

physiotherapy
education
congress
2012

Advancing the
Professional Profile

Continuing Professional
Development to promote
Evidence Based Physiotherapy

Vienna
Nov 8-9
2012

European benchmarking and customized learning

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2012

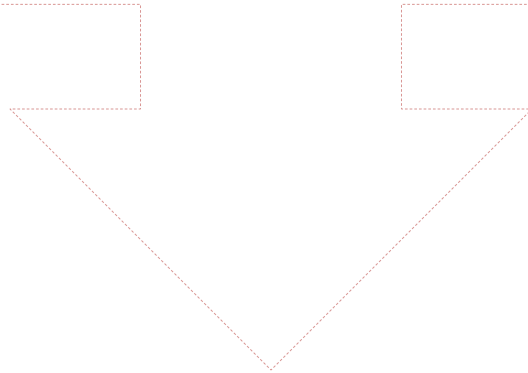


ESCOLA SUPERIOR
DE SAÚDE DO ALCOITÃO

Need of better **Competences** for our students and professionals

- Reflective
 - Autonomous
 - Evidence based
 - Health needs (gap between demands and supply)
 - European level of education and profession

Bologna Process implementation/adaptation



Educational Change

When aiming for Physiotherapy Education at European Level,

recommendations of the **Bologna Process**, **WCPT**,

Benchmarking statements, and the 'best practice'

results of network organizations like **ENPHE** are a necessary and

rich source for giving direction to educational change.

TEAM REACTIONS TO EDUCATIONAL CHANGES



Educational Change Implementation

Identification of Needs

- New learning strategies
- New structure
- New curriculum

Identification of Guides and
Good Practices
Demands of Bologna Process



Student Centred Learning
Competences Based Curriculum Organization
ECTS Organization
Competences Based on Health Demands



Get acquainted / Familiarization with different educational realities

- Visit and participation in educational activities in 3 Northern European Schools
- Participation in international forums discussions and workshops
- Reading literature
- Workshops with international guests
- Teachers education - international guests

2004

2007 ←

Educational Change Implementation

2008

Teachers education regarding (3 years):

- Student Centred Learning
- Competences Based Curriculum Organization
- ECTS Organization
- Competences Based on Health Demands

Teachers coaching (2 years):

- Group meetings per topic
- Individual meetings
- Classes coaching

EXTERNAL ADVISOR / COACH



2012 ←

Evaluation – perception of process and results

(other evaluations were performed before for the accreditation system)

Educational Change Implementation

EXTERNAL ADVISOR / COACH

- Dutch
- Coming from a PBL system and CBL
- Used to different educational paradigms
- Used to different group dynamics
- Responsible for educational changes in his own institute
- Responsible for educational changes in other institutes and countries

Educational Changes Implemented

Structure and Curriculum

- Decrease of teaching hours – from 26 to 22 contact hours per week
- Decrease of theoretical hours – more practical and real context
- Introduction of Tutorials
- More assignments - less written tests
- Decrease of some contents and introduction of new ones

Learning Strategies:

- Case-based learning (CBL)
- Action learning (AL)
- Portfolio (PF)
- Learning contract (LC)

Educational Changes Implemented

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Learning Strategies:

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-----represents-----> 5,4% of contact hours (2933)

mixed

Traditional learning methods

Characterized by theoretical lectures , practical sessions and real context

Educational Changes Evaluation

Surveys – perception of the process and the results

CLINICAL EDUCATORS

... e com os resultados obtidos.

Vimos assim, cordialmente solicitar a sua colaboração no preenchimento do mesmo, de forma a contribuir para uma melhor percepção e consistência dos dados.

A sua resposta será tratada com confidencialidade e a informação fornecida será tratada e apresentada no conjunto da amostra total (por grupos) e não individualmente.

A primeira divulgação dos dados será feita já na próxima semana, no 4º Congresso Europeu de Educação em Fisioterapia em Viena. Posteriormente a mesma lhe será facultada.

