



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

Thursday September 20, 2018 - Students Conference Programme

08:00 - 09:00

Students registration and welcoming coffee

09:00 - 09:30

Welcoming words

Selma Reynisdóttir, *President of the Students' Board*

09:30 - 10:30

Students' workshops

ENPHE Students Board

WG Research

WG Facilitation of learning

WG Practice based learning

WG Internationalization

WG Professional issues

10:30 - 11:00

Coffee Break

11:00 - 11:45

From PETRHA serious game to PETRHA+ serious learning

Estelle De Temmerman, Ashley Van Haluwyn, *students, Croix Rouge Physiotherapy School, France*

11h45 - 12H30

Virtual reality in rehabilitation

Laurent Fron, *Virtualis, France*

12:30 - 14:00

Lunch

14:00 - 15:30

Multidisciplinarity in hospitals

Vilma Bouratroff & Carine Colonna, *Physiotherapists, Plaisir Hospital, France*

15:30 - 16:00

Coffee Break

16:00 - 17:00

Students' workshops

WG Research

WG Facilitation of learning

WG Practice based learning

WG Internationalization

WG Professional issues



Thursday 20
(continuation)

ENPHE Board, Country Coordinators and
Working Groups leaders programme

9:00 - 12:00

Coffee break

10:30 - 11:00

ENPHE Board, Country Coordinators and Working Groups
leaders programme

Concluding the workshop from Utrecht with Matthias Gutt
and the Working Groups leaders

12:00 - 13:30

Lunch

13:30 - 15:00

ENPHE Board meeting & Working Groups

15:00 - 17:00

ENPHE Board meeting with Country Coordinators

17:00 - 18:00

European Funds Opportunities for ENPHE (Board, WG and
CC) with Ms Melissa Moothoo, Welcome Europe Consultant

Free evening



Source: Librairie Pedone



Friday September 21, 2018 - ENPHE Conference Programme

08:00 - 09:00

Registration and welcoming coffee

09:00 - 09:30

Opening ceremony

Michel Pillu, *Senior lecturer, Ecole d'Assas*

Welcoming words

Jean-Jacques Debiemme, *Director of Assas Physiotherapy School*

Conference programme presentation

Patricia Almeida, *President of ENPHE*

09:30 - 10:15

Education for innovation and multidisciplinary. The MINNO project

Anita Ahlstrand, *Senior lecturer, Helsinki Metropolia University. Coordinator of the MINNO Project, Finland*

10:15 - 10:30

Debate

10:30 - 11:00

Coffee Break & Posters presentation

11:00 - 11:45

Partially sighted physiotherapist's training. An appropriate pedagogy

Pasquale Gallo, *Lecturer, Valentin Haiÿ Physiotherapy School, France*

11:45 - 12:30

Virtual reality in rehabilitation

Laurent Fron, *Virtualis, France*

12:30 - 14:00

Lunch

14:00 - 15:15

The flipped conference: what would be tomorrow's ideal physiotherapy learning?

François Taddei, *President of the Center for Interdisciplinary Research (CRI), France* and Olivier Bory, *Doctor*

With students: Selma Reynisdóttir (Iceland University), Yusra Sert (Marmara University, Turkey), Alexandre Tan (Ecole d'Assas), Sarah Vignaux (Ecole d'Assas)

15:15 - 15:30

Presentation of Working Groups by WG leaders (2 minutes each)

15:30 - 16:00

Coffee Break & Posters presentation

16:00 - 17:00

WG Inspirational sessions

WG Facilitation of learning

How to make successful blended learning education programmes in physiotherapy education

Presenters:

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



16:00 - 17:00

WG Internationalization

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

Presenters:

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

16:00 - 17:00

WG Interprofessional learning in ENPHE

Presentation of the results of the questionnaire done by ENPHE

Presenters:

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

16:00 - 17:00

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*

16:00 - 17:00

Physiotherapists in the emergency room. An emerging role

Presenter:

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

16:00 - 17:00

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

17:00 - 17:30

From PETRHA serious game to PETRHA+ serious learning

PETRHA+ team project

17:30 - 17:40

Information about the Welcoming appetizer

Patricia Almeida

19:00 - 21:30

Welcoming appetizer

Paris 15 District City Hall/Mairie du XV^{ème}

31, rue Pecllet

75015 Paris

Metro Station "Vaugirard" (Line 12)



