

BLECLIRC: A CO-CREATION EXPERIENCE IN DEVELOPING A CLINICAL REASONING COURSE IN AN INTERNATIONAL ENVIRONMENT

Gonzalez-Caminal G^{1 3}, Kangasperko M^{2 3}

¹ Faculty of Health Sciences UVic-UCC (Spain) ² Satakunta University of Applied Sciences (Finland)

³Members of European Network of Physiotherapy in Higher Education



Introduction

International co-creation and collaborative teaching-learning offers the opportunity to challenge typically teaching-learning methods used so far. European Network in Physiotherapy in Higher Education (ENPHE) is the referring network of Physiotherapy in higher education offering a platform and an opportunity to develop innovative co-creation and active collaboration among stakeholders. A course on clinical reasoning “*BleClirc Course*” was developed and designed using co-creation between teachers and students by facilitation of learning working group. Co-creation (see figure 1), through ENPHE Working Groups, becomes an opportunity to transform higher education culture and to produce meaningful and shared learning materials.

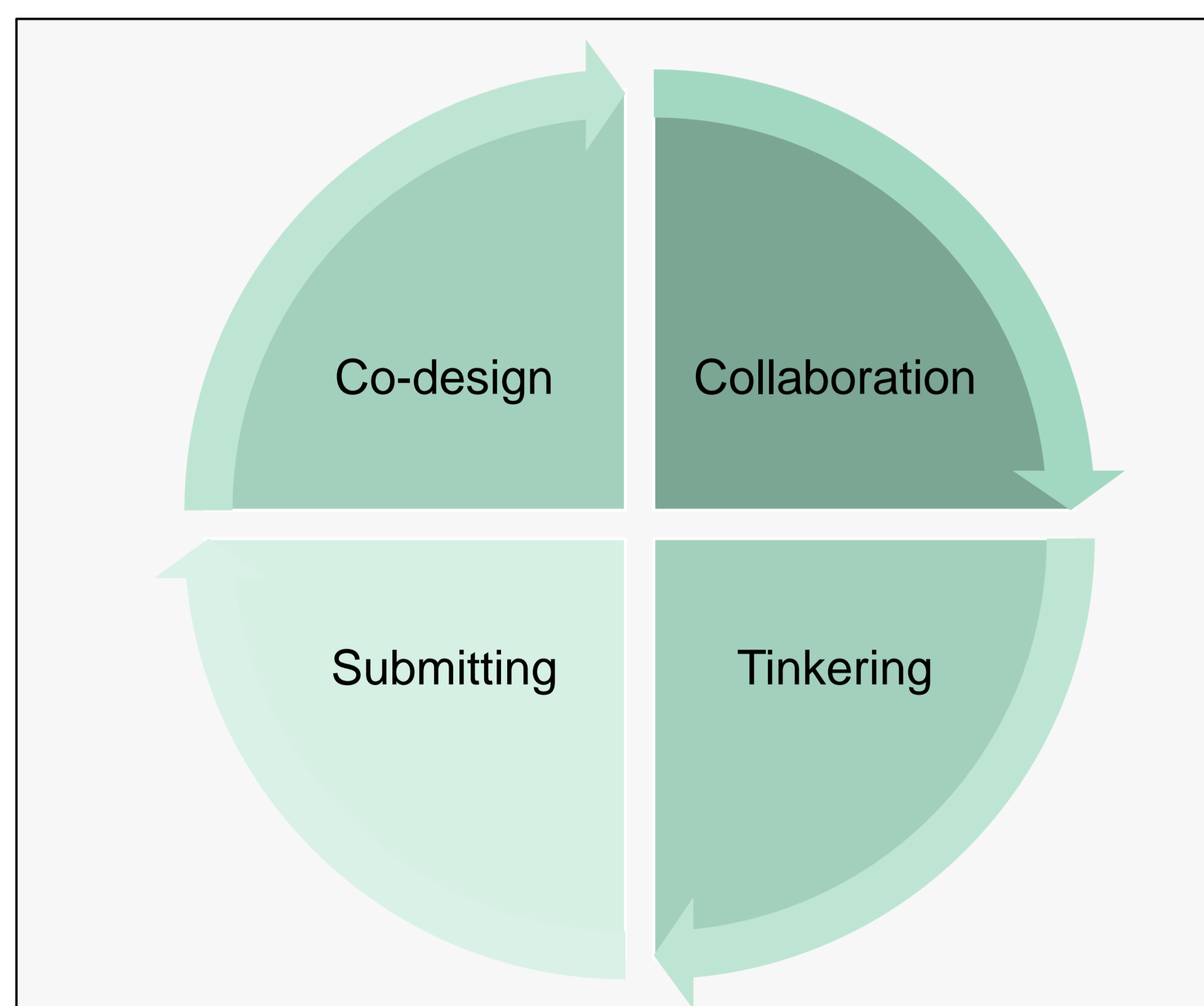


Figure 1. Types of co-creation.

