DIGITAL HEALTH BIP
A MULTI-INSTITUTIONAL BLENDED INTENSIVE PROGRAM FOR ENHANCING DIGITAL HEALTH COMPETENCIES IN PHYSIOTHERAPY STUDENTS

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Introduction

- Increasing interconnectedness and globalization have led the **need for educational institutions to integrate technological competencies into curricula**, preparing students for digitally work environments.

- **Blended Intensive Programs (BIPs) in higher education combine mobility with online collaboration could promote innovative learning and practical application of digital health technologies**, such as telehealth, AI, VR, and ethics (privacy and security), equipping students with essential skills to enhance patient care in fields like physiotherapy.

- **Developing competencies such as digital literacy, ethical understanding, and adaptability to emerging technologies** is crucial for success in modern healthcare settings.

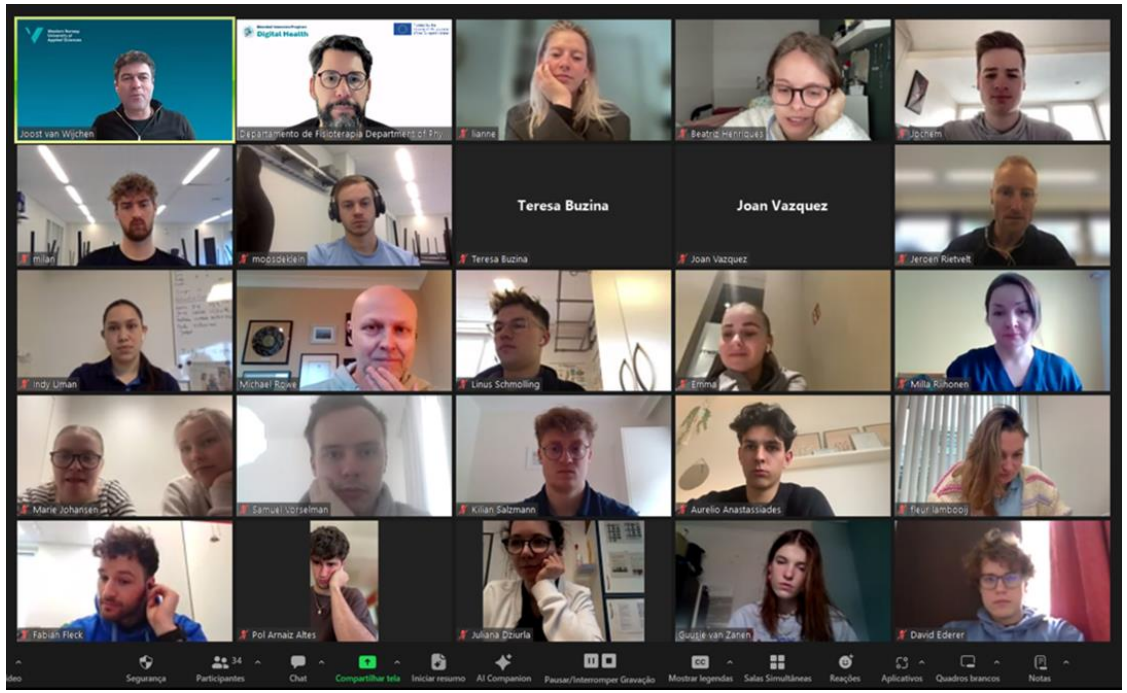
Methodology

- **We implemented a Blended Intensive Program (BIP) titled "Digital Health - Innovation and Emerging Technologies in Health Care" in the spring of 2024 (from March 4 to April 30, 2024), involving nine institutions across eight European countries.**

- The program aimed to increase participants' awareness and knowledge to effectively integrate digital health into their practice. It provided an overview of digital health technologies and their applications in physiotherapy, discussing innovative strategies for using digital health to improve patient care and outcomes. Key topics included telehealth, telerehabilitation, artificial intelligence (AI), virtual reality (VR), robotics, online patient engagement, health records systems, and ethical considerations such as privacy and security.

- The BIP was structured as a two-month program, involving 11 teachers and 34 students, divided into two distinct phases: online sessions and a face-to-face week. The program's design facilitated both virtual and in-person engagement, providing a platform for exploration of digital health technologies and fostering collaboration among participants.

Methodology



- **The first phase of the program consisted of three online sessions** facilitated by one of the partner institutions. The initial two sessions introduced participants to the core concepts of digital health technologies and their applications in healthcare.