Certos da sua colaboração e compreensão na urgência dos dados, aguardamos a sua resposta até 1 de Novembro de 2012.

* Required

Relativamente aos alunos recebidos no ano passado e recebidos este ano (currículo pos-bolonha), classifique as seguintes competências, tendo como comparação os alunos de anos anteriores (currículo pré-bolonha) *

	Melhor	Igual	Pior
Competências técnicas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomia, capacidade de resolução de problemas e tomada de decisão	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verifica alguma diferença que não tenha sido expressa nas questões anteriores? *

16

TEACHERS (full time)

Questionário Professores

* Required

Relativamente ao processo de reformulação educacional, indique o seu grau de concordância sobre as seguintes afirmações: *

	1 - discordo totalmente	2 - discordo	3 - nem discordo nem concordo	4 - concordo	5 - concordo totalmente
A formação efetuada para integração de novas metodologias foi relevante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A presença de um tutor ao longo do processo foi satisfatória	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transferi algumas destas metodologias para outras unidades curriculares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O facto de ser um tutor estrangeiro foi um fator positivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Que dificuldades sentiu durante a mudança educacional? *

8

STUDENTS

Questionário Alunos

* Required

Por favor, responda abertamente às seguintes questões relativamente à metodologia de ensino através de casos clínicos

Relativamente à metodologia de ensino através de casos clínicos, indique o seu grau de concordância sobre as seguintes afirmações: *

	1 - discordo totalmente	2 - discordo	3 - nem discordo nem concordo	4 - concordo	5 - concordo totalmente
É foi um método de aprendizagem relevante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenho/há dificuldades em integrar-me na metodologia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atualmente não tenho dificuldades e gosto desta metodologia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Os tutores têm tido um desempenho adequado/facilitador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Que competências adquiriu com este método de aprendizagem? *

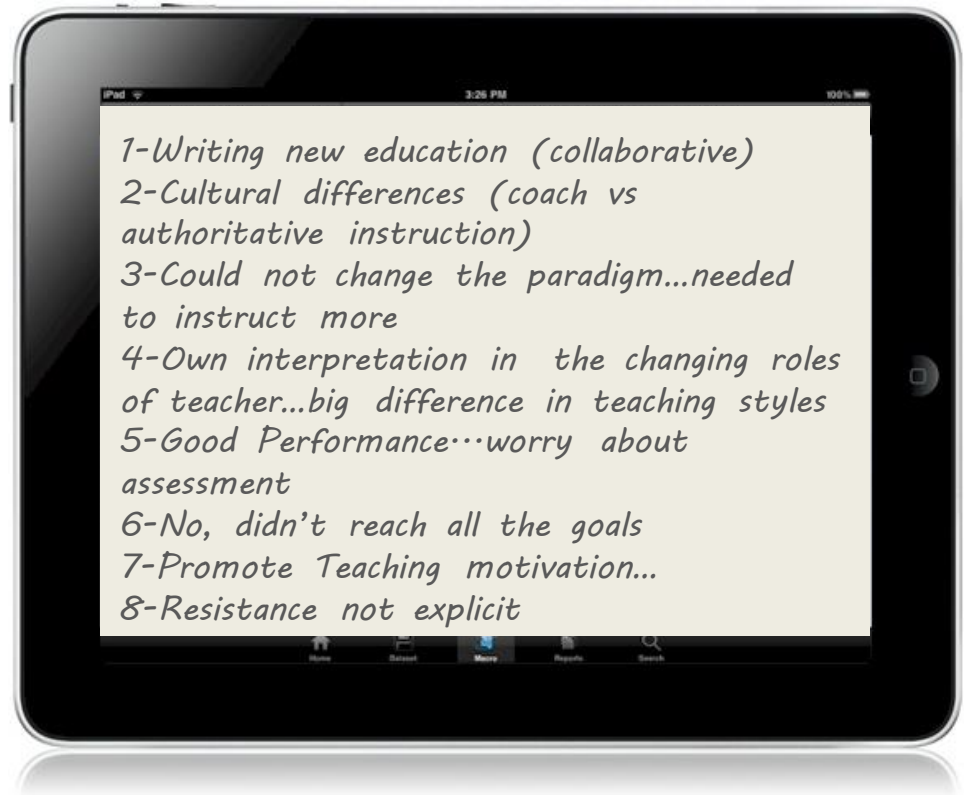
37

Semi-structured interviews

- External advisor – perception of the process and results
- Direction board – impact on administrative and economical aspects

