

[00:03:18] Alia Alghwiri

Okay. Hello, everybody. Thanks for joining us in our webinar about the educational guidance that was issued by the World Physiotherapy. First of all, I would like to start by thanking everybody, every one of you who registered for this webinar and decided to invest time in learning more about the education guidance that the World Physiotherapy issued for you. Then I would like to emphasise the great effort that has been invested in those guidelines from a group of instructors from all over the world and further consultations that were carried out by the World Physiotherapy in order to come up with a guidance that is specific to our beloved profession of Physiotherapy. And at the same time, generally, that gives you the flexibility to build your own program or to modify your current one. I would like to thank everyone of our panellists who participated in building up this program or through consultations. Thank you so much for being with us today to share your experiences on this guidance. We will start today with a presentation that Djenana our educational professional advisor when give us about this guidance is.

[00:04:51] Djenana Jalovcic

Thank you, Alia. I just noticed the question in the Q&A chat box. Somebody asked if they can invite people to join now. Yes, of course. We are still open to new audience. So, thank you, Alia. And I will just share my screen and get the presentation going.

The guidance for developing of a curriculum for physiotherapist entry level education programs. My name is Djenana and I'm education professional advisor at World Physiotherapy. This guidance document is the result of a collaborative work of a group of experienced and passionate physiotherapist educators who are committed to advancing professional physiotherapy globally. We are very grateful to the members of subgroups and reviewers for their contribution to improve this document.

This document has been developed as a companion document to Physiotherapist education framework in response to the express need by reviewers and users of the framework to provide more detailed guidance on how to develop entry level programmes. The purpose of this document is primarily to provide guidance for developing a curriculum for new physiotherapists entry level programmes that should be at a minimum at the bachelor's level and potentially it can be used to improve and upgrade existing programmes.

The guidance document is grounded primarily in three Physiotherapy documents. First one is the policy statement on education. Second, is the Physiotherapy education framework, and the third are program requirements for accreditation of physiotherapist entry level programmes by the World Physiotherapy accreditation service.

The main objectives of this document are to provide guidance on how to develop and design a contemporary physiotherapist entry level curriculum that is philosophically, theoretically and evidence based. How to align the curriculum with the program, vision and mission. How to select and develop the appropriate teaching, learning and assessment strategies. How to plan and carry out program evaluation related to learning outcomes and required entry to practice threshold competence. How to prepare the format and content of a curriculum that meets quality requirements set by World Physiotherapy.

We tried to make this document easy to read and easy to use. So, we added boxes with the tips and additional information, and we also hyperlinked the resources - outside resources as well as examples and appendices that could be found at the end of the document. These are all illustrative examples to inspire you when you are creating your own curriculum.

In the guidance document, we take components of physiotherapist entry level education programmes as described in the education framework and provide deep dive into the first three: programme foundations, curriculum and teaching, learning and assessment. The guidance starts with the big picture decisions to determine philosophical and theoretical foundations of the programme that are reflected in its mission, vision and objectives. Second, we focus on defining capabilities of graduates and the decisions around the content of the programme that should be made based on the sound,

critical review of the available evidence and also acknowledging uncertainties as well as the need for updates as new evidence emerges. Answering the why and what questions of the curriculum, namely its foundations and the content will lead to the next question of how the curriculum and discussion of teaching, learning and assessment. How to teach the curriculum to enable students learning and acquiring competence required to enter the profession. How to assess learning with confidence that graduates of the programme meet the entry to practice threshold competence. We also provide some additional information on the organisational issues, the where of the programme, including how to evaluate the physiotherapy entry level programmes.

The main focus of the guidance is on how to develop a curriculum. Our starting points were domains of physiotherapy practice competence as described in the education framework. Guidance is provided on curriculum content with an emphasis that curriculum has to be dynamic to accommodate the evolving nature of the profession. It has to be evidence based and appropriate to the local context. Using an outcome basic education approach is described in the document with guidance on how to define learning outcomes, how to design an integrated and coherent curriculum by using curriculum maps and what to include in course syllabi. Additional information is provided on practice education.