SATURDAY SEPTEMBER 22 ENPHE Conference Programme

08:00 - 09:00

Registration and Coffee

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 - 10:30

Organizational professionalization of ENPHE

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

10:30 - 11:30

Coffee Break & Posters presentation

11:30 - 12:30

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*

12:30 - 14:00

Lunch

14:00 - 15:00

Inspirational sessions

WG Facilitation of learning

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15:00 - 16:00

ENPHE Extraordinary Assembly

16:00 - 16:30

Coffee break

16:30 - 17:30

Closing ceremony

- ✚ Thesis awards
- ✚ Posters prizes
- ✚ Take home message
- ✚ Presentation of next seminar and conference
- ✚ Gifts
- ✚ Music with Agathe Francopoulo, French young singer
- ✚ Closing words by Patricia Almeida
- ✚ Information about the social programme
- ✚ Meeting Point at Com Square at 18H45

20:00 - 2:00

Social programme

Café Le Barge - Port de la Rapée. 75012 Paris

Metro station: "Bercy" (line 6)

Meeting point at Com Square at 18:45



Education for Innovation and Multidisciplinarity

Keynote Speakers

Anita AHLSTRAND

Education for Innovation and Multidisciplinarity

MSc, Sport and Health Sciences 1997

Specialist Qualification in Psychomotricity 2010

Specialist Qualification in Product Development and Innovation tutoring 2015

Senior Lecturer of Sport Sciences in Metropolia UAS, in units of Human Movement and Functioning and Social Well-being

- Coordinator of MINNO® Innovation projects
- Specialist in collaboration and development projects
- Specialist in adapted physical activity, special pedagogy and psychomotricity
- Member of publishing network in Metropolia UAS

Enthusiastic about multidisciplinary and international collaboration and networking, service design and co-creation, comprehensive and resource-oriented approaches in learning.

Wrote a book of successful teaching, encouragement, resource-oriented approaches in learning 2017: Moikataan varpailla. Helsinki: Oppimateriaalikeskus Opik.

Motto: "The art of being happy lies in the power of extracting happiness from common things" (H. W. Beecher)

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Summary

MINNO® Innovation projects - building the future today

Anita Ahlstrand Metropolia UAS

"When an electric engineer meets a physiotherapist, when a film director meets a construction manager, when a nurse meets a business expert, the result is a completely new and unique way of thinking."

Helsinki Metropolia University of Applied Sciences, Finland's largest university of applied sciences, is an innovation university. We have 16 500 students, 67 degree programmes and 15 of them in English. People and worlds meet in the Metropolia community to create insight, expertise and wellbeing, not only for businesses but also for life in general. Innovation is in the heart of Metropolia's strategy and we have systematically implemented innovation pedagogy. Our students complete over 1,000 innovation projects every year, and it is mandatory for all degree students.



Many of the skills required in the future professions and working life are non-traditional expertise; other kind of expertise than the core competences acquired in higher education. In addition it is important to give students the opportunity to develop the knowledge, skills and attitudes that can be considered as innovative skills in society. To learn what is not there yet and to recognize that the deep knowledge of your field is not enough need the multidiscipline process and a versatile platform for the development of innovation competences. It needs new skills, relationships and networks, but also new attitudes, communication skills and social skills.

MINNO® Innovation project means a multidisciplinary and collaborative team project that solves authentic problems by innovating a novel, practical and concrete solution. Every undergraduate takes part in a 10 ECTS innovation project and one project consists of 270 hours of development work and learning per student, normally 4-7 students/team. The challenges that needs an innovative solution arise from labor market needs and surrounding society. Students, Senior Lecturers and coordinators from various fields of study cooperate with organisations to create new solutions. The outcome will not be determined in advance: new solutions are found during the process for the benefit of businesses and customers.

What is the innovation pedagogy? What do MINNO® Innovation projects emphasize? Why is the ability to see things in a new way not enough to be innovative? What does a partner company get and give? Why is the pedagogical innovation process a genius learning platform? Should the innovation competence be part of the core competences? What does the process require from the teachers or the UAS? What happens to the innovations after the process? How can we success with all this in 7 weeks? This presentation with concrete examples and success stories will give you answers to these and many other questions.

References:

- Helsinki Metropolia University of Applied Sciences 2015. A quick guide to the world of innovations.
Hero 2018. Minnotalkoot. Helsinki: Metropolia Ammattikorkeakoulu.
Hero, Lindfors & Taatila 2017. Individual Innovation Competence: A Systematic Review and Future Research Agenda. International Journal of Higher Education, 6(5), 103-121.
Hero 2014. Innovaatiodidaktiikan käsikirja. Helsinki: Metropolia Ammattikorkeakoulu.
Rautkorpi & Hero 2017. Promoting students' reflections in organisational improvisation arrangement between higher education and workplaces. Nordic Journal of Vocational Education and Training, 7(1), 1-22.
Vehkaperä, Pirilä & Roivas. 2013. Innostu ja innovoi. Metropolia Ammattikorkeakoulu.

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 programme 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 programmes 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 focussed 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.