

# Internationalising the physiotherapy curriculum through a transnational collaborative digital learning project



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What's this and why did it get students thinking?

Answers in a tweet to #Physio17



# Internationalisation of the curriculum?

Sounds exotic, count me in



# Internationalisation of the curriculum?

Sounds exotic, count me in

## Not just

- Providing opportunities for foreign travel
- Considering needs of international students

Higher education should provide **all** students with:

- Global perspectives on their discipline
- Values and skills to operate in diverse cultural environments

(HEA 2014)

Exposure to difference is key to learning (Kahn & Agnew 2015)

# The idea

Digital technology can facilitate deep philosophical discussions between people in different physical locations



A bloke dressed as a fishmonger just knocked on my door asking if i want any fresh fish. Is this a thing?

[#doortodoorfish](#)

29/04/2016, 13:31



**Shoiab** @shoi... · 29/04/2016  
Replying to @bendotellis

@bendotellis Cod well be 🐟  
😂

🗨️ 1 🔄 1 ❤️ 1 ✉️



**Jon Room** @J... · 29/04/2016  
@shoiab1 @bendotellis I'd have battered him...

🗨️ 2 🔄 1 ❤️ ✉️



**Alun Bonello** · 29/04/2016  
@jonroom @shoiab1 @bendotellis you're kraken m up #doortodoorfish



**Alun Bonello** · 29/04/2016  
@jonroom @shoiab1 @bendotellis I can't think of any more fish puns so if you think of one let minnow 🐟

🗨️ 🔄 ❤️ 2 ✉️



**Becca Knowles** · 29/04/2016  
Replying to @Alun\_Bonello @Alun\_Bonello @jonroom @shoiab1 @bendotellis Did you need time to mullet over? 🐟

🗨️ 1 🔄 1 ❤️ 3 ✉️

# The project

- Small groups of physio students from 7 countries paired together
- Video conferences presenting the management of a complex trauma case study in each group's context
- Discussion of similarities and differences in approach
- Video recorded plenary session summarising key learning from each pairing



# Stage 1 - Prepare case study presentation

## Physiotherapy in different international health contexts: Collaborative student project

Zara Bamberg, Fran Compton, Robin Holland, Rikke Loftheim and Hilary Smith

### 4-7 Weeks Post Accident

1. What is the role of the physiotherapist in Jamie's rehabilitation within the UK health system?

Reduced consolidation and bibasilar atelectasis:

- Adjust ventilator settings
- Bagging/MH/V/H
- Suctioning
- Positioning

Trache removal:  
Suction if indicated  
Attempt to teach self-management techniques

R tibia non-union –  
FROM exercises  
Positioning



### 2-5 months Post Accident

1. What is the role of the physiotherapist in Jamie's rehabilitation within the UK health system?

Reduced range of movement:

24 hour positioning

Referral to orthotics for splints (ankle-foot orthoses and elbow gaiter)

Passive range of movement exercises

Sleep System



Each group presented, for their healthcare context:

1. The role of the physiotherapist at 4 stages of the patient's rehabilitation
2. How the patient's health and social care needs were met at each stage of rehabilitation (and any gaps)

# Stage 2 - Video conference

Using Adobe Connect / Skype

Both groups presented their case study, then asked questions and discussed similarities and differences



# Stage 3 - Summarise & feedback

Each OBU group presented 3 slides summarising their video conference & answered questions, this was recorded and shared with the other institutions via the project website



## Physiotherapy: A global view - UGANDA

Louise, Zoc, Justyna,  
Lauren & Jane



## 3 main things we learned

### 1 Friends and family act as the healthcare assistants/cultural

- Food
- Sheets
- Clothing
- Medications
- Personal care

### 2 Manual therapies

- No use of IPPB
- Use vibs/acbt and other manual therapies

### 3 Financial dependence

- Limited free healthcare
- Medications not included
- Certain surgical options excluded

# 3 *main* things we learned

1 | Friends and family  
act as healthcare  
assistants

- Food
- Sheets
- Clothing
- Medications
- Personal care

2 | Manual therapies

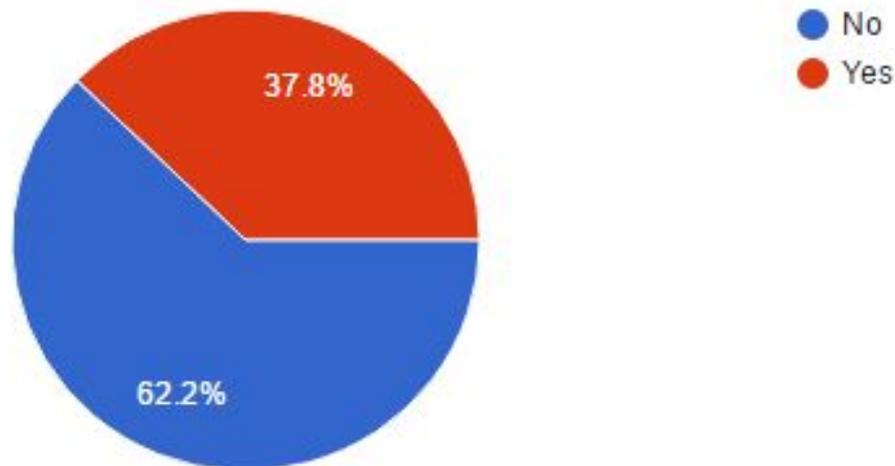
- No use of IPPB
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3 | Financial  
dependence