We hope that you will find the guidance document useful. It is envisaged to be used as a tool and critically examined alongside with the evidence of needs, practices, policies and system characteristics of the specific context with the programme is implemented. It is important to note that this document provide more details than a framework on process, content and format. However, it is a flexible document that allows for adaptation and integration of diverse country perspectives and circumstances. We use many examples in the document from the various parts of the world, but those are examples to be used as inspiration. Examples illustrate the variability of the programme that are always contextualised and do not represent World Physiotherapy endorsement of these programmes or the model that must be followed. So, take the guidance and use it as a tool, critically examining it and critically applying it to your context. You can download your copy from the website and look for the translation into your languages. More are to come. Thank you for your attention. And enjoy working with the guidance.

[00:11:48] Alia Alghwiri

Thank you so much, Djenana, for this overview of the guidance document that helps us actually start our discussion. So, now we will start with our panellists. We'll start with Marcelo and his opening comments and his reflections about this document. Marcelo.

[00:12:08] Marcelo Cano-Cappellacci

Thanks a lot, Alia. I would like to thank World Physiotherapy to have the opportunity to share what we do and in from our perspective. So, first of all, I would like to talk about what happened with the curriculum, design and development, because it is a creative process that has a lot of complexities, that requires the participation of different stakeholders. Usually, it is intended to respond to the local needs, but also to follow the global trends related with professional quality standards. So, the document that we are presenting at this moment to all the world contains information about how the curriculum should be developed.

The emphasis is on what the physiotherapists do and why they do it. The curriculum standard is based on a vision about the future of the profession, and also the paradigm that is inserted. It has a lot to do with what is going to happen with the knowledge of the future workforce, the skills and the attitudes. During this process there should be a huge reflection about the philosophy and epistemology of the profession. What is the essence of the profession and how is it understood and defined in a specific context?

It is a process that has a lot to do with excellence. It should reflect the scope of the profession as it is described by World Physiotherapy and should define the domains of competence of physiotherapy practice. Any program should qualify a person to get the professional title of physiotherapist or a recognised title. As you know, in my country, the profession has a different name, but we all have the same competencies. We always should have in our mind how this document talks with the process of the accreditation by World Physiotherapy. Because when we build a curriculum which will always

keep in our mind the possibility to apply for this kind of accreditation as a recognition of the quality of our programme to be recognised all over the world. So, this is my point of view. I hope it is going to be some kind of start for the rest of the webinar. Thanks a lot.

[00:15:37] Alia Alghwiri

Thank you. Thank you, Marcelo. I didn't hear you introducing yourself, did you?

[00:15:41] Marcelo Cano-Cappellacci

Oh, sure, sure, sure. I'm sorry.

[00:15:44] Alia Alghwiri

That's important.

[00:15:46] Marcelo Cano-Cappellacci

But my name is Marcelo Cano-Cappellacci. I'm Chilean physiotherapist. I'm a full professor at Universidad de Chile, the oldest public school in my country where I've been teaching for 30 years. I was head of the School of Physiotherapy. I was head of the physiotherapy department, and now I'm just doing what I like teaching, researching. And trying to improve the profession.

[00:16:22] Alia Alghwiri

Thank you so much, Marcelo. Thank you. We'll talk about now. Alice will talk to us actually about her great experience in China and Chinese reflection. But we need to start with introducing yourselves and your great efforts. Alice.

[00:16:39] Alice Jones

Thank you. My name is Alice Jones. I have received my original Physiotherapy training in Hong Kong, and I've worked as a physiotherapist in Hong Kong and Australia and the UK. I have been working as an academic in Hong Kong for many years now. I'm actually officially retired and currently holding an honorary professor's position at University of Queensland. Although officially retired, I'm actually really busy and helping to develop the physiotherapy profession in China and helping development of different physiotherapy, new programs in China. I serve as a link between Australia and China in a lot of collaborative activities.

It was a great privilege to have the opportunity to work with a wonderful group of physiotherapists who have a wealth of experience in designing and running a contemporary physiotherapy program. To me, this guidance document is a must-read document for programs in countries where physiotherapy is not yet a mature profession. Because when designing a new program, often the main focus of curriculum development is overly focussed on what subjects to be included and how to squeeze as much content in as possible into the curriculum. But the philosophy underpinning the big picture of curriculum design is often neglected. This guidance document was founded on the Physiotherapist education framework, which provides a clear description of the competency domains expected of a physiotherapist. And the document often refers to the philosophies underpinning these eight physiotherapy competency domains.

