



23rd ENPHE Conference
Education for Innovation and Multidisciplinarity
Paris - 20-22 September 2018 - Ecole d'Assas

COM SQUARE

57, Esplanade du Général de Gaulle - 92081 La Défense

PROGRAMME



Akhilesh



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Thursday September 20, 2018 - Students Conference Programme

08:00 - 09:00	Students registration and welcoming coffee
09:00 - 09:30	Welcoming words Selma Reynisdóttir, <i>President of the students' board</i>
09:30 - 10:30	Students' workshops or others ENPHE Students Body WG Research WG Facilitation of learning WG Practice based learning WG Internationalization WG Professional issues
10:30 - 11:00	Coffee Break
11:00 - 12:30	Multidisciplinarity: a global challenge Michel Pillu, <i>Senior lecturer, Ecole d'Assas</i>
12:30 - 13:30	Lunch
13:30 - 14:00	ENPHE Board, working groups leaders and country coordinators registration
14:00 - 17:00	ENPHE Board meeting Working groups leaders meeting Country coordinators meeting
14:00 - 15:30	Multidisciplinarity in hospitals Vilma Bouratroff & Carine Colonna, <i>Physiotherapists, Plaisir Hospital, France</i>
17:00 - 18:00	Meeting with Ms Melissa Moothoo (Board, WG and CC) <i>Welcome Europe Consultant</i> European funds opportunities for ENPHE



Friday September 21, 2018 - ENPHE Conference Programme

08:00 - 09:00	Registration and welcoming coffee
09:00 - 09:30	Opening ceremony Michel Pillu, <i>Senior lecturer, Ecole d'Assas</i>
	Welcoming words Jean-Jacques Debiemme, <i>Director of Assas Physiotherapy School</i>
	Work programme Presentation Patricia Almeida, <i>President of ENPHE</i>
09:30 - 10:15	Education for innovation and multidisciplinary. The MINNO project Anita Ahlstrand, <i>Senior lecturer, Helsinki Metropolia University. Coordinator of the MINNO Project</i>
10:15 - 10:30	Debate
10:30 - 11:00	Coffee Break
11:00 - 11:45	Partially sighted physiotherapist's training. An appropriate pedagogy Pasquale Gallo, <i>Lecturer, Valentin Haiüy Physiotherapy School, Paris</i>
11:45 - 12:00	Debate
12:00 - 12:30	Presentation of working Groups by WG leaders (3 minutes each)
12:30 - 14:00	Lunch
14:00 - 15:15	The reversed conference. What would be the ideal physiotherapy class? François Taddei, <i>President of the Center for Interdisciplinary Research (CRI), Paris. With the participation of European and Ecole d'Assas students</i>
15:15 - 15:45	Coffee break
15:45 - 16:45	WG Inspirational sessions or others WG Facilitation of learning How to make successful blended learning education programs in Physiotherapy Education. <u>Presenters:</u> <ul style="list-style-type: none">• Anne Vollen, <i>University College Absalon, Denmark</i>• Iben Fogstrup, <i>University College Absalon, Denmark</i>



15:45 - 16:45

WG Internationalization

The international toolbox; ready to use educational ideas to take home for internationalisation@home.

Presenters:

- Rene Teunissen, *Lecturer, Avans University of Applied Sciences, School of Health, The Netherlands*
- Diane Breedijk, *Hogeschool Rotterdam*

15:45 - 16:45

WG Interprofessional learning in ENPHE

Presentation of the results of the questionnaire done by ENPHE.

Presenters:

- Marietta Handgraaf, *Lecturer, Hochschule für Gesundheit, Bochum, Germany*

15:45 - 16:45

WG Professional issues

Educating direct access physiotherapists after entrance level education

Presenter:

- Marja-Leena Lähteenmäki, *Head of Degree Programme in Physiotherapy, Tampere University of Applied Sciences, Finland*

15:45 - 16:45

Physiotherapists in the emergency room. An emerging role.

