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Hello everybody and I welcome you all to this World Physiotherapy

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webinar titled 'Physiotherapist education framework'.

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A very warm welcome to everybody across the globe who has

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chosen to join us on this three quarters of an hour session,

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where we shall have the opportunity to talk a bit about one

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of the latest documents related to education published by

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World Physiotherapy. As a brief introduction World Physiotherapy has

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prepared a document on physiotherapist education framework,

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the purpose of which is to position components of physiotherapy education

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and also to provide guidance for physiotherapist entry level

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education as well as continuous professional development.

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So, as I said a very warm welcome to our international audience and a very warm welcome

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to our esteemed panelists.

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I shall introduce them to you and I shall then introduce

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myself at the end.

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I would like to introduce Djenana Jalovcic from Canada who

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is a member of the World Physiotherapy staff.

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Oscar Ronzio from Argentina, Alice Jones from Hong Kong, as

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well as Jonathan Quartey from Ghana. We were hoping to have

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Kathy Davidson from Canada with us on this webinar, but unfortunately

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they are having some issues due to some environmental issues,

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where she lives and she is not able to join us at this time.

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I am John Xerri de Caro, I am a World Physiotherapy board member and I am

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also a senior lecturer from the University of Malta.

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Before we dive into exploring this wonderful document that we want

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to share with with everybody at this point in time.

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I just have the obligation to explain a few housekeeping rules

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for the people attending. For your information the persons

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who are attending as participants are automatically on

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mute and their camera is automatically off. That means you will not

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be seeing each other and you will only be seen the panelists

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as you are seeing currently on your stream.

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If you have questions that you would like to put forward

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or any comments to the panelists I like to invite you to

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use the Q&A button at the bottom of your screen where you

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can interact with the panelists and we shall pick up those questions

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and see how we can interact with them moving forward, and

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finally should you encounter any difficulties at any moment,

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please email our supporting staff on info@world.physio and

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hopefully we can try and manage to sort out any problems

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that may arise in as short time as possible. So moving forward

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we have 45 minutes for this webinar and I would like to invite

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Djenana Jalovcic to give us a

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presentation about the physiotherapist education framework

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and an overview of that. So over to you.

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Thank you very much.

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Thank you John and I have pre-recorded the presentation so we'll just run it.

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Hello everyone, I'm delighted to have this opportunity

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to speak about World Physiotherapy's physiotherapist education framework.

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Physiotherapy is a growing rehabilitation profession globally.

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60 years ago, World Physiotherapy had 11 member organisations with 20,000 physiotherapists.

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Today World Physiotherapy has 125 member organisations with

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almost 660,0000 members that are part of the global workforce

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of an estimated 2 million physiotherapists.

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They're all responding to the rehabilitation needs that are

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projected to grow in the future requiring more physiotherapists

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to meet them.

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Physiotherapist education is the key to preparing a confident

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global workforce to respond to the current and future needs.

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It is estimated that one-third of the world's population live with the condition

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that would benefit from rehabilitation. So, what competencies should

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physiotherapists have when they complete entry-level education, what

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components should an entry-level education programme have to ensure

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competent graduates? How do physiotherapists maintain

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their competence to practice through continuing professional

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development. These are some of the questions physiotherapist educators around the world are asking.

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The physiotherapist education framework has been developed in

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collaboration with physiotherapists from all over the world.

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It is grounded in World Physiotherapy policy statements and guidelines.

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It is a document that should be used in consideration with

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local contacts, local priorities needs, evidence and system characteristics.