So, this document therefore helps to shape an entry level curriculum that prepare our graduates with values and beliefs required of our profession and ensure our graduates achieve a standard that meets the global and contemporary expectations of the profession. To me, simply, this document illustrates how our students are trained as a physiotherapist and evidence-based practitioner, and not a technician who merely employ some physical modalities. Further, I find this is a really practical document, especially for new programs. It provides excellent examples of how to set simply the important program mission and vision, how to set clear course objectives, how to align objectives and assessment criteria. A lot of new programs actually said, "Well, we think it is necessary, but I don't know how to do it." But this document actually sets an excellent example, and it promotes clinical reasoning and set of expected learning outcomes, even detailed rubrics for an OSCE exam. So truly an excellent guide for anyone involved in development of a contemporary physiotherapy program and

upgrading your program and knowing what the direction is leading us to. Simply, this document provides a step by step guidance and very easy to follow. So, I highly recommend this document to everyone involved in the physiotherapy education. Thank you.

[00:20:30] Alia Alghwiri

Thank you so much, Alice. I think that you had several points that are very important about the guidance regarding the practicality that every instructor should really read it and absorb the information that are inside this, and use it in the curriculum in their country, especially in the countries where the profession is not that mature. Thank you so much for your comments. Well, let's ask Assuman to tell us about his experience and reflections on this guidance. Introduce yourself, please. Assuman.

[00:21:09] Assuman Nuhu

Yes. Thank you very much. Hello, everyone. I'm Nuhu Assuman, a physiotherapist from Rwanda. Rwanda is a small country in East Africa. Welcome to Africa, everyone. This is just a perspective for us in Africa. I've been involved in various programs not only in my country, but also in other countries in the East African region. And I did my training, my father trainings in South Africa. So, I know a bit of what is happening in South African programs.

My perspective comes mostly from East Africa, and Africa in general, where in many countries they established programs based on the immediate needs. They needed physios to come to cater for immediate needs, especially in post-war situations or post-conflict situations where the physiotherapists were needed. Physiotherapists were treating the injuries or persons with some kind of disability or amputations. When these trainings were established, mostly they were not comprehensive enough to make sure that the people who are graduating have enough competence to cater for all the conditions. And in this case, it is now discovered that many programs currently or many physiotherapists have some gaps in practice. This is now bringing an urgent need to review the existing programs, but also some other countries where physiotherapy programs were not there, they are also trying to establish programs. These new programs and this revision of programs would benefit too much from this guidance because it comes at the right time, if I might say, especially for our countries where we need this guidance to help the people.

Many programs that we have had in our context are mainly based on content, content-based training. Currently we need to shift to competency based because now as there is an increase in challenging knowledge production and utilisation that needs these people to be at the level. Also, there is a lot of advancement in the profession and the science and technology that are coming up. So, our physiotherapists need this, and this document is also catering for that, which is a very important document. As my colleague said, it is a must-read document. It is really advisable for our people to go through it, especially when they are in this training.

The document is important, of course, because it will guide the review and upgrade of the program. This mainly brings the contemporary methods of teaching and learning and assessment where we will look at the competencies that the people need to have and their learning outcomes. We will be guided by learning outcomes for our physiotherapists to be competent enough to practice in general.

I will not repeat what my colleague mentioned, but what I lacked in this document is the emphasis on the interprofessional education. This is really very important, especially when we are working, and this should be embedded in the programme where it was not available in the previous programmes.

Also, the issue of community interactions and the health promotion interventions. Looking at the trends, the health trends in probably not only in Europe but also in Africa, we are seeing many noncommunicable diseases among the people. We need these physiotherapists to be able to play a role in health promotion and the prevention activities. This is really, really important. The other issue that this document is talking about is the innovations in the technology that our people need to use. Physiotherapists that will go through the programmes that will be guided by this document will be really able to work in the practice that is moving ahead with technology and the innovations.

The issue of reflective practice and the lifelong learning is also embedded in this guidance, which is very good for all the learners. This will be very important when we are guided with such kind of documents and then we will equip our graduates with knowledge, attitude and skills required to meet the present challenges and prepare them to adapt to the future perspectives. Thank you very much. This is what I can contribute.

[00:27:54] Alia Alghwiri

Thank you so much, Assuman. I think that you gave us a great idea about what's going on in Africa also, which is good. I would like to encourage everybody who is with us to write their questions on the question and answer. Now we're going to Jennifer from the United States, also about her reflections about this guidance. And of course, introduce yourself first.