- Students were divided into national groups and tasked with preparing presentations on the specific realities of their respective countries and professional contexts concerning the discussed topics. These presentations were then shared in mixed international groups during the third online session, encouraging cross-country exchange and comparative analysis.

- **This phase aimed to provide a foundation for understanding digital health practices from various national and professional perspectives.**

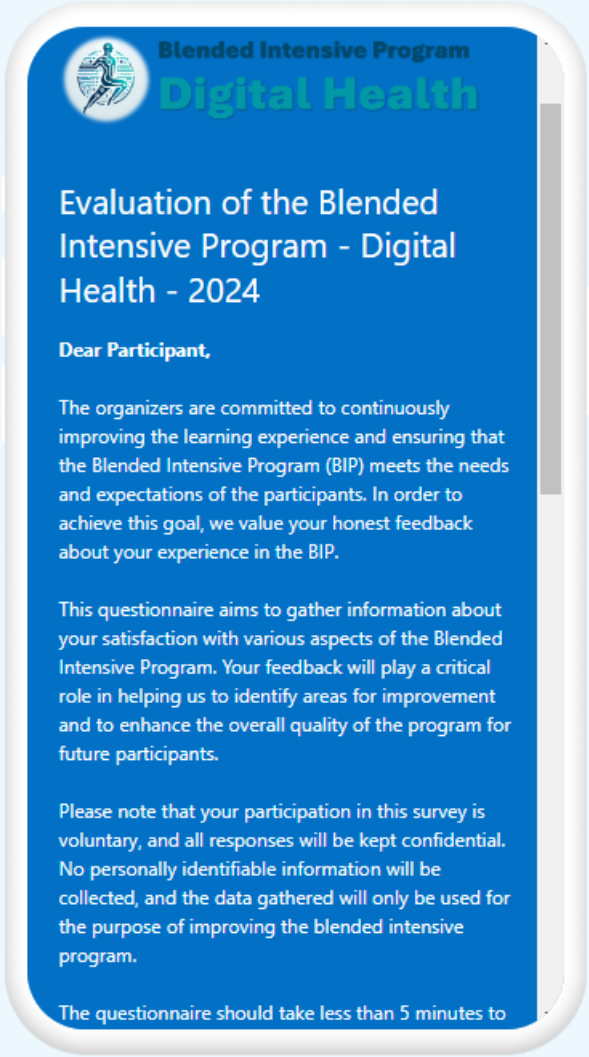
Methodology

- **The second phase of the program was conducted in person over the course of a week.** Each day was dedicated to one of the key digital health topics, with sessions led by different partner institutions. During this week, students were organized into multinational groups and tasked with developing a proposal to address specific challenges in integrating digital health technologies into healthcare practice.

- **This phase emphasized interdisciplinary collaboration and problem-solving, allowing students to apply theoretical knowledge to practical issues in digital health.**

- The week concluded with group presentations, where participants proposed innovative solutions to challenges such as implementing telehealth, telerehabilitation, AI, VR, robotics, online patient engagement, and health records systems.

Results



- **An online questionnaire was then distributed to all the students to gather both quantitative and qualitative data regarding their experiences.**

- The quantitative component included Likert-scale questions to assess participants' perceptions of the program's content, structure, support, and collaborative elements. The qualitative component included open-ended questions, allowing participants to provide more detailed feedback on their learning outcomes and overall experience.

- **We received 20 survey responses out of a total of 34 student participants, resulting in a response rate of approximately 58.8%.**