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The purpose of this document is to position the components of physiotherapist

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education along the lifelong learning continuum and to provide

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guidance for physiotherapist entry-level education and continuing

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professional development. The physiotherapist education framework

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has three main sections, first one is domains of physiotherapist practice

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competence, the second one is physiotherapist entry-level

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education programmes and the third one is continuing professional

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development. In the first section of the framework domains

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of physiotherapist practice competence were identified and competence

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is defined as a proven ability to use knowledge,

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skills, and personal, social and methodological abilities in

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practice or study situations and in professional and personal

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development and competence is linked to measurable durable

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and trainable behaviours that contribute to the performance of activities

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up to a defined standard. The framework describes the competence domains of

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core physiotherapy practice. Graduates of the entry-level education

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programmes are expected to have upon the completion of the

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programme. The mains are physiotherapy assessment and intervention, ethical and professional

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practice, communication, evidence-based practice, interprofessional

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teamwork, reflective practice and lifelong learning, quality improvement,

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and leadership and management. The entry-level education programmes

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are designed and implemented to ensure their graduates

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achieve entry to practice threshold competence.

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The competence domains are also relevant for maintaining continuing

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competence through continuing professional development.

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The largest section of the framework is devoted to physiotherapist

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entry-level education programmes.

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They must be grounded in the nature and scope of physiotherapy as

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described in World Physiotherapy policy statement on 'Description

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of physiotherapy', as well as domains of competence of physiotherapist

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practice that we have just described. They also must ensure

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that the graduates are competent to practice. As well as

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they must enable the graduates to meet professional standards

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consistent with the full physiotherapy guidelines. The programme must be delivered

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at minimum as a bachelor's level degree with physiotherapy in

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its title.

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The physiotherapist education framework covers six components

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of high quality physiotherapist entry-level education programmes

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and those include programme foundations, curriculum, teaching,

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learning and assessment, infrastructure and culture,

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academic staff and quality assurance.

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The third section of the framework is devoted to physiotherapist

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continuing professional development, lifelong learning and

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a commitment to professional development is an attribute

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of a competent physiotherapist. CPD is a part of a continuum of

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learning that starts with admission to an accredited physiotherapy

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programme and continues throughout professional life. Physiotherapists

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who provide professional services need to have and maintain

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a broad range of knowledge, skills and abilities that are

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appropriate to the roles and responsibility they have in practice,

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education, management, research and policy.

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The CPD section of the framework covers the elements of continuing

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professional development from the perspective of an individual

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physiotherapist. It starts with needs assessment - identification

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of learning activity, reflection, application, practice and

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documentation of CPD. It also provides information on the

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quality of CPD, from both the perspective of providers and users.

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So here it is - a tool in your hands: physiotherapist education framework.

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Download your copy from the World Physiotherapy website and do

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not forget to share your experiences of using it. Send us

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your feedback at info@world.physio.

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Thank you.

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Thank you very much for that really succinct summary of a

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very dense and important document. Actually it is a summary and if I

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would like to imagine that people will be engaged by reading

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the document.

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I would just like to say hello to everybody across the globe, really we

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have people that are tuning in from the Philippines, Bulgaria,

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Hungary, Chile, Argentina, Ireland, Italy, Thailand, South Africa, UK. Really

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a nice trip all across the globe. We shall now move forward

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to listening to our panelists'

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views on the education framework and we shall take the approach

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of hearing a bit about the strategic and practical implications

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of this document, as well as how in a second iteration

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we shall come back and listen a bit about how this

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has possibly positively influenced the local and national agendas of

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physiotherapists education. I would like to invite Alice Jones now

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to let us give us her intervention on this. So Alice the floor is yours.

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Thank you John and good evening everybody.

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I'm very privileged to have the opportunity to share with

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you my reflections on the physiotherapist education framework.

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I found this an excellent reference for practicing physiotherapists

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and an essential guide for physiotherapy educators.