Presenter:

Hemant Juneja, *Associate Professor, University College Absalon, Denmark*

In Beta Session on collaborative design of teaching and learning in physiotherapy education

Collaborative design of teaching and learning in physiotherapy education: A participant-led workshop to solve real-life problems

Presenters:

- Benjamin Ellis, *Physiotherapy lecturer at Oxford Brookes University*
- Joost Van Wijchen, *Senior lecturer Physiotherapy & Health, HAN University of Applied Sciences, The Netherlands*

Free evening



SATURDAY SEPTEMBER 22 ENPHE Conference Programme

08:00 - 09:00

Registration

09:00 - 09:45

Opening words

Patricia Almeida, *President of ENPHE*

Assessing and improving the quality of interprofessional practice and education. A vision based on sustainable and integrative quality management

André Vyt, *Associate professor, Ghent University, Belgium*

09:45 - 11:15

Organizational Professionalization of ENPHE

Matthias Gutt, *Sport Innovation (SPIN), Germany*

11:15 - 11:45

Coffee Break & Posters presentation

11:45 - 12:45

21st century healthcare skills for healthcare education

Jasmin Pekaric, *University of Applied Sciences Institute for Human Movement Studies, Utrecht, The Netherlands* and Franck Van Zon, *Physitrack BV, The Netherlands*

12:45 - 14:00

14:00 - 15:00

Lunch

Inspirational Sessions

WG Facilitation of learning

How to make successful blended learning education programs in Physiotherapy Education.

Presenters:

- Anne Vollen, *University College Absalon, Denmark*
- Iben Fogstrup, *University College Absalon, Denmark*

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Collaborative design of teaching and learning in physiotherapy education: A participant-led workshop to solve real-life problems

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15:00 - 16:00

ENPHE Extraordinary Assembly

Coffee break

16:00 - 17:00

Closing ceremony

- Thesis awards
- Poster prize
- Take home message
- Presentation of next seminar and conference
- Gifts
- Music
- Closing words by Patricia Almeida
- Information about the social programme
- Meeting Point at Com Square at 7.30pm

20:00 - 0:02

Social programme

Aquarestaurant Boat - 5, quai Marcel Dassault. 92150 Suresnes
(Meeting point at Com Square at 7.30pm).



Education for Innovation and Multidisciplinary

Keynote Speakers

Anita AHLSTRAND

Ms Ahlstrand is senior lecturer at Helsinki Metropolia University of Applied Sciences. She obtained a Master's Degree at the University of Jyväskylä in Sport and Health Sciences in 1997. She specialized in Adapted Physical Education, Special Education and Psychomotricity.

Ms Ahlstrand is in charge of a workshop entitled "Interprofessional Collaboration in the Finnish Psychomotricity".

The purpose of this workshop is to highlight Finnish psychomotricity from an interprofessional point of view. The idea is to show that psychomotricity can be practiced in small places, with limited resources and no special equipment. With the help of the imagination, the everyday practice could become a tool for rehabilitation and make any environment a place for movement and joy.

Vilma BOURATROFF and Carine COLONNA

Physiotherapists. Plaisir Hospital. France.

Pasquale GALLO

Mr Gallo, Physiotherapist, is a paralympic champion (Beijing Games in 2008 - relay 4X100). He works as a physiotherapist on a private basis and he is academic coordinator and at lecturer, Valentin Haüy Physiotherapy School, Paris.

Matthias GUTT

Matthias is managing partner of the sports development consultancy SPIN Sport Innovation. He supports associations, public institutions and businesses in the area of sport and health, from local to international level. His work includes organizational development in which he supports organizations to adjust to changing set-ups, members' interests, new duties and responsibilities. He helps organizations to better understand current and future requirements, and supports them in the development of applicable strategies and measures to meet these requirements in time.

Jasmin PEKARIC and Franck VAN ZON

Jasmin Pekaric, MPT; Physiotherapist and Master physiotherapist in orthopedic manual therapy. He is the Head of the department in physiotherapy of respiratory and cardiovascular diseases Institute of Human Movement Studies University of Applied Sciences Utrecht and Board member of ENPHE.

Mr. Van Zon is physiotherapist and programme-directeur of the Physitrack application (https://www.physitrack.com/?lang=en&no_auth=true). This programme has the main goal to educate and engage your patients with 3500+ HD videos, track outcomes in real-time and have secure video calls for an unmatched patient experience. Mr. Van Zon is involved in e-health management. He teaches this topic at the Hogeschool Utrecht in the Physiotherapy Department.

Physiotherapists, nurses and all kind of health-care workers must deal with the challenges of a continuously changing world. From international point of view there are global similarities and differences. 21st century



health challenges such as aging population, high healthcare costs, changing paradigm on health and healthcare and increasing availability of evidence requires developing 21st century skills in educational environment.

In this session we will start with recent and future developments in healthcare. We will touch on technology in healthcare over the past 20 years and will show current developments, like the rise of mobile applications and wearables, virtual reality, augmented reality, recurring evidence and the influence of major tech companies. We will show this from both the patient and physiotherapist perspective. Together we will try to integrate all these developments into practical examples of how to translate wide technological possibilities into physiotherapy education. This is needed to be able to prepare our students for the future that we are going to face. To do so we have to work in our curricula towards competencies that enable students to integrate all these skills in to daily practice.