Educational Changes Evaluation Process

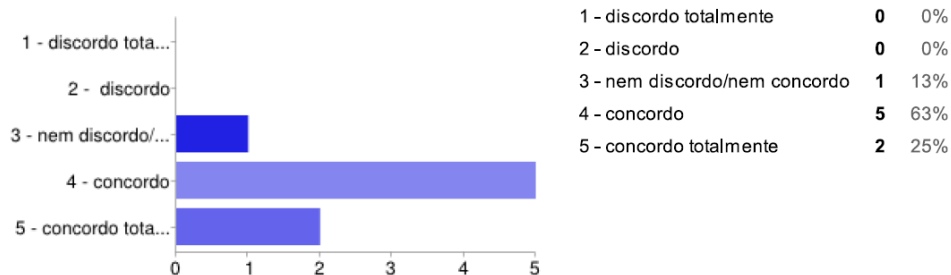
- External advisor – perception of the process and results
- When started this project which plans/expectations did you have?
- Did you find any difficulties? Which ones?
- Which adjustments did you have to do?
- How do you describe the teachers performance?
- How do you describe the students performance?
- At the end are you happy with the final product
- Which points of improvement do you see?
- Which reality differences do you find?



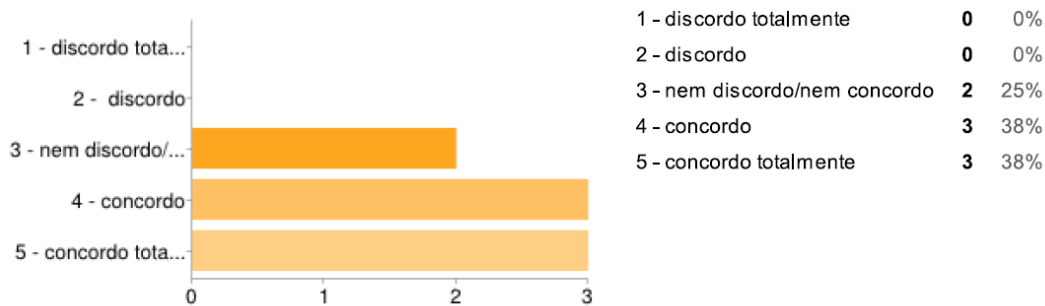
- Direction board – expensive and increase of workload for administratives

•Teachers

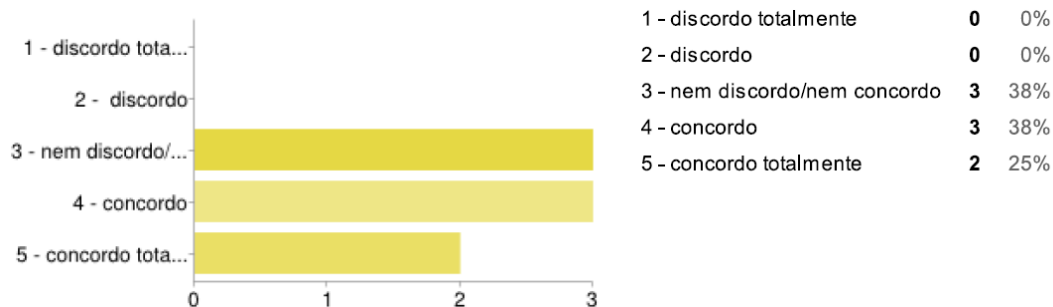
Education in New Strategies was Relevant