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In my view this document portrays the integrity and attributes

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of the physiotherapists and can therefore be appropriately deployed

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to advocate for our profession. That clear descriptions of

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the various domains of competencies expected of a practicing physiotherapist

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can act as an inspiration for global development of

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physiotherapy practice, within countries where physiotherapy is

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still a developing profession, this framework can used as a beacon for physiotherapists of those

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countries. The clear description of the essential components of

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the high quality entry-level physiotherapy programme,

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provides essential practical guidance for

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physiotherapy educators and especially during the establishment of the

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learning outcomes that needs minimal international standards

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of a contemporary physiotherapy programme. The physiotherapy education

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framework provides a consistent message for global physiotherapy

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and this is actually a document with authority. Therefore

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it provides confidence for anyone using this framework for

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promotion of physiotherapy education,

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or to advocate for our profession. To me, the framework

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is the mother tank for physiotherapists around the world.

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Thank you.

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Thank you Alice for your reflections on this document and

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I'd like to remind the audience that the Q&A panel is open

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and if you have any questions, please use that Q&A function

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so that we can interact with you in a short while. I would like

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to pass now onto Oscar Ronzio from Argentina.

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Thank you very much.

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Hi everyone. In Latin America many countries do not have a

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standardised curricula for entry-level programmes.

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So there is a lack of homogeneity between institutions in how physiotherapy is taught.

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This problem, in a global context, impacts negatively professional

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autonomy. During the past year, since many countries have faced

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political and economic problems, we have seen an increase in migrations.

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There are some trade agreements between countries,

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which in some cases include free professional mobility.

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But in general,

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it not implemented because of this heterogeneity. For example, in Argentina we

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we have been working last year with the physiotherapy education standards.

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The minimal number of hours of clinical practice has been established

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in 500s, much less than the European region has, which will

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cause problems for the title homologation. The other option of the World Physiotherapy education

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framework would help to solve these problems. Even when universities do

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not have the intention of being evaluated by World Physiotherapy, they should work

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to adapt their curriculum to these recommendations, thinking of the global inclusion of their graduates.

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I would also like to mention that there are

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no regulations about continuing professional development in Latin

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America, so this is another reason to work in the next year and

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this framework will be very useful for that.

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Thank you very much.

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Thank you Oscar. So there was a little perspective from the other side of the

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world and I shall hold onto some questions

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I have as well and I will share them with everybody after

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Jonathan's intervention. Jonathan from Ghana please would

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you take the floor?

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Thank you so much.

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I would also like to thank World Physiotherapy for the opportunity to indicate my reflections

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on these documents. I have had the privilege of reading the document, and as an academic

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myself I find it a very useful document. However, on the African continent,

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where we have 54 countries, we have disparities as far as the

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entry-level physiotherapy is concerned.

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Again, I am very privileged to be looking at a tailor-made training programme

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in one African country where we are

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trying to raise the level of physiotherapy in that particular country, where there are only 4 physiotherapists

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in the whole country of around 7 million people. So this document

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I think is a masterpiece, but for us to implement it, and I

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like what Djenana said in her opening remarks about the

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document, where culture actually becomes very important.

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However, we need to raise the standard of physiotherapy around the world and therefore

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this document actually, for me, the first thought that comes is that

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it provides a very good platform where we could actually

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have a lot of collaborations around the world as far as physiotherapy is

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concerned. Do proper accreditation directly from World Physiotherapy

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for us to raise the standard of physiotherapy around the world so that countries

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where they are less privileged they will benefit from this

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document in it's entirety and be able to raise the level

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of physiotherapy training and implementation in those countries.

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So, I think that briefly this is what I want to see. I would like

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to make myself available for the Q&A so that we will be able

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to delve more into it.

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Thank you so much John. Thank you Jonathan and in anticipation

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of your questions and I have some questions myself for the

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panel. However, before going to those questions I would like to recognise the invaluable

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contribution of a large number of people that has gone into

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the creation of this document. This document, its inception was

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in 2017-18.

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When the World Physiotherapy board at that time felt the need to revise

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and revisit the whole idea of education and still trying

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to put the pieces all together.

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We have a lot of documents of World Physiotherapy that are concerned with

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education and others that are indirectly related to education.