[00:28:31] Jenny Audette

Before I introduce myself, I know that when you were speaking just now, my sound was disrupted. So, I'll say what I think you were going to say, which is for anyone in the audience to please enter a question that they have into the Q&A function for the for the webinar.

Good morning from the East Coast of the United States. My name is Jenny Audette, and I'm the director of a Doctor of Physical Therapy program here in Maine. It was an honour to have been a part of this work group. We I would love to let the audience know that it was a very dynamic and thoughtful and creative process that we used, and I think we all learned a lot being part of the process. So that was really fun, and it's an honour to be here today, so thank you all for attending.

I'm going to reiterate in my comments some of the things that Alice mentioned in her reflection. I think sometimes we're tempted to start in the wrong place; and that is by thinking immediately about what should be in our courses and developing courses; thinking about the content without thinking a lot about the theoretical underpinning for how we want to do what we do and what are the values that we want to express and how do we want to say what we are as programs? The guidelines provide ideas related to the whole scope of what we need to do when we're developing or evolving a curriculum, meaning we should think about those theoretical underpinnings, the values that we have, what's our mission and goals and vision for our program, and then moving all the way through all the nitty gritty details of developing courses and thinking about how we're going to deliver the curriculum to the very end point, which is evaluating how well we're doing, what we aspire to do.

The guidelines really provide that scope of what a curriculum should be from the theoretical underpinnings to outcome measurement and assessing what we do. In new programs who are interested in just starting from the beginning can use the guidelines to really drive that thought process and to think about those important things before going to the nitty gritty, which is fun. You know, we use tables, and we write things down, but we often miss having the discussion about who do we want to be and where do we want to go. So new programs can start right at the beginning and use the guidelines to steer their way. Establish programs can sort of go back and look at the guidelines as a way of checking where they are, how what do they want to improve, which areas do they need to enhance, what are they already doing well. And they can use the guidelines to sort of work through the process and re-explore what they're doing already. The other thing about the guidelines is really they're just a baseline for all the possible ways that a curriculum could be developed and carried out. I find the guidelines to be inspirational in that way and to really give us an opportunity to go back and think: Why are we doing this? What do we want to do? Who do we want to be and how do we get there? So that's where I'd like to make my initial comments.

[00:32:15] Alia Alghwiri

Thank you. Thank you so much. I think we're getting some questions that we will answer after Daniel. Let's listen to Daniel. Introduce yourself, please, and give us your reflection. Make sure that you are not muted.

[00:32:32] Daniel López

Thank you, Alia. Good morning to Spain. Thank you. Hello, everyone. Thank you for me first. I was a privilege to stay in this team. I'm a physiotherapist in Spain, in Barcelona, 1991. You did my PhD in Barcelona. I work in University of Las Palmas de Gran Canaria in Canary Island. I'm teaching for 25 years here in Barcelona in and Canary Islands and I a specialist in cardiopulmonary physiotherapy.

My reflection in this by this document is in respect to the role of that the guidance can play in harmonisation of physiotherapy education around the world. Physiotherapy practice is continuously evolving, and this evolution should be reflected in this document, the curriculum of entry level programmes. Therefore, in this document, when the curriculum content is discussed in the first meetings, the emphasis was on what physiotherapists do and why they do it rather than how they do it. During the writing the document, we have detected different examples that illustrate the variability of programs that are always contextualised and are not endorsed by world Physiotherapy. The Physiotherapy curriculum should reflect the physiotherapy skills and intervention required to meet the current needs of society and global health development. I think with this document we have a great opportunity to standardise university physiotherapy programmes around the world. This document should be used as an orientation tool to examine critically and together with the evidence needs, systems, policies and future of a specific context that is implemented in the educational program. This is my first reflection.

[00:34:57] Alia Alghwiri

Thank you. Thank you so much for your notes and reflections and the guidance. I think that we can get some questions. And the first question that I got actually is from Africa. I will read it to Assuman so that he can help us answering this question, if you don't mind. So, somebody from Cameroon is asking, how can I get support from the experts of physiotherapy for the implementation in 2023 of this vision? And I think that he means the vision, the curriculum guidance that what World Physiotherapy issued.