Presence of External Advisor



International External Advisor

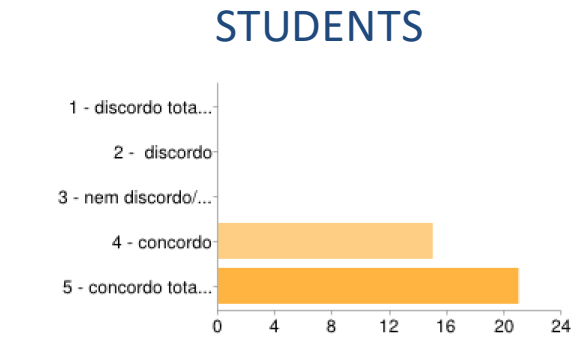
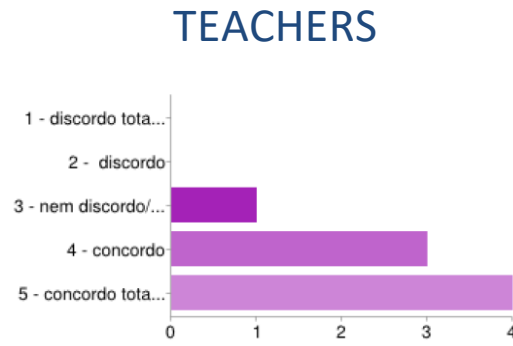


Educational Changes Evaluation

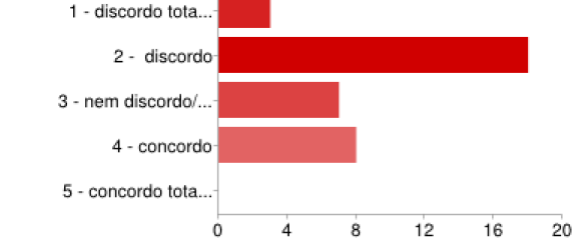
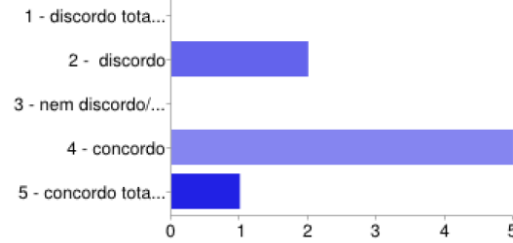
Process & Results – about the strategies

CBL

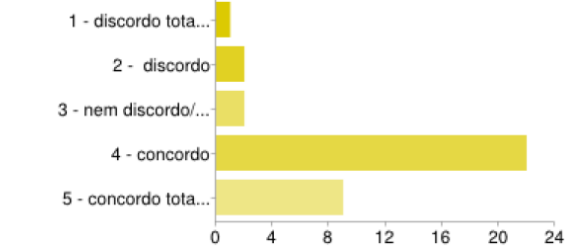
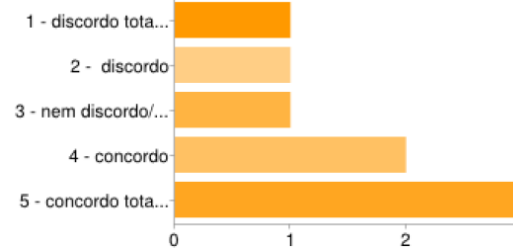
Relevant learning strategy



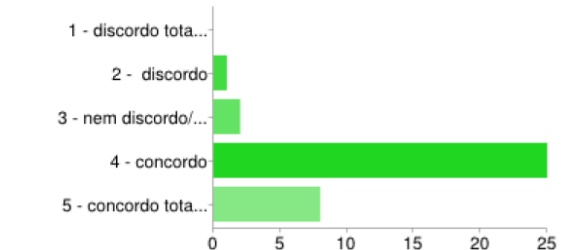
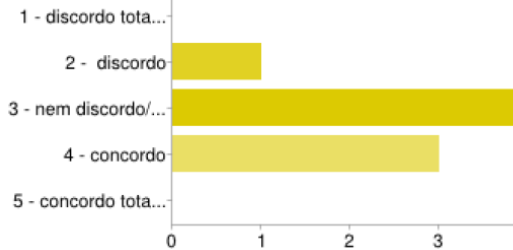
Had difficulties to integrate on this methodology