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It was felt at the time that we needed to put this together. It started

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in 2018, it took a very good 4 years to come to an end with

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a number of project leads coming in and out of the of the project

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as it kept on developing and I would just like to recognise that

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the length and the term of the production of this document was

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such that it felt it was needed in order to come to this stage.

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World Physiotherapy did not feel it was necessary to

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rush through the process and so we wanted to make sure that

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this was done correctly and appropriately to meet

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today's needs. I do have a question for the panelists myself

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and basically I would like to ask you

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what are your reflections on the value of a single document

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and what does a single document establish in your opinion?

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when placing this framework on a global level?

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Thank you very much for your question.

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I think it's actually a useful question. Again, I have

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been privileged to work with the West Africa Health Organisation

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where we are trying to come up with one single physiotherapy curriculum for the

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entire West Africa region, which includes French, Portuguese and

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English speaking countries and therefore language is one

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of the things that has been introduced as far as that single document

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is concerned and I think that if we have one document like

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this and like I said in my intro,

00:22:23,600 --> 00:22:25,900

I mean that brings collaboration

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to the fore.

00:22:27,300 --> 00:22:32,500

If you are able to do a proper collaboration with other physiotherapist training anywhere in the world, you should

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also be able to work anywhere in the world with the same

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standard irrespective of culture and some of the challenges that are associated

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with some countries. So for me, I think that once the West Africa

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Helath Organisation is working in this direction and what is that isn't

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working in this direction and World Physiotherapy is actually

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a strong global body.

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I think that this is something that can be very useful for

00:22:57,800 --> 00:22:59,400

physiotherapy across the world.

00:22:59,400 --> 00:23:06,300

That's just my brief answer to that question.

00:23:06,300 --> 00:23:09,600

Thank you Jonathan. Alice?

00:23:09,600 --> 00:23:11,400

Yeah, I would like to echo what Jonathan said.

00:23:11,400 --> 00:23:17,300

I think it's actually more than just a single document because

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the formulation of this single document is actually based

00:23:21,500 --> 00:23:24,500

on a lot of people from different countries, different cultures

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and different programmes experience and input.

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There is a lot of evidence involved in it, so if we look at the detail

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of the document, actually it really explains the philosophy behind

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this, so it's not just a few persons' ideas.

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This is a very evidenced based document and

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it actually forms, as Jonathan said, a common platform

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for everybody to work on and to collaborate, so I think it's

00:23:54,400 --> 00:23:56,500

a really useful document.

00:24:00,300 --> 00:24:02,000

Thank you Alice.

00:24:03,600 --> 00:24:08,400

Well, I think that having a one single document established the

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base for the clinical practice in the whole globe.

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We have to think that the profession now is global and

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we have PTs from different parts of the world moving from

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different regions and we have to think that the PTs should

00:24:28,600 --> 00:24:34,200

have the same skills in different countries and different

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regions to treat the patient efficiently. So I think

00:24:39,900 --> 00:24:43,900

it is very good to standardise entry-level programmes.

00:24:46,800 --> 00:24:48,100

Thank you.

00:24:48,100 --> 00:24:52,200

Thank you Oscar and it's interesting to hear your reflections

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on the value of a document. Alice talks about it being more than a single

00:24:59,200 --> 00:25:05,700

document, it is amalgamated all together so we are really experiencing

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how across the globe there are situations

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nowadays where we are a very mobile profession and there is

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a lot of mobility between countries and therefore it becomes

00:25:17,000 --> 00:25:17,900

very pertinent

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for physiotherapy education and educators to ensure that physiotherapists

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are fit to practice in more than the country in which they are

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being trained and I suppose that the value of this document

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also brings some sort of consistency across programmes and

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this will move and lead to a modern phenomenon which is a

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more global mobility, where we see physiotherapists moving between countries.