- Limited free  
healthcare
- Medications not  
included
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options excluded

# We broadened accessibility of an international perspective...

Do you have any previous experience of another country's healthcare system?  
(37 responses)



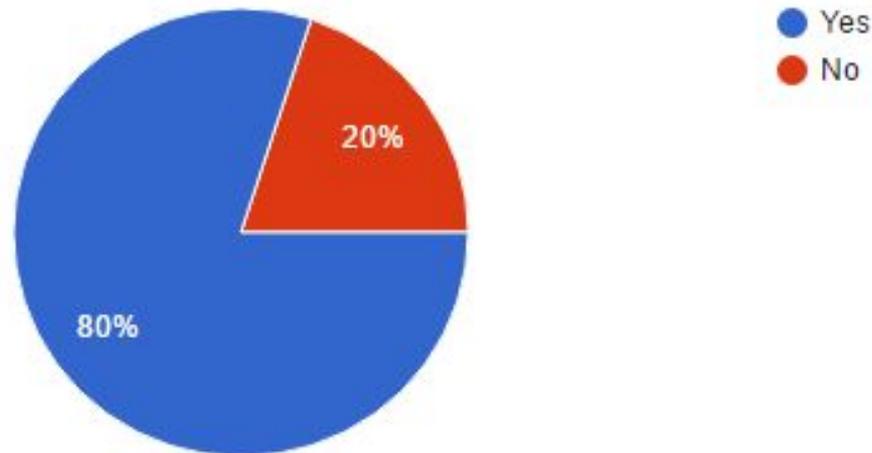
# Achieved the learning objectives...

How much did taking part in this project make you...	/10 Median (IQR)
...aware of the differences in the scope of physiotherapy practice in different countries' healthcare systems?	<b>8 (7-10)</b>
...aware of the differences in healthcare provision in different countries?	<b>9 (7-10)</b>
...reflect on your future role as a physiotherapist in your country's healthcare system?	<b>8 (7-9)</b>
...reflect on the strengths and weaknesses of how your country's healthcare system is organised?	<b>8 (7-9)</b>

# And made students think about the case study differently...

By discussing a complex patient's case with students from another country did you discover alternative approaches to management for this case?

(40 responses)



**(which they liked!)**

<b>Evaluation questions</b>	/10 Median (IQR)
Overall how much did you enjoy taking part in this project?	<b>9 (7-10)</b>
Do you think increasing this kind of experience during your study would improve your learning?	<b>8 (7-10)</b>

# Discussion

Students uncovered and discussed different perspectives easily, using freely available digital technology

*But...* Limited synthesis and consensus building

## Solution

Additional collaborative task aimed at re-centering following perspective shift (De Vita 2001) to stimulate transformative learning (Clifford & Montgomery 2015)

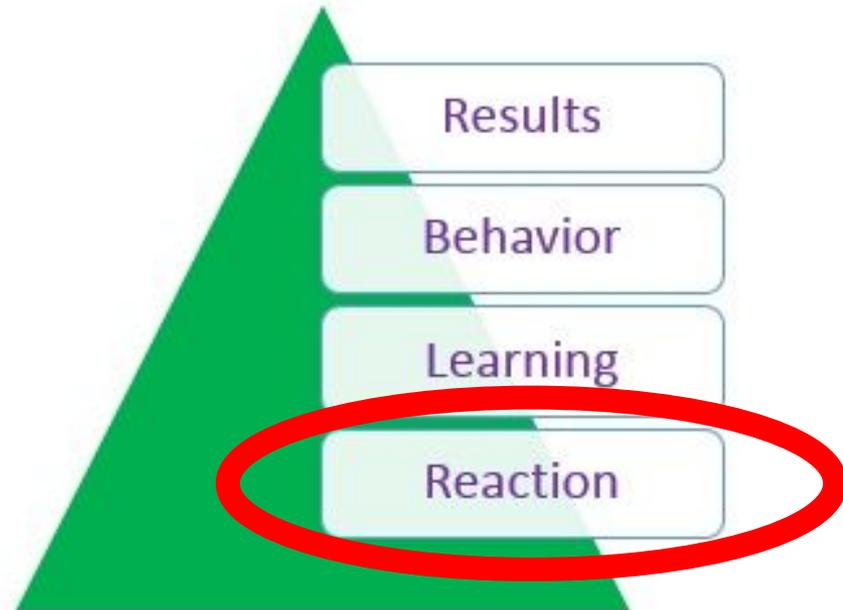


# Limitations

Post-task evaluation only able to evaluate student reaction to the learning task

## Solution

- Pre-post survey of attitudes developed for current run of the project
- Focus group interviews planned to gain richer qualitative data



# So what about the glove?



# Big thank you to

Guillaume Christe (HESAV)



Haute Ecole de Sante Vaud, Switzerland



Mbarara University of Science and Technology, Uganda



Bangladesh Health Professions Institute, Bangladesh



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Fatima College of Health Sciences, Abu Dhabi



M.S.Ramaiah Medical College, India.

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