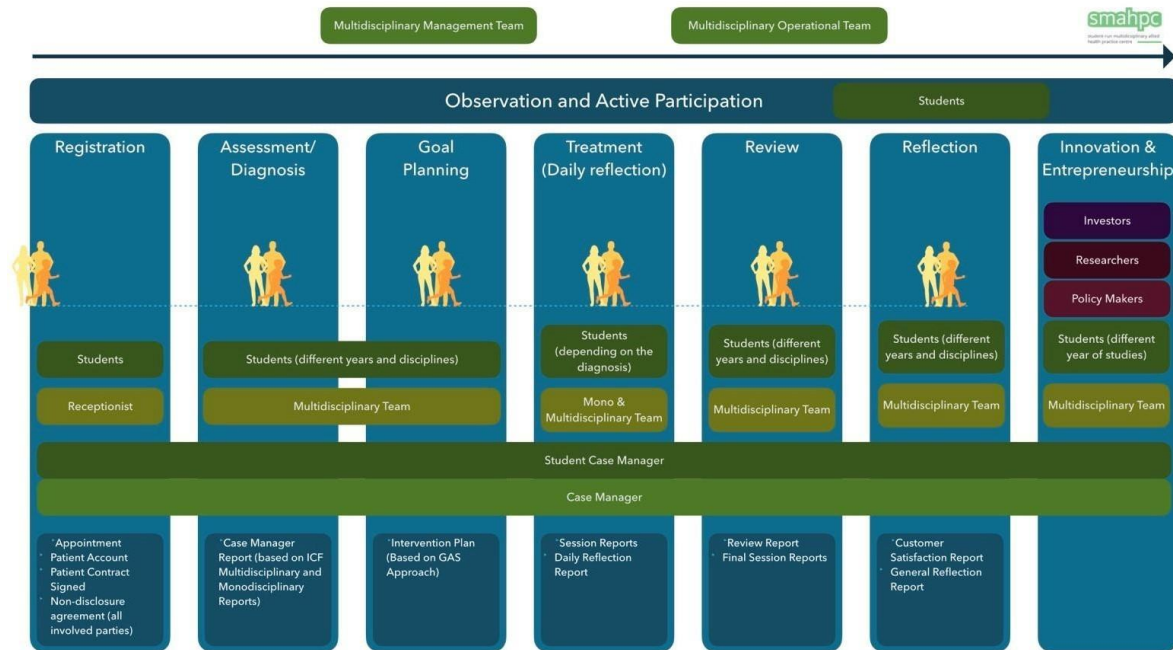
SMAHPC ORGANOGRAM



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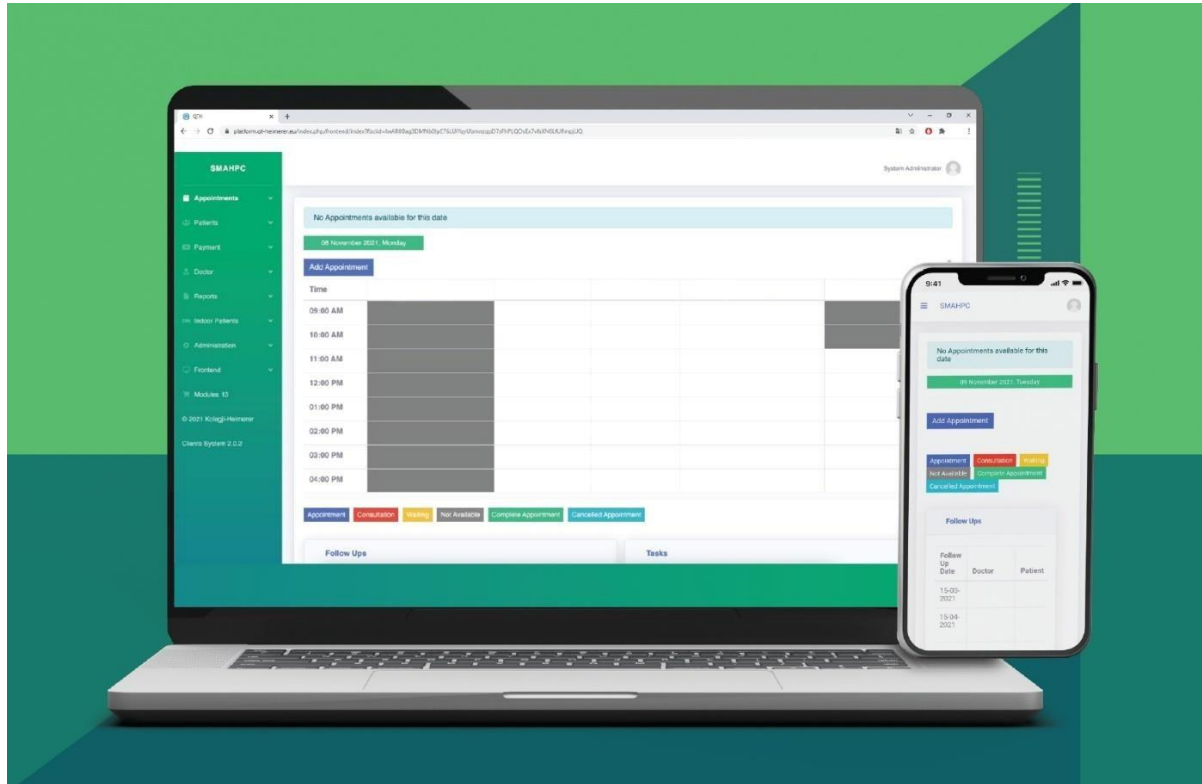
Annex 2