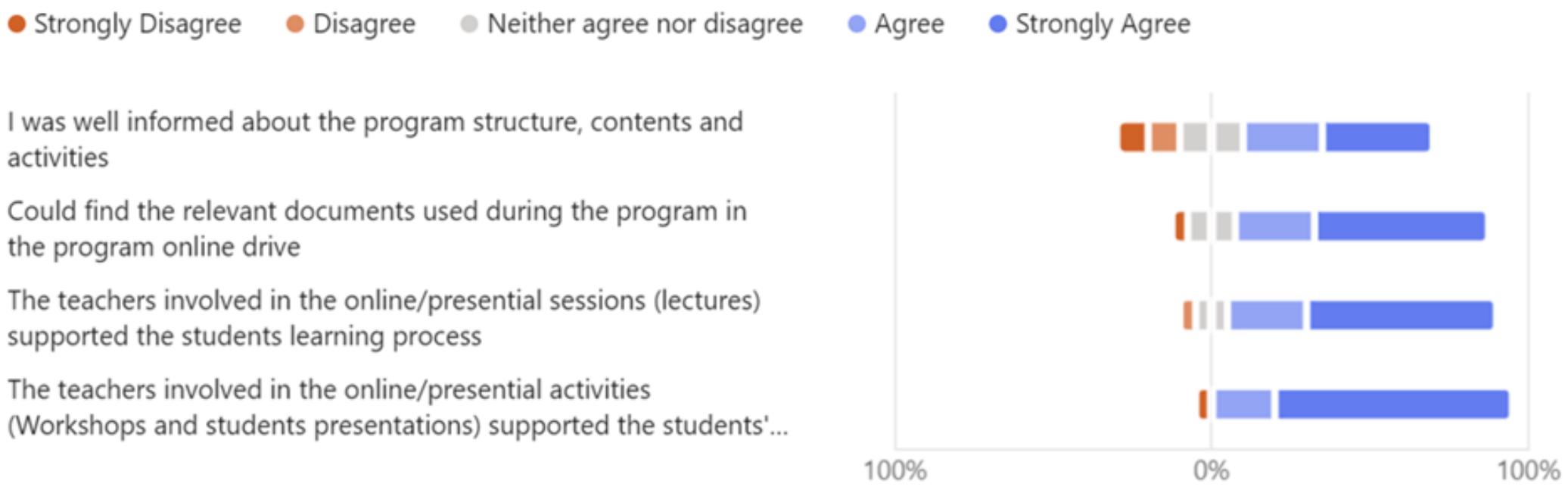
Results

Student feedback about the Blended Intensive Program's content and activities

When asked about the about the **Blended Intensive Program's content and activities,** overall, participants expressed a positive view of the BIP content and activities. Most respondents agreed that the program enhanced their knowledge of digital health, innovation, and the role of technology in their profession. Although there is a small proportion of neutral and disagreeing responses regarding the relevance of certain sessions and activities, the general trend reflects satisfaction with the program's ability to foster knowledge and skills development in these key areas.

Results

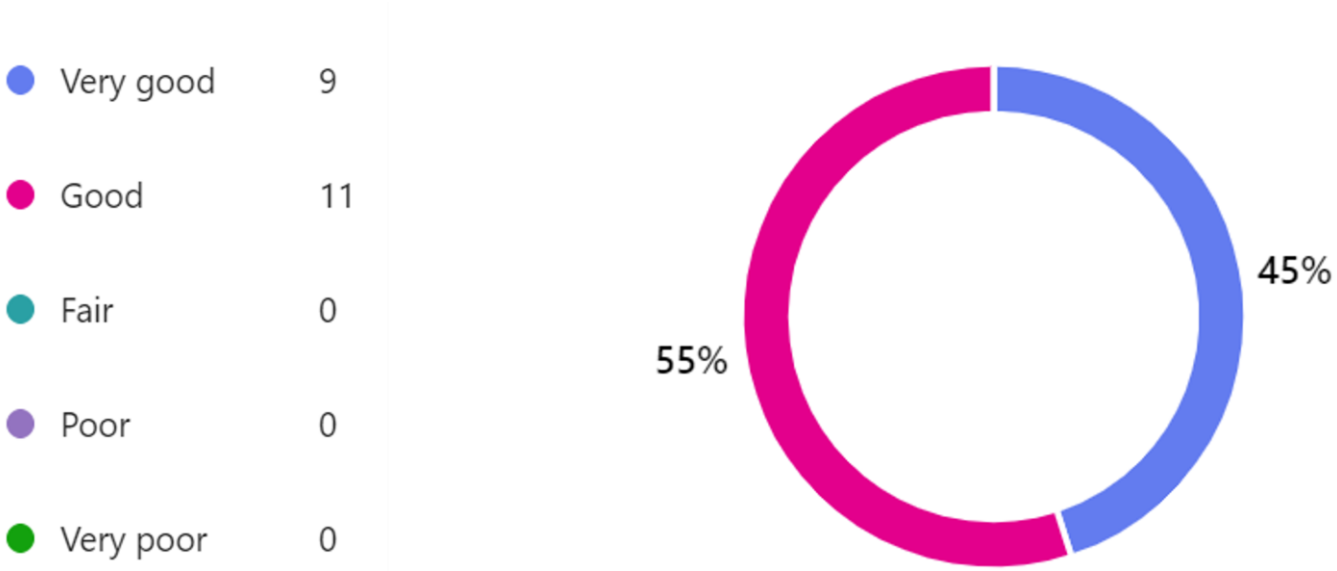
Student feedback about the Blended Intensive Program's support and collaboration



