

Helena Hatakka (ed.)

Interprofessional and International Learning Experiences in Social and Health Care Higher Education in Lahti University of Applied Sciences

Series C Articles, reports and other current publications, part 80



LAHDEN AMMATTIKORKEAKOULU
Lahti University of Applied Sciences

Helena Hatakka (ed.)

**Interprofessional and International Learning
Experiences in Social and Health Care Higher
Education in Lahti University of Applied Sciences**

The publication series of Lahti University of Applied Sciences

A Research reports

B Study material

C Articles, reports and other current publications

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To the Reader

International activities have been a part of our everyday life already in Lahti University of Applied Sciences Faculty of Social and Health Care for more than ten years. Between these covers we have gathered some examples of those good international practices we have been involved in during the past years.

Many internationally highly competent colleagues have given their enthusiastic contribution to this publication by writing an article and sharing their expertise. Student's voice is also heard. You can sense the joy of learning, experiencing and developing together from all of them. I would like to take the opportunity to thank all the writers for their contribution.

Helena Hatakka

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APA refers to movement, physical activity and sports in which special emphasis is placed on the interests and capabilities of individuals with limiting conditions such as the disabled, health impaired or the older adult.

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GOING INTERNATIONAL

Lahti, mid-nineteen-nineties. Not the funkier place to be at, as the entire country is in the troughs of a severe economic depression. Second-hand stores and low-cost pubs have occupied prominent locations on the streets of the city centre. It is definitely not the best time and place to start promoting the idea of Going International. But was exactly what we began to do.

Lahti University of Applied Sciences (Lahden ammattikorkeakoulu, LUAS) was established in the early nineties, and by the mid-nineties the international relations and activities were still very much based on the efforts and contacts of individual teachers, mainly language teachers, from the predecessor founding colleges. It would be unfair to call what was done then ad hoc based, but it certainly relied entirely on personal connections, and the scale was modest. The units of the newly established LUAS that did not have such change agents in their staff had very few contacts abroad, if any. And, indeed, there were more serious matters to confront such as the record high unemployment rate facing students after their graduation with a degree that few employers knew much about in the first place.

However, there was one key factor that would make a big change fairly soon in the volume of international exchanges at LUAS. That was the Erasmus programme of the European Union. Finland had joined the programme in 1991, and the first Finnish students went abroad in the academic year 1992-1993. The former colleges had already been eligible for Erasmus, and the new universities of applied sciences (UAS) welcomed the opportunity to internationalise their students from the start eagerly: after all, Erasmus provided – and still does – students with rather comfortable grants for their study abroad, thus saving the institutions funds for setting up the administration needed for participating in the programme.

Before the mid-nineties Finland was not yet a member of the European Union (Finland joined in 1995) but participated in the Erasmus programme as a non-EU country. There was precious little participation in the Finnish higher education in any international funding programme, and undeniably next to nothing in the new UAS's prior to Erasmus. The programme as administered in Finland required the higher education institutions (HEI) to receive a lump sum directly from the National Agency (Centre for International Mobility, CIMO), to manage the funds at the HEI's and to award the grants to their outgoing students – with the appropriate documents – there was an urgent need to organise at least a rudimentary international relations office or an assigned member of the administrative staff to be in charge of the programme at the HEI and to liaise with CIMO. This was done at LUAS in 1994-1995.

The other side of the most appreciated opportunity provided by Erasmus to get funds for outgoing students was to recruit students to go abroad and – even more so – to attract European HEI's to sign student exchange agreements with Finnish UAS's. In this task, the previously mentioned change agents had a crucial role. Even if the international relations administration was set up at LUAS and the institution itself was ready to and capable of international bilateral partnerships and agreements, it must always be kept in mind that international relations is a person-to-person business – also in higher education. Unless your institution has a really strong brand and/or standing in the selected field of study or research, the personal connections are everything. And that is exactly where LUAS started building up its international partnership networks. A knew

B, who maybe knew C that A could be recommended to by B, etc. Remember, this was the time before the Internet really existed in the present sense – the Net, the web sites, the search engines. And without doubt, no-one had ever, ever mentioned the phrase social media.

Hand in hand with the international networking and partner agreements there was the need to create instruction in English for the potential incoming exchange students. This task was approached in various ways at the faculties at LUAS. While Design and Fine Arts took the line of integrating the incoming students in their regular classes and conducting the teaching bilingually, thus in theory offering all of their courses also for foreign students in English, others such as Business Studies begun to build up courses in English, aimed at incoming foreign students but also open to home students as an option. The latter approach lead eventually to full degree programmes offered in English also to degree-seeking students at Business Studies. Thus began the slow but steady increase of foreign full-time students' presence at LUAS.

While the Finnish students took up the opportunity to study abroad quickly in the first few years of the Erasmus programme, the number of incoming students remained low first. However, I believe the best PR one can do is to present the results of one's work – and to let the word spread by word of mouth. In our case the results of our work, our 'products' have been our students, who have with their skills and knowledge been able to convince foreign professors and fellow students that LUAS and Lahti is a good place to study at.