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I speak with knowledge of the region I know best which is the

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European region and within the European region the data that comes from

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the European Union actually shows that physiotherapists

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are the fourth most mobile profession across professions and

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not only health care professions across Europe, and so this

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makes it even more important to work to

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ensure that the standards of physiotherapy education

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are kept the same across across the globe. We do have a

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couple of questions from our participants,

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they're asking - It seems that the framework proposal moves

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from an APTA model to the IFC interaction model and the

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participant is asking if this is so? I don't know if Djenana might be

00:27:03,000 --> 00:27:10,600

able to take that question? We have another question -

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Is there a plan on how to convince physiotherapy

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regulators in different countries to abide by this document?

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This is an interesting question about regulation. I'm interested to know what do the panellists

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feel about regulation and are these meant to move hand-in-hand

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or are they sitting side-by-side but separate? Oscar, you mentioned some

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aspects within the South American region, what is your view

00:27:42,200 --> 00:27:42,600

on this?

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Well, yes, I think this argument could be used by the member

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organisation to establish the regulations

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in each country, so when you have a global document it's easier

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to establish the local regulations for the practice, for

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the education, so it's much easier to to support in in a global

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document and to present to the authorities, the local

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authorities. So the educators and the member organisation, the local

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member organisation that are part of World Physiotherapy, could use this document

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and work together for these regulations.

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Thank you Oscar.

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John, if I may answer the question about ICF and the foundations of the programme.

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I think that in the document we try to emphasise the need to

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ground the programmes in theoretical and philosophical frameworks and we have

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given an example of ICF as a model that should be included

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in the programme.

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However, the emphasis is on really respecting the local context

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and local environment and I wouldn't say it's a move from

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a particular model or view, but it is just an

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example of how a certain model can be he was in a programme.

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So, it is really providing guidance to, I think introduce a little base foundation across the globe,

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but on the other hand the guidance leaves enough space for

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contextual issues to come up in designing the programmes.

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Thank you for that Djenana.

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I think it is a very important point that you make here, and

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that World Physiotherapy has tried to bring good examples from across the globe

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as well.

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I wouldn't say this is very 'best practice' because

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we don't want to exclude other practices, but we are trying

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to bring good examples and good practices to share them with the global

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community. So thank you for for that and we have

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a question to Jonathan from Mike Landry, and he makes this point, where he says Oscar makes an interesting point when he says all physios from

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different countries need the same competencies and therefore

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Jonathan would you agree that point across the West and East Africa?

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I would certainly want to look,

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well not to agree or disagree,

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but look at the realities on the ground in West and East

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Africa for instance.

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We have entry level training for physiotherapists in some

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countries where the need is so bad, I mean they will look at mid-level training

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which is the physiotherapy assistants or the physiotherapy technicians

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who will actually be mid-level workers who manage these conditions under

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the few available physiotherapists

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within their countries. However, let us not forget that

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in some countries people have also

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moved on to the DPT, which means that they are at a higher

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level and that is the reason why I agree that this single

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document becomes a very useful document, because any country

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wants to start, or is already engaging in physiotherapy training, can tap directly into it without

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having to change culture because culture is one of the things that is embedded

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in this document. It actually respects culture.

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So look at the culture within these countries where they have these challenges.

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But for me the keyword, and that's what I said, World Physiotherapy

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with its might needs to collaborate a lot with some of these countries

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with the regulators and the associations to see how best they can

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work in tandem with the training institutions to make sure we

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can have a single document

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for the training institutions to tap into. Then for every country or every continent

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or around the world, that we know that there's a single document

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that they are tapping into to train physiotherapists

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to work anywhere in the world. That way collaboration

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is actually strengthened where these countries have challenges

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we can help them because for instance like I said, not to

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mention names, but I am running a training programme in one of the West African

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countries to upgrade the knowledge of the teachers.

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I mean as far as the training is concerned, but basically I mean

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internet is the biggest of the issues.

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I mean in that particular institution.

