WCPT Network session for Physical Therapy Educators at WCPT 2015

Chaired by Dr Helena Johnson, UK)
A Fellow and the immediate past chair of the Chartered Society of Physiotherapy in the UK. Presently their Vice President and Honorary Student President. Member of ER-WCPT Education Matters Working Group since 2012. A Senior fellow of the UK Higher Education Academy.

Panel/ topic facilitators:
- Dr Marcelo Cano Cappellacci, Chile
- Dr Vanina Dal Bello-Haas, Canada
- Matthieu Guémann, France
- Jessica Lees, Australia
- Shawn Soh, Singapore
- Dr Gill Webb, Australia

1. Aim of the session: To enable and facilitate participant discussion on topics related to physiotherapy education that have been raised by members of the Network through LinkedIn/Facebook/Twitter; through contact with the chair; and/or of special interest to panel members.

2. Method to facilitate discussion: World café model.

3. Topics:
   - Topic 1. Discuss the role of education and educators in preparing the future physiotherapy workforce to meet population need. (Transforming and scaling up health professionals’ education and training. WHO (2013) defines ‘Transformative scaling up of health professionals’ education and training is defined as the sustainable expansion and reform of health professionals’ education and training to increase the quantity, quality and relevance of health professionals, and in so doing strengthen the country health systems and improve population health outcomes).
   - Topic 2. Discuss challenges and successes in interprofessional education and collaborative practice.
   - Topic 3. How do continuing professional development opportunities in your country meet the needs of a range of career pathways? (such as: clinician, educator, researcher, manager).
   - Topic 4. What successful examples of using technology/simulation in physiotherapy education do you have?
   - Topic 5. How do/could educators support students /new graduates to engage in their professional organisation and promote the value of physiotherapy?
Summary of feedback from group discussion:

**Topic 1: Discuss the role of education and educators in preparing the future physiotherapy workforce to meet population need.** Facilitated by Dr Marcelo Cano Cappellacci, Associate Professor, School of Medicine, University of Chile and previous Head of the School of Physiotherapy at the University.

- Labour Force demands:
  - Number of PTs
  - Types of specialities for workforce
  - Need for globalisation awareness
  - Networking with other universities, regionally and sharing for best practices
  - PT students compete academically, need to translate into patient care??

- Focus curricula on:
  - Global health
  - Where the PT school is situated within the university
  - Health promotion

- Diversity of student body?
  - Recruiting the right students

- Clinical instructor needs

- Competencies:
  - Social, emotional, cultural sensitivities, values, clinical skills
  - Preventative care/habilitation vs rehabilitation?

- Need PTs in legislative positions
- Professional organisations helping to encourage different needs areas: elderly care, community health,

- Population needs:
  - Political awareness

- Stakeholders:
  - Heads of department
  - Clinicians
  - Educators
  - Government agencies

- Who is part of the review? And evidence to support it?
- Who makes the final decision?
- Curricula changes to meet demands?

- Interview process for student selection: Undergraduate or postgraduate?

**Topic 2. Discuss challenges and successes in interprofessional education and collaborative practice.** Facilitated by: Dr Gill Webb, Associate Professor,
Students need to feel confident in the topics/environment.
Clinical opportunities.
Must include all professions – no opt-outs (Medics etc).
Student-led.
Professional socialisation.
Long term outcomes to see if it improves patient outcomes.
Define the purpose.
Joint activity with joint goals are important.
IPE → doctor’s referral?
Context: inpatient/community; patient centred’ risk assessment; communication.
Why our students do not have team work? Have competition from the beginning.
As an education we should talk about collaborations with other schools (OT, PTs) during research projects.
University Culture: If the students do not see it is valued to work in a placement/uni/clinic they don’t learn.
Social activities:
  - Community outreach programmes (local)
  - Overseas missions
  - Study visits
It is a part of some tasks like innovation and research. But it can be a lot better!
Professional behaviours; ethics; respect.
How to facilitate interprofessional communication in undergraduate training?
Interprofessional:
  - Define care
  - Purpose
  - Need to include medicine
  - Communication amongst team
  - Objectives
  - Outcomes: potential for negative?
  - Shouldn’t be limited to other health professions, but also to non-health professionals
    - It would be difficult to provide opportunities for IPE for students
    - At the least be able to develop essential skills and values for IPE (eg communication, leadership, teamwork etc).

