Blended Intensive Programs in Higher Education
Collaborative Innovation for Digital Health in Physiotherapy

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Introduction

Blended Intensive Programs (BIPs) integrate short-term mobility with online collaboration to foster innovative learning and teaching methodologies in higher education. These initiatives are designed to support joint program development for students and academics across Higher Education Institutions (HEIs), with a particular emphasis on Digital Health and Emerging Technologies in Health Care.

This poster explores the self-reported impact of a BIP aimed at enhancing participants' awareness and knowledge of integrating digital health into their professional practice, highlighting the potential for creative solutions within this field.

Description

A consortium of nine institutions from eight countries developed a two-month Blended Intensive Program (BIP), which ran from March 4 to April 30, 2024. The program, involving 11 teachers and 34 students, consisted of three online sessions and one in-person week.

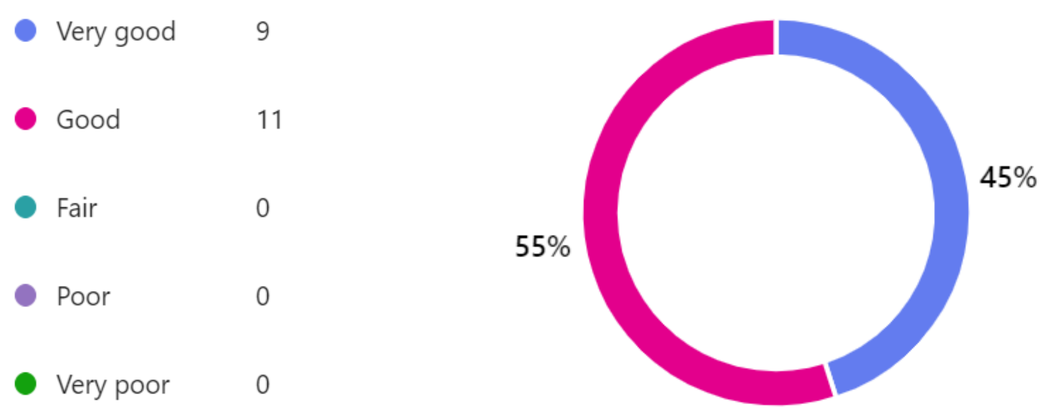
The curriculum focused on digital health technologies and their application in physiotherapy, emphasizing patient care strategies and the integration of digital health in clinical practice. Participants gained insights into healthcare systems across different countries and the role of digital health in enhancing patient outcomes.

Feedback on the program's experiences and learning outcomes was gathered through an online questionnaire, featuring both Likert scale and open-ended questions.

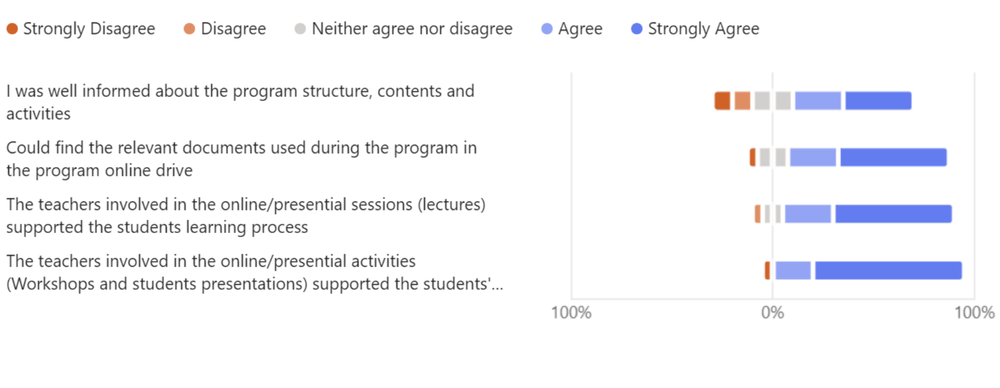
Results

Please rate the following aspects of the Blended Intensive Programme's content and activities

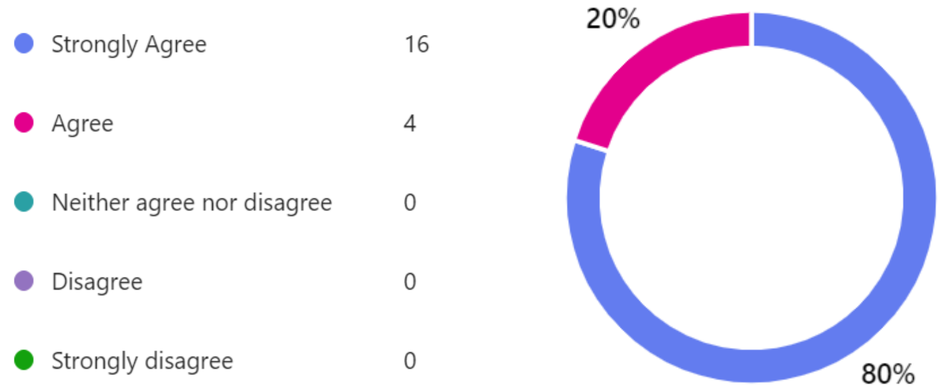
How do you rate the quality of this Blended Intensive Programm in general?

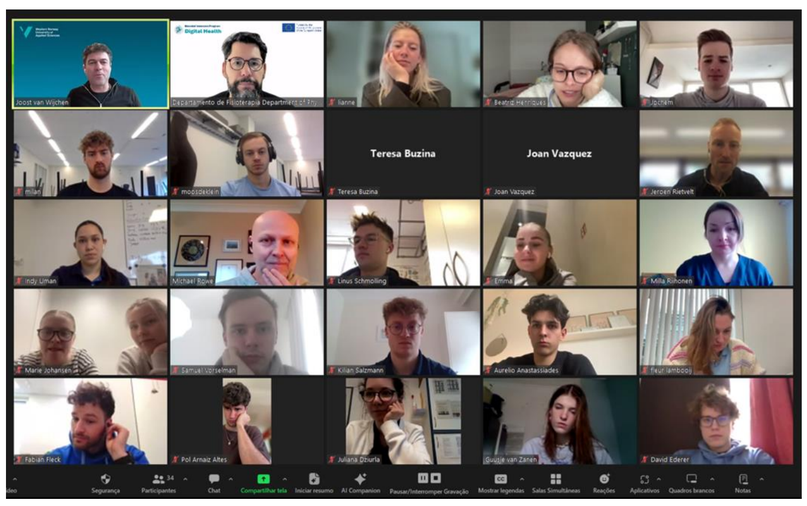


Please rate the following aspects of the Blended Intensive Programme's support and collaboration



I recommend this Blended Intensive Programme to other students





Conclusion

The survey data indicates that the BIP may have contributed to participants' understanding and integration of digital health in practice. The program structure, which combined short-term mobility with online collaboration, received generally positive feedback from participants.

These findings suggest potential benefits in incorporating BIPs into healthcare education for promoting interdisciplinary collaboration and innovation in digital health However, the study's limitations, including the small sample size and reliance on self-reported data, should be taken into account when interpreting the results.

Future research could explore the long-term impact of such programs on students' career trajectories and contributions to digital health initiatives. Such studies might benefit from larger sample sizes, longitudinal designs, and objective measures of learning outcomes to provide a more comprehensive evaluation of the effectiveness of BIPs in healthcare education and to derive ideas for the further development of the BIPs.

References

Blended Intensive Programmes in KA131 Higher Education projects—Erasmus+ & European Solidarity Corps guides—EC Public Wiki. (n.d.). Retrieved 24 June 2024,

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