Michel PILLU

Mr. PILLU is a physiotherapist working for more than thirty years in the field of dysvascular amputees. In parallel, he performed a Bioengineering PhD in the University of Strathclyde, Glasgow, Scotland. Michel Pillu wrote a book about the Functional Biomechanics and he has translated many Physiotherapy volumes from English to French. Michel Pillu taught Anatomy, Biomechanics and Kinesiology in several Physiotherapy and Podiatric Institutes. He presently, works as a Scientific Advisor in the International Department of the Ecole d'Assas.

François TADDEI

Mr Taddei is the President of the CRI, *Center for Research and Interdisciplinarity*, founded in 2005.

The CRI's main role is to promote new educational techniques and strategies to help students take initiative and develop their own research projects. Mentors, research institutions, private companies, and foundations, such as the Bettencourt Foundation, provide the support for the student-created research projects and activities.

The aforementioned activities range from the first French synthetic biology team (iGEM Paris Bettencourt, for the MIT-sponsored iGEM (international genetically engineered machine) competition) to the Paris-Montagne Science Festival, and the Science Académie, an outreach program that enables high schools students from underprivileged neighborhoods to discover their creativity in science.

The CRI cofounders, François Taddei and Ariel Lindner, have produced many publications in general-interest scientific journals, and their research endeavors have been recognized by several awards.

François Taddei is a member of various working groups on the future of research and education (France 2025, OECD report, etc.), and he has been nominated at the French High Council for Education in 2012.

<https://cri-paris.org/the-cri/>

André VYTT

Andre Vyt is associate professor in behavioural sciences at the Faculty of Medicine and Health Sciences of Ghent University and at Artevelde University College Ghent (Belgium), and director of the AQARTO Agency for Quality Assurance Assessment and Assistance. He is founding member and (since 2014) chair of the European Interprofessional Practice and Education Network EIPEN, and he was founding member and first



chair of the ATBH World Coordinating Committee. He co-authored the competence chart of ENPHE in 2005, has coached different innovations in health care study programmes, and assists universities in the development and implementation of quality assurance. He has participated as an expert in more than 60 audits of programmes, institutions, and agencies. He is also member of the European independent network of experts in education, monitoring the educational systems for the European Commission.

In 2010 the World Health Organization posited the need for preparing students in health care for an effective healthcare workforce for the future, in which interprofessional collaboration is a major cornerstone. Not only from the viewpoint of quality of life but also in the context of patient safety this collaboration is essential. Still today, no major progression has been achieved. What are the key interprofessional competences that should be reached in undergraduate and graduate programmes. Effective shared care planning and monitoring is a competence that should be in the focus. What kind of teaching and assessment should be used, and foremost: how can we prevent that young professionals lose the competences that have been acquired? With the newly developed IPEQS (Interprofessional Practice and Education Quality Scales) one can assess the quality and the quality assurance in educational as well as clinical contexts, at the level of institution, team, and individual. The tool has been used in primary care and in intervention studies in hospital settings.

Sessions from working groups or others

WG Facilitation of learning

How to make successful blended learning education programs in Physiotherapy Education?

Presenters: Anne Vollen and Iben Fogstrup

University College Absalon in Denmark, has 7 years of experience taking advantage of technology in a learning and educational context.

Being pioneers in designing e-learning programmes in physiotherapy education Absalon in 2017 launched a new e-learning concept. With an emphasis on knowledge, skills and competencies, we developed the “Pedagogical Didactical Reflection model (PDR-model)”. The model supports educators’ reflections and decision-making in the choice of didactical approach and technology in order to achieve the learning goals of the underlying curriculum.

When presenting the model our audience will get an overview of relevant questions to consider when integrating technology in higher education, for example: “Which technological tools would be suitable for working with different learning objectives to promote knowledge, skills and competencies”?

WG Internationalization

The international toolbox; ready to use educational ideas to take home for internationalisation@home

Presenters: Rene Teunissen and Diane Breedijk

A workshop focused on the ICOMs and questionnaire/inspiration session on the Jones model, with examples of domain 3 & 4 and gather ideas for 5&7 (Jones model).

Description: In the workshop we will share a number of practical tools that are ready to use for different components of internationalisation@home. Furthermore, we will discuss other ideas for possible lectures/teaching activities and decide whether or not they are suitable for the toolbox. A current focus on internationalisation@home will position out working group stronger and creates visibility. In general we also look at internationalisation with a wider focus and e.g. gather the examples of exchanging programmes for students etc.