Topic 3. How do continuing professional development opportunities in your country meet the needs of a range of career pathways? (such as:). Facilitated by Mr. Shawn Soh (Assistant Manager), School of Health Sciences, Nanyang Polytechnic, Singapore.
Professional Association Vs Regulatory Body

Requirement
- Mandatory (eg South Africa, Denmark, Spain, Australia (portfolio))
- Non-mandatory (eg Bahrain, Canada)
- Cost
  - Formal programme → Residency
  - Optional vs Formal – accredited programmes
- Sub-specialisation

Format: lecture, reflection, e-learning, practical, workshops, networking
- Relationships between clinician – educator; academic – educator
- Needs vs wants quality CPD
- Learning needs analysis - employer

Topic 4. What successful examples of using technology/simulation in physiotherapy education do you have? **Facilitated by: Dr Vanina Dal Bello-Haas, Associate professor and assistant Dean, Physiotherapy Programme, McMaster University, Canada.**

**Telehealth**
- To deliver content
- To assess and treat clients (more limited)
- Consultations
- Elective course on e-health (interdisciplinary) - Denmark

TOUCH Lab can be included in entry level fitness (India)

**Paediatrics (Sim)**
- Dolls
- Baby simulations – difficult for teaching handling skills
- What mechanisms can be used to get babies / children involved as this is difficult? Suggest use of 2 way mirrors to ‘respond’ the way the patient might
- Problems with Sim:
  - Does it always translate to ‘real life’?
  - Can it really ‘replace’?

Cannot negate the educators role eg planning, setting objectives, setting the session, etc

Eg from Croatia:
Physiotherapy in a medical college, has transitioned to anatomy via Apple computer vs cadavers (as supply of cadavers is reduced)

**Second Life (High Sim) (Avatars; Mannequins)**
- Helps with implementing IPE
- Increases student competencies
- Enables more complex situations eg ventilated patients
• Clinical setting
• Faculty can adjust scenarios
• All virtual
• Free access
• Positive feedback from students
• Although difficult to find space

Real patients who are keen to tell their stories and like it if students are able to learn through them

Eg Australia:
5.7m per programme to incorporate simulation (actors)
• 3 weeks Neuro
• 3 weeks MSK
• 3 weeks CVR
• Increases confidence of students
• Clinical instructors noticed a difference

Eg Denmark
AV → MI
→ Calgary - Cambridge guide
  o Actors invited Co-ordinator actor is paid position)
  o Students have a case study
  o Students are taped
  o Peer feedback or able to retry

Low-fidelity simulation (eg, peers)
• How to enhance communication skills?
  o Use expert patients (actors). In Singapore have been used to replace clinical placement hours. Allows students to ‘make mistakes’
  o Training for 3 days (background as actors)
  o MS, CP, Neuro cases for 3 weeks
  o 52 actors/19 clinical instructors
  o Incorporate communication challenges into cases
  o Incorporate safety issues
• Faculty instructors as ‘patients’
• Difficult to

Blackboard
• Web-enhanced courses
• Additional activities with small group discussions
• Students need to prepare in advance with uploads
• Good feedback from students
  o Feedback to students is related to timeliness
• Part of evaluation
• Used to augment the classroom
Topic 5. How do/could educators support students /new graduates to engage in their professional organisation and promote the value of physiotherapy?

Facilitated by Jessica Lees and Matthieu Guémann

Jessica Lees, former chair of the Student Network for the Australian Physiotherapy Association, and co-chair of Future WCPT, a new initiative for students and early career professionals.

Matthieu Guémann, Was the first president of the European Confederation of Physical Therapy Students (ECPTS). He is involved in the WHSS 2015: World Healthcare Students Symposium in November 2015. This is the 6th Symposium and the first time physiotherapy students are involved.

- National mentorship programme
- Translation from clinical into practice?
  - Mentorship?
  - Support from professional organisation bodies
  - supervisory framework
- Designated days within and throughout the curriculum, eg research IPE
- Eg from Hong Kong
  - 9 credits of interprofessional learning
  - In 1 Year
  - Service learning
  - Freshman seminars
- Are students given the opportunity to change curriculum?
- International relationships to grow empowerment across countries
- Mentoring is key to bridge student to professional
- A mentoring database?
- Teach leadership
- Teach change management
- Interprofessional clinics
- Men’s health programme
- Do other academics participate in organisation role modelling
- Collaborations with clinical sites to develop courses, multi-disciplinary placements
- Clinical educators focus on interprofessional competencies
- Early career recognition → MO, supervision → PT

Note: WCPT PTE Network on LinkedIn. Contact ebright@wcpt.org for more information

Helena Johnson 25th May 2015