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So I think that collaboration is actually a keyword as far

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as this document is concerned to make sure we can all be at a certain level

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everywhere around the world in my opinion. And, good afternoon to Mike Landry.

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I hope everything is well with you out there in the US.

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Thank you.

00:33:15,000 --> 00:33:19,500

Hi John

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Alice?

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May I just come in on the question regarding convincing

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physiotherapy regulators to abide by this document. I think this

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is a really important point and especially in countries where

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physiotherapy is not yet a mature profession and there's

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no regulation yet.

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I think because the framework, actually this document really illustrates

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the essential competency level required of the practicing

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physiotherapist and also the essential elements of a physiotherapy entry-level

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programme. So they have to really follow something which is

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meeting the minimum international standard and other contemporary

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programme and contemporary practice. So I think it is important

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if this can be encouraged for the countries where the profession is not yet mature to

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convince the government to abide using and adopting this framework.

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Thank you Alice, and you see a great value in the

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advocacy here and using this and document in a positive

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way beyond the education sector in the direct area.

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We have a question from a participant, who would like

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to know the plan is in terms of disseminating and making

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sure that steps in and around the programme are implemented in

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countries from low middle income areas? Maybe Djenana can take

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that question? The first step that is in progress is actually

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translating the documents into different languages. Currently we have translations

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in Japanese and Chinese and more translations are coming.

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I think that the further dissemination will also depend on the

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engagement of member organisations, individual physiotherapists, educators,

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who are actually using in practice and we will try to bring

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it up in a Facebook group that we have for physiotherapist educators.

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It's a physiotherapist educators' network where we include

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discussions and questions related to the implementation.

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Thank you Djenana. This is one of the works of World Physiotherapy at the moment to make sure that

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the reach of our documents is as broad as possible and to

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be a wider and diverse and inclusive community and this is

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one of the things that we have been working on strongly in the past few years

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is the translation of these documents, as Djenana never mentioned.

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And in this respect I would like to say we always need volunteers who

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are ready to read the documents and see the translations and

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offer their professional reflections on the the translations

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because this is a very laborious process and you know

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we want to strive to to make it good at all times.

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I read a couple of questions that are coming in about

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and are touching on or around the topic

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of accreditation. With some questions talking about whether

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World Physiotherapy gets involved or will be involved in the accreditation

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programme and whether or not, or how World Physiotherapy

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would advise on the quality assurance mechanisms to make sure that

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these standards that we are setting out within this framework

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are set and also kept? So that is also attaching a bit around

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quality insurance and and, in the wider term, accreditation.

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I know that we have had some discussion between us already

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on the value of accreditation on this aspect.

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What is your view on this Oscar?

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Well, World Physiotherapy is involved in accreditation, but even when the university

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do not have the accreditation of World Physiotherapy, just reading the document and adopting as much as

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they can this recommendation would be very useful for

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the global community. In those terms, you should think that

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if the university or the local programme

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is already certified by the local organisation,

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like the government or whatever, World Physiotherapy will

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adapt it and support that, but if the institution

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wants something else, for example some accreditation or global accreditation,

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they can communicate with World Physiotherapy.

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Thank you Oscar. Alice, do you have any reflections on that?

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I agree with Oscar. I think it's very important and

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it's best for countries that don't have a good accreditation system.

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This document can really be a very good handbook and guidelines

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because it actually describes very clearly the competence

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level required and also the elements required of the entry-level

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programme, academic staff qualification required,

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the educator supervision required. So I think this is a really useful document

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to guide accreditation, even for internal review or whatever you like to call it.

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But it will help to maintain the standards of physiotherapy programme.

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Thank you.

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Thank you Alice, and I just asked Jonathan if he wanted to add any comments.

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For me, I do agree with most of most of the submissions that have

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been made.

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I think that World Physiotherapy

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needs to strengthen member organisations to be able to have a dialogue

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with training institutions.