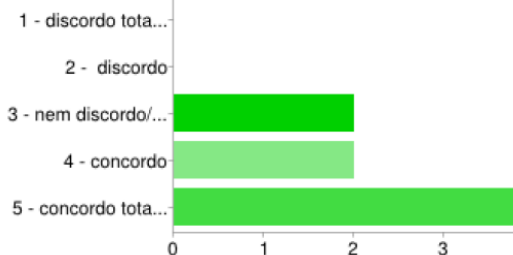
At the present have no difficulties and like it



Teacher performance was adequate



Contribution for reflexive and autonomous students

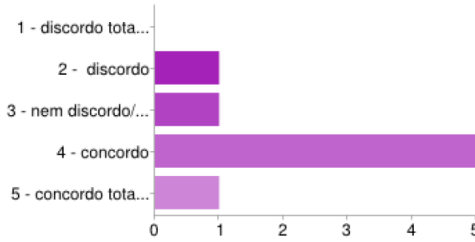


Contribution for more reflection and autonomy

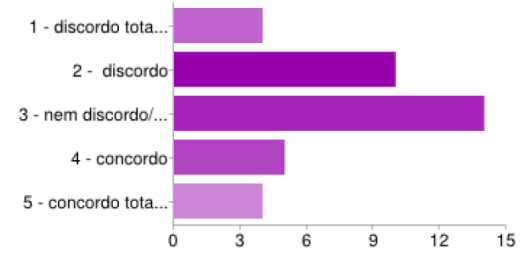
PORTFOLIO

Relevant learning strategy

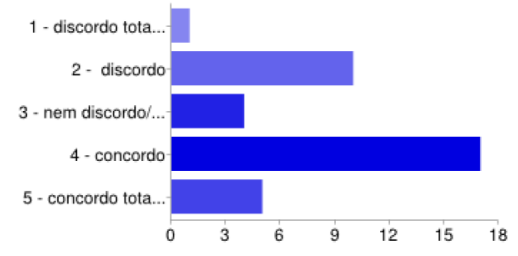
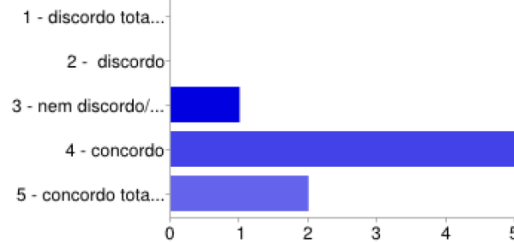
TEACHERS



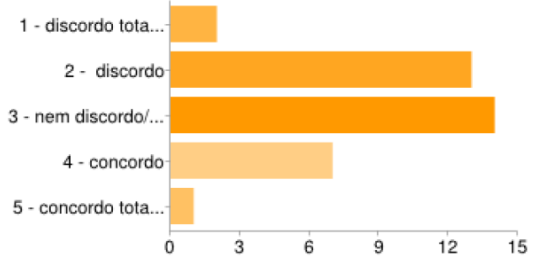
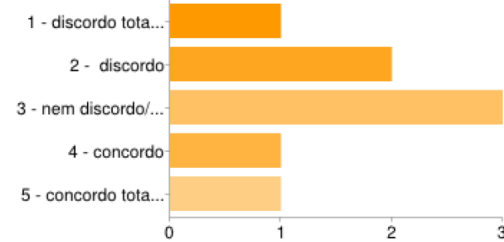
STUDENTS