[00:35:43] Assuman Nuhu

Yes, thank you. I think we are all available and ready to support any country. But first of all, as you would see in the guideline is that you need to establish first what is the need in your country. What are the health problems that your population are facing so that you also prepare the physiotherapist accordingly. As my colleagues mentioned, you need to have a vision, you have the mission, you need to determine what are the competencies that you need your physiotherapists to have. And then this document is comprehensive enough to guide you through the process. I'm sure the physiotherapy family, if I might say in Africa and even worldwide, we are happy to support. Thank you.

[00:36:52] Alia Alghwiri

Thank you so much. Thank you, Assuman. If we go back to what Djenana presented at the beginning of this webinar, she mentioned that the World Physiotherapy issued three documents: the policy statement on education, the education framework and also the curriculum guidance that is very comprehensive. As Assuman said, it has many examples. It guides you by itself.

We're now just talking about the reflections and how it can be practically used. It's very detailed. There are many examples from different countries around the world that you can use in building up a new curriculum or look at your curriculum and see where you are compared to this guidance.

Also, we have another question. I'll try to make it quickly. We have from Spain. I'm a sports exercise and physiotherapy student in Spain, so maybe Daniel can help us with it. And he asks about the extra curricular activities that add more to good curriculum.

[00:37:57] Daniel López

Yes. Thank you for the question. Depends on the number of credits, the master of the grade the students have in your university. For example, in our sport physiotherapy it is necessary to have four weeks for each speciality for a grade. But if the students are interested in practice of a master, depends on the credits that each master has.

[00:38:38] Alia Alghwiri

Okay. Thank you. So, it really depends how many credits you have in your curriculum. So, there are many factors that may contribute in answering this question.

Another question that is open to is about the private practice, should every program, prepare physiotherapists for private practice for months. And if yes, how? Who would you like to answer this question? Jenny? What do you think?

[00:39:15] Jenny Audette

Sure. I know that when we were developing the guidelines, we talked a lot about this aspect of what should be in a curriculum. So, practice management, leadership skills, professional development issues, they're all part of what the guidelines suggest should be a part of a curriculum. So, yes, I do believe that there is some information about that within the guidelines. But also, it's a key component of any curriculum.

[00:39:50] Alia Alghwiri

Thank you. Thank you so much. I totally agree with that.

[00:39:56] Alice Jones

Yes. May I also add to that. I agree with Jennifer as well. In Australia, 70% of our graduates actually work in private practice. Definitely we need to prepare them for the work in private practice. So, we are gathering a lot of funding and actually seeing how we can enhance the quality of clinical placement at private practice as well. It's a practice to actually lead our students so when they come out they know exactly what is required billing and communications and setting up a business. So yes, definitely. Yes, to this question.

[00:40:37] Alia Alghwiri

Thank you so much. There's a similar question, but it asks about including like framework for students to prepare them to work in an integrated care setting. It's like multidisciplinary settings, I think. So, what do you think of including such a framework inside the curriculum? Marcelo.

[00:40:59] Marcelo Cano-Cappellacci

Sure. I think it's always been about the realities of any country. Any country has different context. So, you should be always thinking about what is happening in your country. I think this guidance is not a recipe to follow strictly. Always, you have to put it in your context and think what is happening in there in that place. If in your country there is a possibility to have some kind of integrated ward with different professions, you should include that in your undergraduate training. So, maybe in another country there's no need to do that.

[00:41:50] Alia Alghwiri

Thank you. Also, another question about evidence-based practice. Should we talk about new techniques that are not fully evidence based, some new techniques that haven't had articles that really investigate their effectiveness. So, this is a question from Emmanuel who asked: What do you think about including this therapy intervention? What would like to answer it?

[00:42:27] Marcelo Cano-Cappellacci

If you want. I think this is a big idea here. Always there is some kind of trends about the new techniques, and a lot of people start to training on that new technique. It is something like a fashion. And after a while you realise that there is no evidence behind that at all. And that new technique becomes out of fashion and nobody else uses it.

[00:42:58] Alia Alghwiri

You are absolutely right.

[00:43:01] Marcelo Cano-Cappellacci

I think that's the role of a university trying always to test the effectiveness of any technique. So I don't agree with that.