In relation with **the general support**, based on the responses, indicate that participants generally had a positive experience regarding the support and collaboration provided by the BIP, particularly in terms of teacher involvement in both lectures and activities. The feedback suggests that most students felt supported throughout the learning process. However, there is a small proportion of neutral or disagreeing responses regarding how well-informed participants were about the program structure and contents, suggesting potential room for improvement in communication and information before the beginning of the program.

Results

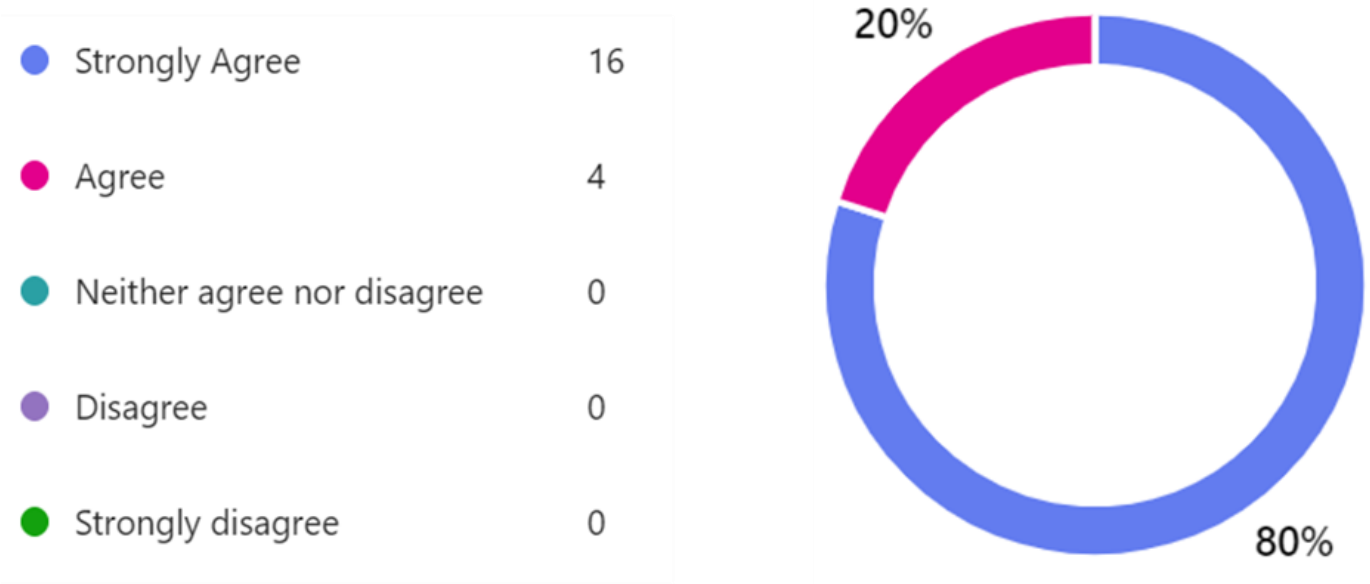
Student feedback about the quality of this Blended Intensive Program in general



When asked about **program general quality**, most participants rated the overall quality of the Blended Intensive Programme positively, with 55% considering it "Good" and 45% rating it as "Very Good." None of the respondents expressed negative or neutral feedback, indicating a highly favorable view of the program's overall quality among participants.

Results

Student recommendation of the Blended Intensive Program



Finally, most participants expressed a strong willingness to **recommend the Blended Intensive Programme**, with 80% strongly agreeing and 20% agreeing. There were no neutral or negative responses, suggesting that the overall experience of the program was highly positive, and participants would endorse it to their peers.

Conclusions

- The Blended Intensive Program (BIP) was well-received, enhancing participants' knowledge of digital health, innovation, and technology.
- Most participants were satisfied with the content, though some noted areas for improvement in session relevance.
- Participants felt well-supported by teachers, but clearer communication on program structure was suggested.
- Strong willingness to recommend the BIP, despite small sample size and self-reported data limitations, with future research needed on long-term impacts

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