

# Transfer of Knowledge and Skills: Learning Portfolio in the Master of Science in Physiotherapy (MScPT)

Susann Bechter, Karin Niedermann

Zurich University of Applied Sciences (ZHAW), Winterthur, Switzerland

## Learning portfolio in the MSc programme

### Background

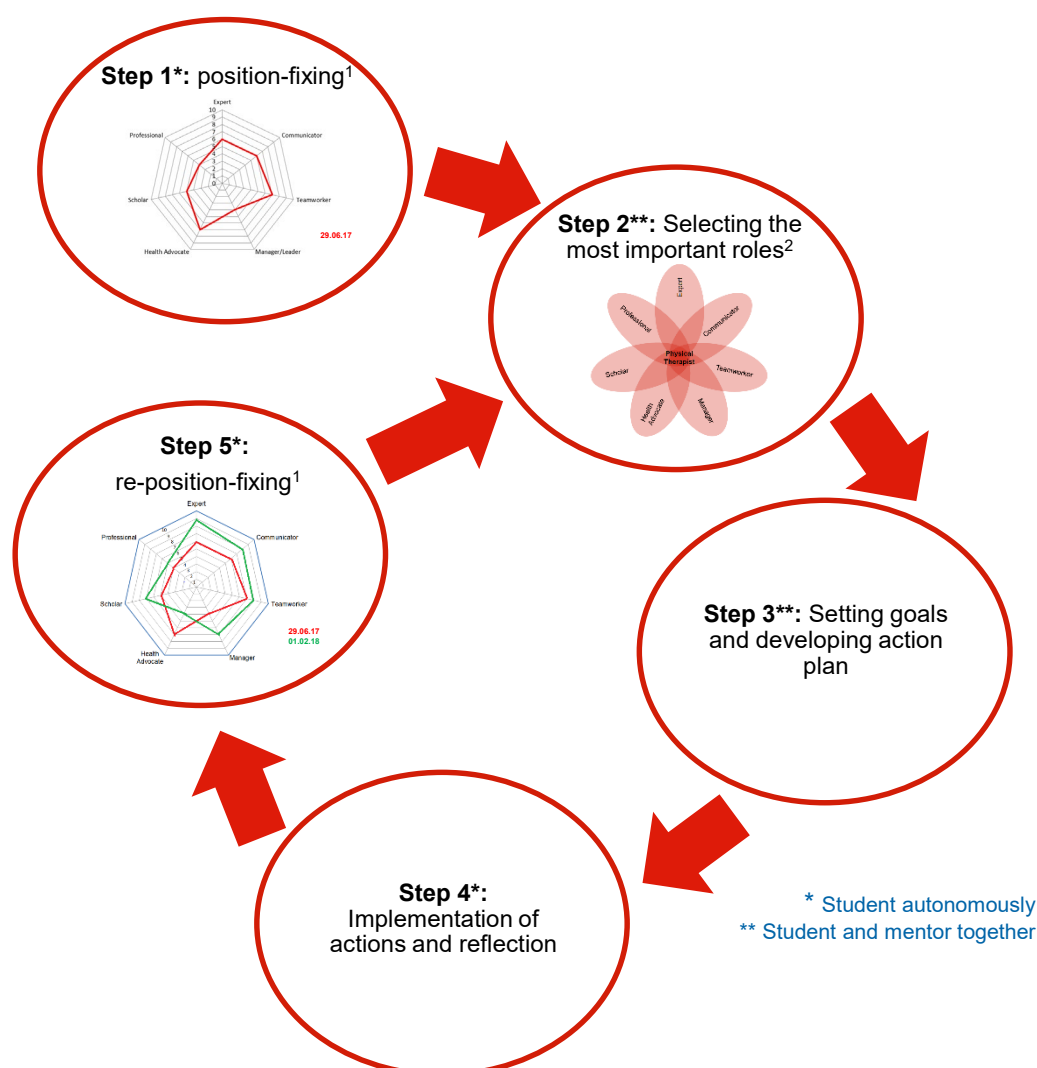
After the three-year part-time MSc programme at the Zurich University of Applied Sciences (ZHAW) the students need to master the skills for research, evidence-based physiotherapy development and for working as clinical specialists in a specific clinical focus area (e.g. musculoskeletal, sports, paediatrics).

### Aim of the learning portfolio

To foster the learning process during the MSc programme, the students are required to manage a learning portfolio supported by a personal mentor.

- Framework:
  - Reflection of the individual learning process during the MSc programme (see steps 1, 4, 5)
  - Meetings (60-90 minutes each) once a semester (see steps 2, 3)
- Number of meetings with the personal mentor: four
- Expenditure of time: 16 hours

### Steps of the learning portfolio



## Evaluation of the learning portfolio

### Purpose

Are learning portfolio and personal mentorship adequate methods for supporting the students in their individual learning process?

### Methods

By using an online survey (EvaSys) the graduates of 2018 (n=19) were asked to judge

- The framework of the learning portfolio
- The number of meetings with their personal mentor
- The expenditure of time
- The usefulness of the portfolio work

Answers were measured in a 4-point likert scale (1=very adequate, 2=adequate, 3= little adequate, 4=not at all adequate)

### Results

- 68% (n=13) answered the questionnaire
- 84.6% (n=11) judged the framework as 'very adequate' or 'adequate'
- 76.9% (n=10) considered the number of meetings with the mentor as 'very adequate' or 'adequate'
- 69.2% (n=9) judged the expenditure of time as 'very adequate' or 'adequate'
- 76.9% (n=10) rated the usefulness of the learning portfolio with 'very adequate' or 'adequate'

### Conclusion

The learning portfolio together with a personal mentor seems to be a powerful tool for the majority of the students. It helps them to reflect on the acquired knowledge and skills and to develop strategies for transferring theory into practice.

### References

- <sup>1</sup> Adapted from: Mentoringkonzept des BSc (Manual physio.profil © ZHAW - Departement G - BSc Physiotherapie, 2011)
- <sup>2</sup> The Royal College of Physicians and Surgeons of Canada. The CanMEDS 2005 Framework

### Kontakt

Institute of Physiotherapy  
Susann Bechter, PT MSc  
bech@zhaw.ch