[00:43:21] Alice Jones

Can I just add to that as well? I think this is a very great question and very important question. But to me, I think it's not just about evidence-based practice that is not just about performing or studying something that with evidence, it is the mindset of what is the best evidence available at the moment. So, if something is proven not to work, then it should be not taught in the curriculum because it's proven that there is no evidence or no benefit. But if something that hasn't yet got the evidence doesn't mean it's not useful or benefit for certain type of patient. So, it's important to have an open mind to see what works in what situation. I think the concept is to understand the rationale for using that. And the most important thing is to make sure that we keep asking ourselves, are we training technicians? Are we training someone who just know how to do the technique and that is what we want? No, we should be thinking of thinking therapists. Why are we doing this and how we modify our treatment so something may be not beneficial in some patients, it may work in other patients, but why? So that is how we should educate and train our students. The right mindset of it is not just what is evidence and what is not.

[00:44:46] Alia Alghwiri

Thank you so much. You're talking about the clinical reasoning here that we just teach our students to think about what they are doing, how is it effective or not, and how to think about the results of it.

I think Djenana would like us to continue our second round and then we go back to the questions. Right, Djenana, okay?

[00:45:10] Djenana Jalovcic

There are many questions in the in the chat, and maybe they will cover people's second round of reflections. So maybe that would be good to combine and address some of the questions that are already in.

[00:45:27] Alia Alghwiri

Continue the questions. Okay. So, there's a question about the kinesiology topic. The comment is, it seems that kinesiology disappeared from our guidelines that we issued as World Physiotherapy. Who would like to answer this question about kinesiology?

[00:46:00] Assuman Nuhu

No, kinesiology was not removed, if I might say. It appears under the biological and physical sciences. We need to have a strong foundation of biomedical sciences in general for our graduates so that they will move ahead with the pathologies and the other management techniques. So, kinesiology is one of the backbones of the of the content that we need our therapists to have, and also the knowledge, the important knowledge that they need to have as a strong foundation for their practice. Thank you.

[00:46:50] Alia Alghwiri

Thank you. Thank you so much. I totally agree with you. It's embedded in some of the general guidelines. There is another question just asking about if World Physiotherapy plans to issue a guidance document for post-graduate degrees, not only the entry level. This is for Djenana.

[00:47:19] Djenana Jalovcic

This is also a question for the education committee chair. At the moment we do not have plan to issue any guidance on the postgraduate programs because the development of physiotherapy profession around the world still calls for strengthening and advancement of entry level education. So at the moment there are no plans for a guidance for graduate studies.

[00:47:52] Alia Alghwiri

Thank you. Thank you. A nice comment and a question at the same time. The World Physiotherapy document is a wonderful guideline. Thank you so much. How will the World Physiotherapy support the users of the guidelines as they develop or review or upgrade their programs? So, it's a question about how can we support them in developing their programs.

[00:48:17] Djenana Jalovcic

I think that goes back to you, Alia, and maybe mentioning the new Education committee that was established by World Physiotherapy that looks into whole portfolio of educational issues related to advancement of physiotherapy as a profession globally.

[00:48:36] Alia Alghwiri

Exactly. Thank you. Thank you so much. So, as you know, there is a new standing committee in World Physiotherapy, that is the education committee that looks into all parts of the physiotherapy education. Accreditation committee is included in this committee also. We are also revising the accreditation guidelines and criteria so that they are consistent with the guidance document and other policy statements and publications of World Physiotherapy. So, of course, we're going to provide support in different ways through the World Physiotherapy and education committee.

Are there any questions, suggestions do you give for school administrators to do to accomplish quality assurance and evaluation of their education program while the programs are running? This is a very nice question about looking at current programs and how can we modify it in order to be consistent with the international guidelines from World Physiotherapy? Who would like to answer? Jenny? So, if you have a current physiotherapy program and you know the World Physiotherapy to this guidance, how can you modify it or look at your current program to see how consistent with international guidelines?

[00:50:22] Jenny Audette

Yeah. So one of the things that I think is really useful about the guidelines is that you can pull your team together and really look at your program in a new way. By providing that sort of group think, group effort and building a team, you can then have influence and power at the national level, I think. The stronger the program is, the more it can influence what's decided. I also think it's important to collaborate with local associations. Associations can push the agenda of curriculum development, curriculum upgrade at the national level, perhaps better than one individual could.