WG Interprofessional learning in ENPHE

Presenter: Marietta Handgraaf

Presentation of the results of the questionnaire done by ENPHE-members about the topic “interprofessional learning”. Prioritise requirements of the ENPHE Members and introduce further steps.

WG Professional issues

Educating direct access physiotherapists after entrance level education

Presenter: Marja-Leena Lähteenmäki

Session on competences for physiotherapists in the emergency room

Healthcare delivery all over the world is undergoing tremendous changes and therefore the physiotherapist’s scope of practice is also constantly expanding to cover broader and more complex problems. One of such striking developments has been the introduction of emergency physiotherapy in certain countries. There is an increasing evidence that physiotherapist in the emergency room can be a valuable addition to the multidisciplinary emergency team. Physiotherapists have adequate clinical reasoning and patient management skills required for selected patients with less urgent conditions where they can function as first contact practitioners. Therefore, this new role should be seen as an addition to the broad category of extended scope practice which implies a role beyond the traditional scope of physiotherapy.

Although the role appears to be an exciting new opportunity, it comes with a set of challenges which need to be discussed in depth and resolved before it to be established and accepted by the healthcare systems and patients. Issues such as clarity of role, required competencies, patient care pathways, physiotherapists own perspectives and integration in the team need to be introspected before we advocate this role. The purpose of the talk is to share facts about current status of role, inspire new ideas and discuss perspectives of physiotherapists on this new development.

In Beta Session on collaborative design of teaching and learning in physiotherapy education. A participant-led workshop to solve real-life problems.

Presenters/facilitators: Benjamin Ellis and Joost Van Wijchen

Conferences are great, but their effectiveness as a mechanism for creating changes in delegates’ practice can be questioned. Picking sessions where you listen to eminent speakers talking about the great things that they have done and a couple of questions from the braver members of the audience can undoubtedly be inspiring and thought-provoking. But whilst it *might* result in you hearing ideas that resonate and are relevant to your own practice and which you are then able to implement, once you return to the day job, this relies relatively heavily on chance.

In Beta is an online community of physiotherapy educators, conceived of as a digital unconference which aims to invert the traditional conference format. We believe that letting participants set the agenda based on things that they want to change or improve in their own practice and encouraging open discussion and collaboration with people with similar experiences is more likely to result in meaningful changes back in the real world.

This workshop is a face to face version of an In Beta session. We will invite ENPHE delegates to suggest a component of their own physiotherapy curriculum that they would like to improve. The workshop involves a collaboration between the delegate proposing their area of practice to be changed and other workshop delegates who will be able to share their teaching and learning approach to the same topic. In this way all



workshop participants are facilitated to reflect critically on a specific part of their own practice and consider alternative approaches.

Another key feature of the In Beta approach is to make knowledge accessible to as wide an audience as possible. In keeping with the online In Beta sessions, the outcomes of this workshop would be recorded through a series of podcasts following up how the changes discussed in the groups ended up being implemented in practice.

Goals/learning outcomes

1. Demonstrate an alternative approach to conference workshops that position the audience as the drivers of the agenda.
2. Discuss how an online community of practice could provide ongoing and timely support for addressing real-life issues in relation to physiotherapy education
3. Identify topics/areas where the academic physiotherapy community needs support

Timeline

Prior to ENPHE

Participants are invited to bring an element of their current curriculum that they want to change. This maybe because they inherited it from someone else, they have run it for years and are bored with it, or they are thinking about ways to deliver it differently to enhance learning. The curriculum component could be something as simple as a single teaching session or assessment or something larger such as an approach to teaching delivery on an entire module.

(This could work one of two ways, either an open invite to all ENPHE delegates prior to conference or more targeted invites, for example to delegates currently involved in curriculum redesign or change processes)

Within the workshop

1. People who have brought ideas briefly pitch their curriculum component that they would like to improve in its current form (2 minutes per pitch up to 5 pitches)
2. The rest of the workshop participants can choose who they think they could help most to improve their teaching session (this could be based on who they think might benefit from their knowledge/expertise, or just which idea they might also be interested in changing for themselves) and join their group (5 minutes to rearrange groups)
3. Groups collaborate on working up a new improved teaching idea (45 minutes)
4. These are shared back with the rest of the participants in a plenary (5 minutes per group up to 5 groups)

After ENPHE has finished

Create a series of podcasts based on the 2018 workshop, following how the discussed changes were taken forward by the initial proposer and any subsequent improvements prompted by the session for the other participants. These will be distributed through the In Beta website and podcast.

Based on the outcomes and feedback from this first opportunity to implement the concept, we would aim to develop the concept further in future ENPHE conferences.