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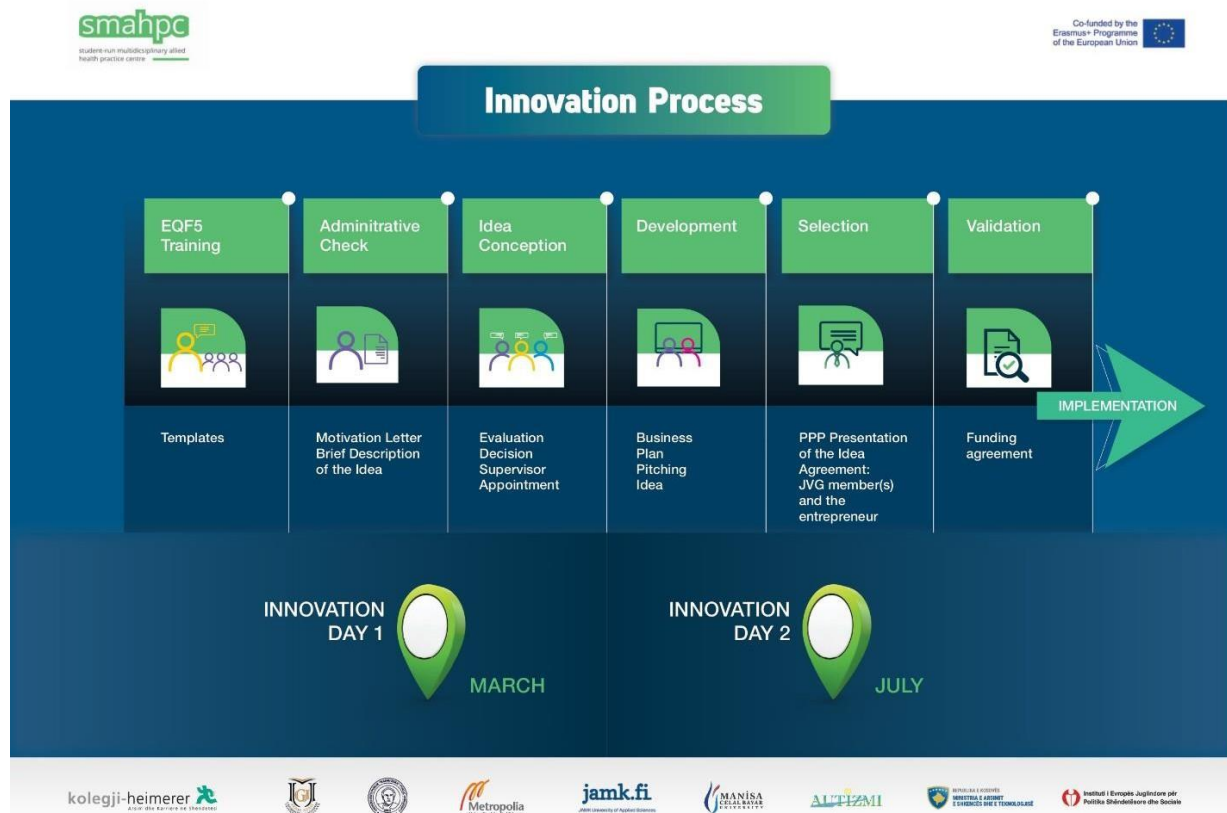
Annex 3



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Annex 4



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