So one of the comments I wanted to make earlier was that, you know, this ability for the document, the guidelines to be used as a way of unifying a group, for bringing a group of colleagues together who are working to produce a curriculum, to have a common language to talk about what they're doing and to really think dynamically about how programs can be better. And, I think, that serves several purposes. It serves this purpose of empowering the program. It also serves the purpose of developing leaders within the university program. So, for instance, you might develop a team of people to work on curriculum development and identify leaders for each of the components of that curriculum development. You're developing the leadership skills, you're developing advocates for your program. And it strengthens the voice that the university and the program has to go forward and make change with the ministries of health and education and all those things that I know are challenges in places where PTA is not that well established. So, it's sort of a back and forth game, understanding what the needs are of the of the government and what they want to see, and then being able to advocate and push for what the needs are for our profession and the way curricula should be developed and carried out for the betterment of the profession.

[00:52:46] Alia Alghwiri

Thank you.

[00:52:46] Jenny Audette

I hope that answers the question.

[00:52:48] Alia Alghwiri

I like your idea. Yeah, I really like your idea of. It's not like one man show, but you need to share with your colleagues so that each one of us can work on his or her speciality and improve the curriculum. Because improvement is always needed, especially after the pandemic period. Now we're looking at education in a different way, with a different eye. Yes, we need to do it.

[00:53:19] Alia Alghwiri

Yes. And just as a follow up comment, there was a question in the Q&A about outcome measurement. And this is an area where sometimes some people love doing outcome measurement and some people stay away from it. They don't know how to do it. They don't like it. And so you can find the person who has that gift and interest in developing and thinking about how can we measure outcomes, what should we be looking at? How can we look at and measure them, and how do we take that information back to improve our curriculum even more? So, there's not one way to answer the question in the Q&A. There's not really one way to measure outcomes. It's really what outcomes does the program want to be measuring, and who can take that on as a challenge and figure out how to do it?

[00:54:04] Alia Alghwiri

Thank you. Thank you. Any additions anybody would like? That was a very good question.

[00:54:12] Assuman Nuhu

Yes, thank you. Just something small, I can add. You know, when we are delivering the training. We do receive students' evaluations of the courses. So, some of the things that probably during the process we can look at that. We can also use the settings where we send our students for practice, they can also give valuable feedback that can help us improve our teaching. We can also have a discussion with them where are they now working when they graduate. We can get that kind of information. And in the end, we also have external examiners each year. So, when the examiners come, they not only assess the students' performance, but also they assesses the way we teach, the way we deliver the courses, how the learning takes place and at the end of all that process, then we get that feedback. So that one also helps us to improve each year. But I think in the long run now probably we need to conduct a tracer study to see how the program has had an impact in general and then we can have a comprehensive review. Thank you.

[00:55:42] Alia Alghwiri

Thank you. Thank you, Assuman. I think you also had a very important idea that we really need to implement this guidance. And, of course, there will be gaps. There will be some pros and cons. So we need to first of all implement it. We read it very well, absorb it and see how we can implement it in our programs, new programs or even current programs to improve them. And then we can talk about these gaps and how to improve our guidance. And that's what we need from you from all over the world. We need your feedback on the guidance. World Physiotherapy worked very well, brilliant people from around the world developed this guidance, but at the same time, we need your feedback. Alice, do you have any comments? You raised your hand, please.

[00:56:34] Alice Jones

Yes. I just want to add to what Jenny said. While we can use this document for people to group together and take leadership and looking at advancing the program, actually, apart from just showing the document to physiotherapists, we should actually show the document to non-physiotherapists so that more people understand what physiotherapy is. I think this is a great document to show our standard.

After working with the group and after this was published, I had the opportunity to help translate this guidance into Chinese. And then after it was published by World Physiotherapy I helped to distribute

the document to all the physios in China, and I got some great feedback. One important feedback is that we find this document really useful when we show it to our leaders in the university level so that they know what the direction of physiotherapy education is in meeting the international level. With this document then they can get a lot more support and some evidence to get support from the administration. I think we should extend beyond just using this document among our profession, but also outside and use it as a promotion of our profession as well.

[00:57:49] Alia Alghwiri

Thank you so much. Actually, we are so proud of this document, and we think that we are a model for our other professions, as you said. So please show it. You are absolutely right. This should be really a nice thing.

There is a question: How do we develop curriculum where physiotherapists have to work as primary care practitioners? Especially after the pandemic, now there are physiotherapists who work at acute care settings. How do you think that the curriculum can help them to be prepared to work in primary settings? Anybody with experience in acute care. No. I can take that. Even in the guidance care and the primary settings are well included there. So, I think if you follow the guidance document, the competencies and the ILO's, the intended learning outcomes, there also focus on this area. If we follow this guidance document, actually our graduates will be really good in working in primary settings.