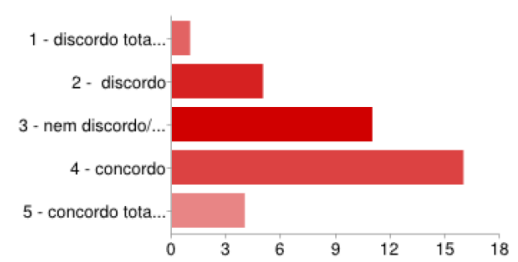
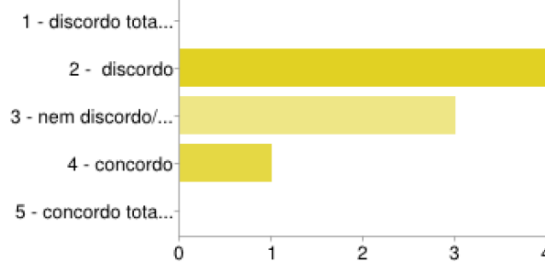
Had difficulties to integrate on this methodology



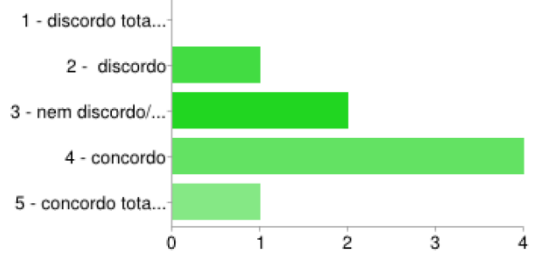
At the present have no difficulties and like it



Teacher performance was adequate



Contribution for reflexive and autonomous students



Development for PDCA

Educational Changes Evaluation

Results

- Teachers – changes on their teaching style; more aware of needs for students autonomy and reflection – student centred learning; still exists some doubts, insecurity and resistance
- Direction Board – 10% more expensive
- External advisor – not done! Need of cultural adequacy
- Clinical Educators – use of Learning contract – more aware of need for reflection and autonomy
- Students – like it!!! Except portfolio

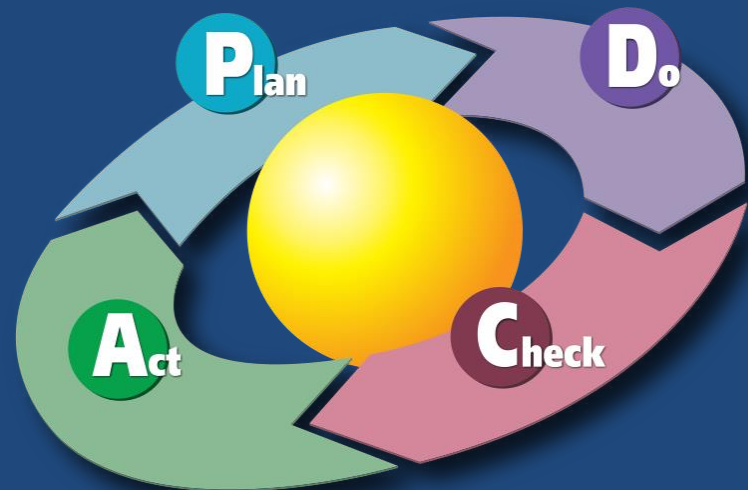
In general, a BIT more student centred, more dynamic, but...

...Not finished!!!

REFLECTIONS TO ACTIONS

After this “evaluation”, some actions are urgent:

- Interview to teachers – to understand better their feedback and their understanding/position of contemporary education
- Refreshment of education for teachers
- More integration of clinical educators and external teachers
- More transparency about the Learning Contract
- A BIG reflection about the portfolio: Keep it? Change it?



THE PERFECT STORM



During the process a few aspects that contributed for resistance:

- Bologna – difficult to accept to old system teachers and clinical educators
- 3 new teachers– reference of traditional teaching; no education and experience as teachers
- Financial constraints
- New learning strategies tested in different cultural context – need of big paradigm shift for teachers
- Cultural “competition”

Make
BIG
Changes
— in —
SMALL
Steps