

Congress Theme: <b>Physiotherapy Education</b>			
Congress Tracks:	1. Diversity and Inclusion in Learning	2. Practice Education	3. Science in Physiotherapy
Track characteristics:	<p>Europe (and the world) is facing a number of major challenges triggered by changes in political systems, migration and shifting trends in the values recognized by societies. These challenges may impact on the education of physiotherapy as the students themselves may also be part of these changes. Furthermore, healthcare systems and the values towards health care delivery and health in general are passing through transformation. We are experiencing more diverse societies. Diversity has primary dimensions such as age, ethnicity, gender, physical abilities, race and sexual orientation; and secondary dimensions such as educational background, income, geographic locations, marital status, religious beliefs and work experiences. Both dimensions have traditionally resulted in some form of discrimination.</p> <p>Present working life presents ongoing diverse situations. Educators and students, professionals and their patients, and colleagues in general may have different backgrounds and experiences, and as a consequence different expectations. Preparing the physiotherapy profession to adequately address contemporary health care systems and society means that physiotherapy educators are challenged to be exceptionally good at teaching new professionals to be culturally sensitive and competent and to be prepared to be inclusive in their thoughts and actions.</p>	<p>Practice Education (PE) provides physiotherapy students with opportunities to integrate theory and practice across a range of settings that starts inside the classroom and continues outside such as in clinical or other settings. PE presents a number of challenges on different levels such as its delivery (ensuring quality of practice education), its organisation (ensuring practice capacity that satisfies the spectrum and diversity of physiotherapy interventions) and its adaptability (ensuring that skills learnt are transferable across all health models).</p> <p>The quality of PE may be examined by means of establishing thresholds, practice/clinical educators' sufficient training as well as evidence based tools to be used for the evaluation of students' performance. Organisational difficulties are often encountered that are related to clinical placement capacity i.e. not finding enough placements to enable students to reach the learning thresholds established either by the profession itself or the legislative framework. Consequently, some exciting alternatives are emerging such as the introduction of innovative methods of learning through virtual reality (VR) and augmented reality (AR). The adaptation of PE from a traditionally biomedical model to a biopsychosocial model provides a challenge for educators and students alike who consider the different approaches, including scope of practice within different environments, and to explore these realities and their solutions.</p>	<p>Basic science is a necessary and integral part of physiotherapy that is reflected within the entry to practice programmes across Europe and includes natural and social sciences besides anatomy, physiology and pathology.</p> <p>In order to advance as a profession, physiotherapy must be able to inform basic science as well as continuing to be informed by it in a bidirectional approach. By combining basic science and physiotherapy, knowledge will be derived that should inform practice. This knowledge transfer is a constant challenge within the field of physiotherapy that requires the collaboration between various actors.</p> <p>This track aims to discuss current and future concepts of science and physiotherapy as well as knowledge transfer paradigms for physiotherapy education towards the future; the science components in entry level physiotherapy programmes as either a requisite for access or as embedded in the curriculum and linked to assessment; Exploring examples of physiotherapy contribution to basic science through interdisciplinary collaboration including research; Methodologies applied for knowledge transfer via continuous learning and applied to daily clinical practice - how to teach these skills, and how to assess them; How may findings from science research (e.g. genetics, physics, mathematics) be applied to physiotherapy as evidence of science informing physiotherapy.</p>
Invitations for Contributions: Papers are welcome on these or related topics	<ul style="list-style-type: none"> <li>• Issues related to Migration and Mobility</li> <li>• Experiences related to relative disadvantage (Minority groups)</li> <li>• Inter-cultural understanding</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Quality in Practice Education</li> <li>• Clinical Placement Capacity</li> <li>• Influence of Health systems on Practice Education</li> </ul>	<ul style="list-style-type: none"> <li>• Basic science in physiotherapy entry level programmes</li> <li>• Physiotherapy contributions to basic science</li> <li>• Methodologies applied for knowledge transfer</li> <li>• Application of science in physiotherapy</li> </ul>