[00:59:07] Alice Jones

Can I also suggest that they can use the guidance document. Although it didn't actually say what we should teach and what should be the content of the in primary health care, there are a lot of examples of the different curriculum from different universities. So, knowing that the guidance guides us to consider our role in primary health care and health promotion, that is a concept for us to go and learn and that is how physios learn anyway. We look at all the examples provided in the document, how going into the other university curriculum and see how they developed this. And that should be a lot of examples from there as well.

I think the guidelines is not telling us the content as such, but the direction.

[00:59:53] Alia Alghwiri

Yeah, exactly. That's the idea. You know, we started talking about this. This is called a guidance document. So it guides us how to build our curriculum in a good way. However, we're not forcing some universities in certain countries to do one, two or three, but instead we are giving them the flexibility to choose the class, the courses, everything, but within that unifying guidance. Another, question.

[01:00:25]

Alia, I'm sorry to interrupt this very lively discussion. We are at the 59th minute of this webinar and we can probably go for five more minutes to try to deal with some questions and wrap up. So let's extend it because we have such a great audience, still 150 people participating. Let's stay for a couple of more minutes and wrap it up and I will try to answer as many questions in the chat box as possible.

[01:01:00] Alia Alghwiri

Great. Thank you so much. So now we will wrap up and go to our panellists just to give like one sentence, talking about your experience and reflection about the guidance document. And I will go back to our order. We will start with Marcelo. One sentence, Marcelo.

[01:01:24] Marcelo Cano-Cappellacci

Well, first of all, I'm really, really, really surprised for the number of people who is joining in this webinar. The second thing is, please consider this document as a guide. No, please don't think that this is a law. It's only a guideline that should be put in context with the reality of every country.

[01:01:54] Alia Alghwiri

Thank you. Thank you. Alice.

[01:02:01] Alice Jones

One sentence is that this is a must-read document because it actually tells us clearly who we are, who are physiotherapists, how we train our students. So, must-read it and it will guide you to the answers.

[01:02:16] Alia Alghwiri

Thank you. Thank you so much. Assuman.

[01:02:19] Assuman Nuhu

Thank you, for me, I should just mention two sentences. One the document can be adapted to any context. It is a useful document. As you said, it is a guiding document. That is very important. I would support the use of this document in developing our programs. This is very important because now our programs will be trusted. When some of our people would like to go to practice abroad or maybe to study abroad for further studies, following this guidance our programs will be trusted. Thank you very much.

[01:03:01] Alia Alghwiri

Thank you. Thank you so much, Jenny.

[01:03:05] Jenny Audette

Use the document to begin conversations with your colleagues at your university, within your country and other educators, and to really think creatively about how you can choose to meet the guidelines within your setting.

[01:03:27] Alia Alghwiri

Thank you so much, Daniel

[01:03:30] Daniel López

Okey, for me two sentences. The curriculum content is very dynamic and needs to change with the new and emerging evidence in physiotherapy. The curriculum includes an outline of a structured clinical education program, the nature and focus of each placement can be flexible depending on the needs of physiotherapy service required in each country.

[01:03:55] Alia Alghwiri

Great. Great. Thank you so much. So, at the end of our webinar, we are so proud of our profession. We're so happy of the achievements that the World Physiotherapy is doing to help all physiotherapists around the world in their academic life, in their professional life. We are proud of all of our audience that really attended our webinar today and we will try to answer all your questions. We promise that we will have future webinars to further talk about our reflections, our experience, and maybe answer some of the questions in our future webinars. So from me, Alia Alghwiri, a board member at World Physiotherapy and the chair of the Education Committee, thank you so much. Thank you to our panellists. Thank you to the audience. Thank you so much, Djenana, for your support all the time. I think you have something to say.

[01:04:59] Djenana Jalovcic

Thank you very much, Alia, for closing the webinar, just a practical issue. There were many questions that remained unanswered in the Q&A, so please join our Facebook group for World Physiotherapy Network for Physiotherapist Educators where I will copy the questions and try to answer them with our panellists and facilitators of the group. Join the Facebook group and that is where you will find the

answers to the burning questions that were asked during this session. Thank you very much, everybody.

[01:05:43] Alia Alghwiri

Thank you. Thank you so much. Thank you. Bye bye.

[01:05:47] Everyone

Thank you.

[01:05:48] Everyone

Bye bye.