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Because it is very important

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in case they don't have a regulatory body

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in the country. Once World Physiotherapy is working with the member organisation they can

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dialogue very well with the training institutions

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and work with the existing document.

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It is good for the institution to tap into this document

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to use it for the training. So once all these institutions within a

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country, within the continents, within the globe,

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are having these kind of discussions, then we know we are moving

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towards a single currency, if I can use 'currency', as far as physiotherapy training is concerned around the world.

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So I think member organisations need to get strong backing from World Physiotherapy

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to be the ones to lead these kind of discussions in countries.

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I like the term 'currency'. Having a 'standard currency' across the world is a very nice description.

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Jonathan, maybe we will actually take it up and use it moving

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forward. And as somebody who has engaged with accreditation

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processes on either side of the review process, as a reviewer on the accreditation

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committee. I can actually attest that this document really

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adds value to either the institutions seeking accreditation,

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but also those that might not be seeking accreditation for whatever

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reason, maybe it does not fit into their current modus operandi,

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or they might not afford it, it is still a document that can be used and

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that can be followed so that you know that you are moving

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in the right direction.

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So it does not have to be a formal accreditation process.

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It can be used in an informal way just the same.

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We are nearing the end of this 45 minute allocation for

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this webinar and I would just like to go around the panel quickly, maybe 1 minute

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for each panelist to ask you if you have any examples of how

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you have engaged with this in your country or in your university?

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I will start with Alice this time.

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Thank you John. Yes, I am very excited to share with you, I have actually

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had 3 opportunities opportunities to use the framework as a tool

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to facilitate advancement of the profession.

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First, I helped to co-ordinate the translation of the

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framework into Mandarin Chinese and then after the endorsement

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of the translated version by World Physiotherapy, I uploaded

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the translated version through

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WeChat Media in China and now it has reached over 3,000 qualified

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physiotherapists and rehabilitation medical doctors as well.

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I have also received positive feedback

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from the qualified physios in mainland China that they

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consider this framework has helped them to better understand expected

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competency level of a global practicing physiotherapist.

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My second opportunity was to use the framework as an educator tool through an organised

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webinar to deans and teaching staff of different physiotherapy

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programmes in mainland China. The focus of this webinar

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was to explain and discuss the elements

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required for quality entry-level programme, so again

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in a way preparing for accreditation, but not a formal accreditation.

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They at least have this to guide them along this pathway, so I'm

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sure this activity will raise the standard of

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the physiotherapy education in China. And lastly, I was involved in a physiotherapy education webinar in Hong Kong in September.

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The webinar title was 'A contemporary physiotherapy education curriculum'. The interesting point was that

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in the seminar many speakers actually use the physiotherapy

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education framework to support their views, understanding

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that they came from different countries. So in my opinion, this is an excellent example to show

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that the framework is able to portray a powerful consistent

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and unified message illustrating the global standard of physiotherapy practice.

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So I'm sure there are a lot of opportunities

00:44:57,800 --> 00:45:02,400

we can use this framework in advocating for our profession.

00:45:02,400 --> 00:45:03,400

Thank you.

00:45:04,500 --> 00:45:09,232

Thank you for sharing your experiences and Jonathan do you

00:45:09,667 --> 00:45:14,182

have any experiences that you might want to share at this point?

00:45:14,617 --> 00:45:22,200

Thank you. Firstly, as an academic having reviewed curricular within my own university,

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I also help to draw a new curriculum for another university

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in my country. I drew a curriculum for another university

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in another west African country, and then I also worked with

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the West African Health Organisation trying to draw a curriculum

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for the entire of West Africa. Some other countries have actually

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had the opportunity to tap into the west Africa Health Organisation

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document because I went there. They contacted me and I asked them

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to contact the secretariat to pick up the document.