Purpose

Design and validate the learning materials of BleClirc Course for physiotherapy students through stimulating co-creation processes between students and teachers.

Acknowledgements

- Ethics Committee: Not required since it addresses new developments in education design.
- UVic-UCC, SAMK, and ENPHE supported this project.
- Presented at the WCPT Congress 2019, Geneva, Switzerland'

Participants

A sample of 100 people was participating along all the process,. There were 89 students from 5 universities and 5 teachers from 4 universities involved in the process. The main authors were involved in the four different studies.

Methods

The four different types of co-creation were used during a process started in April 2016 during ENPHE spring seminar and ended on April 2018 (see figure 2). During all this time four studies were completed.

STUDY 1	STUDY 2	STUDY 3	STUDY 4
April 2016	October 2016	October 2017	March 2018
Developing and co-creating course materials.	Piloting course materials in a small sample.	INTERNAL VALIDATION Piloting course materials and process in real sample.	EXTERNAL VALIDATION Piloting course with new partners.
n=8 6 students. 2 from each of the countries: Finland, Spain and Belgium. 2 teachers.	n=14 6 students from Finland and 6 from Spain 2 teachers.	n=40 20 students from Spain and 16 from Finland. 2 teachers.	n=40. 13 students from Spain and 22 from Finland. 5 teachers.

Figure 2. Studies developed during co-creation experience.

At study 1 and 2, students were treated as potential users of the course first and as consultants and co-developers of material contents with teachers. Group discussions were conducted to modify the first version of the documents. Hence, to increase the credibility and validity of the results from this group discussion, a test of course process was done by running the course itself (Study 3 and 4). The students and teachers participating during seminars and courses were told of the study and participation was voluntary. An informed consent was obtained from them.

Results

A complete set of learning materials for the BleClirc Course was designed, finished and tested during the process of co-creation including course description, introductory video presentation, assessment form (see figure 3), activities guidelines, peer-feedback guidelines, individual reflexion template, and 4 clinical cases. All of them validated by both, students and teachers.

Roles of a physiotherapist	Competence	Learning outcome (by peer assessment and/or general/final assessment)	Scale				End Products
			(1)	(2)	(3)	(4)	
Physiotherapy expert (Assessment skills)	<ul style="list-style-type: none"> Collect qualitative and quantitative data related to the patient/clients physical, mental, emotional and social status and functional ability. 	Assesses information presented for its physiotherapeutic relevance.					
		Gathers information that is missing considering client-orientated approach.					
Communicator	<ul style="list-style-type: none"> Demonstrate appropriate (safety, comfort and dignity) handling skills. Communicate effectively with patient/client and stakeholders. 	Recognizes the limitations of his/her performance.					Video recording based on individual and consensus written interview script
		Uses effective communication.					
Professional	<ul style="list-style-type: none"> Demonstrate ability for the process of planning, prioritizing, organizing directing/facilitating action and evaluating performance. Demonstrate ability for self-assessment and develop consciously through reflective practice. 	Applies appropriate verbal, non-verbal written and electronic communication techniques.					Written self-assessment based on peer-feedback
		Listens actively and applies language adapted to listeners' needs.					
		Applies systematic processes of collecting, analyzing and synthesizing information to evaluate patient/client needs and status.					
		Reflects on personal and professional development in patient/client assessment.					
		Writes/tells actions needed to improve professional competences.					

OBSERVATIONS AND COMMENTS

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Figure 3. Assessment form.

Discussion & Conclusions

Co-creation seeks for improving a product or an output with all the parties involved in the process.

Co-creative teaching-learning approaches using international peers are good and effective ways of giving and receiving feedback. It also allows to bring together experiences and points of view to produce meaningful learning resources based on common perspectives.

Furthermore, intercultural approaches allow mutual understanding while respecting and coping with differences.



Contact details

For further information or details of the project please contact ggonzalez@umanresa.cat or check www.enphe.org