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So what am I trying to say here - the bottom line is that actually

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I am very excited about this physiotherapy education framework because if we are

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able to have these documents, as I said

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if it becomes a single currency across the world, whether

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with or without accreditations, because some countries have

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accreditations already.

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They can go ahead with the accreditations. If World Physiotherapy

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needs to help with accreditation

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they can also help with accreditation, but then it means

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that we will have a certain standard around the world that we

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we can use. Based on the little experience that I have where we have physiotherapy

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education programme, where in some countries we have mid-level

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manpower and then in some other countries people can move on to do

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the DPT, so I think that this is actually a perfect document

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that needs a lot more work than it is now for us to be able

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to drive it across the globe. So translating it into countries is for me

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a very positive aspect of it and then we

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need to do a lot more to be able to get this thing going.

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Based on my experiences

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this is what I would like to see about this document.

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Thank you.

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Thank you very much Jonathan. Finally, Oscar

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Yes, well after receiving the document we shared it

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with a with the member organisations of South America and

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the local organisations shared it with the chairs

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of each of the universities. So it is very useful for that, for implementing

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the changes and to examine the curricula. For example,

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we used one of the tools that is included in this document

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that is how to evaluate the

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clinical practice of our students, so we changed the way

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of evaluating our students using this document.

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We used an Australian tool and the teachers and

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everyone was very happy because they evaluate not just one aspect

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of their practice, but they examined it in a much much deeper way, in every

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aspect, so yes, you can use many many tools and many aspects

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of these document. For example, to increase

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and to evaluate your academic staff, we observed that in some

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universities the chair or the director was not a PT so we recommended,

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with this document as support, to change that to a PT.

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Thank you.

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Thank you very much Oscar, and one little anecdote from my university.

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I presented this framework to our faculty board.

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I was just curious to show it to them and you know to share

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it with them and head of department of our nursing division

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actually fell in love with the document, picked it up and

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wanted to read it and see how she could emulate the same

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things in their profession. So it is also getting an interprofessional

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dimension as well. I'm just mindful that we are

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at the very end of the session and we want

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to close up very shortly. There are a few questions that have not been

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answered directly but they have been put into the responses of

00:49:28,000 --> 00:49:32,500

the panellists and if there any burning questions that need

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to be answered our staff can address and forward any questions

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or requests for some assistance at a later point in time.

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I would like to

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remind participants that they are also very welcome, especially if they are educators, to

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join the physiotherapy educators network on Facebook which is normally

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a very active site where we share experiences and where

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it is possible to continue this discussion. And in coming to the close

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I would like to acknowledge Djenana's

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work in this framework and webinar this week

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and therefore I will pass to you for the closing remarks.

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Thank you very much John and thank you everyone for joining

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us and thank you for the wonderful panellist and the chair for moving this

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discussion forward.

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This is just the beginning not the end, so I think the most

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important thing is to use

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the framework, to provide feedback and share experiences and as Jonathan

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said, co-operation is the way forward so thank you all for

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joining us today. Thank you Djenana.

00:51:01,200 --> 00:51:05,169

Thank you Oscar, thank you Alice, thank you Jonathan.

00:51:05,363 --> 00:51:10,400

And a very big thank you to the persons who are behind the scenes at the

00:51:10,400 --> 00:51:16,000

World Physiotherapy offices managing the webinar. A very big

00:51:16,000 --> 00:51:19,000

thank you to you guys as well and you're invisible, but you are

00:51:19,000 --> 00:51:23,500

indispensable and thank you to all the participants who have taken their

00:51:23,500 --> 00:51:27,500

time to join us this afternoon, this morning or this evening to join us and

00:51:27,500 --> 00:51:31,100

we look forward to seeing you around at some point or another

00:51:31,100 --> 00:51:31,800

in time.

00:51:31,800 --> 00:51:36,100

Bye bye

00:51:36,100 --> 00:51:38,500

Thank you John.

00:51:38,500 --> 00:51:40,300

Everyone have a nice day.