Once the flow was initiated, it became self-sustained – again with the word of mouth spreading and enhancing the reputation of LUAS. Thus the numbers of incoming foreign exchange students at LUAS has grown steadily over the past 15 years, surpassing the number of outgoing study abroad students a few years ago. To some extent this has been the result of the fluctuating popularity of study abroad among the LUAS students. In fact, the highest peak of study abroad was reached as early as in 1997, and only in the last few we have re-gained the same numbers again.

In addition to study abroad, this phenomenon has been influenced by international placements, also known as internships. These were in steady decline between 1997 and 2006, only gaining ground in past few years again. Apparently, the fluctuation is to a great deal corresponding to the general economic situation. In times of economic decline the attractiveness of study and internships abroad seems to increase, while in good times students can get paid part-time and summer jobs easily with an additional prospect of fast graduation with immediate employment. Therefore, as for the most part of the 'noughties', ie the 2000 decade, the national and global economy was very strong, the numbers of outgoing students accordingly at LUAS – and at most Finnish HEI's – were stagnant, if not even in decline.

Overall, LUAS has nevertheless been quite successful in international student mobility. In national rankings of UAS's over the years LUAS has been in top 10, reaching top 5 in 2009. However, we still have a long way to go in the numbers of foreign degree seeking students and credits awarded for studies taught in foreign languages.

There is, indeed, more to Going International than student mobility. The ultimate goal of the internationalisation of higher education (as stated in the Strategy for the Internationalisation

of Higher Education Institutions in Finland 2009–2015) is to promote diversity in the society and business community, international networking, competitiveness and innovativeness, as well as to improve the well-being, competence and education of the citizens. HEI's are "key to the internationalisation of the economy and society."

"Our own mental and financial resources are limited and a significant part of the information we need comes from abroad. International cooperation is the best way to improve quality, remove overlapping activities and pool Finnish and foreign resources."

The Faculty of Social and Health Care at LUAS has been active through the years in developing international networks and joint projects. Several joint courses have introduced a large number of students to multicultural – and multi-professional – joint learning experiences and many faculty members to sharing knowledge with and gaining new insights from their international colleagues. As a consequence, the curricula at the Faculty have been internationalised in leaps and bounds during the past decade. The students and the teaching staff are in the true meaning in constant interactive contact with their international partner universities.

LUAS has gone a long way from the mid-nineties in Going International. The global economy has gone up and down again, and the Finnish society and economy is more globalised and dependent on international trade and networking than ever before. Lahti and LUAS have become more international and attractive as a study, business, work and living environment. This publication will shed light on some of the activities that have brought about this significant development.

LUAS will continue to work actively in international quality networks and to generate high value educational and research, development & innovation cooperation. I hope you will join us in our endeavours.

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Hannele Tiittanen and Anne Vuori

SCANDINAVIAN CO-OPERATION PROJECT: HEALTH IN THE NORDIC COUNTRIES - LIFESTYLE AND ENVIRONMENT

This article describes a Scandinavian co-operation project between four Universities: University College Lillebaelt, Denmark; Lahti University of Applied Sciences, Finland; Vestfold University College, Norway and Halmstad University, Sweden. The co-operation between the Universities started in spring 2008 in a Florence Network meeting where Mette Bro Jansen from Denmark suggested Scandinavian co-operation to increase the student and teacher mobility between the Nordic countries. The Florence Network meeting is arranged every year and the co-operation partners are members of this network. The Florence Network for Nursing and Midwifery is an International Network of 38 Universities' **Schools of Nursing and Midwifery in Higher education** in 17 European countries. The main goals of this network are to increase the student and teacher mobility between the universities, compare curriculums and improve quality of Nursing and Midwifery education, co-operate in research in the Nursing and Midwifery field of work, develop European projects and intensive programs and participate in realization of the Bologna declaration in Europe.

After the first discussions and commitments in Florence Network meeting the participants decided to meet in Denmark in spring 2008. The main idea was to build up a common module which would fit into each other's nursing program. The work started by comparing the nursing programs in each country and discussing the main topics partners were going to work with. The common focus was found in the health promotion, health services and evidence based practice. The module was agreed to be 15 ECTS and it was going to be offered in English. The name for the module needed its own discussion but finally it was named Health in the Nordic Countries – Lifestyle and Environment. The next meetings were agreed to be held in Sweden in autumn 2008 and in Norway in spring 2009. Between the meetings each participant always got some homework to do to. The wiki –page was a place for common materials and for discussions between the meetings. The last meeting was in Lahti in autumn 2009. The meetings have been very intensive and the discussions have sometimes been heated before mutual understanding had been found. A module as large as 15 ECTS is quite challenging to integrate into each University's nursing curriculum.

It has needed a lot of discussions about the concepts, structures and contents. Defining goals and objectives for the module has been a learning process for all of the participants. Although the work was sometimes quite challenging it was made in a good atmosphere and it also gave a possibility to feel togetherness with the colleagues from the other Nordic countries. Altogether 14 teachers have participated in building up the Health in the Nordic Countries module, of those 14 teachers the core team was a half. Unfortunately the Swedish partner university had to leave the project after a year working on it but the aim is still to get a Swedish university to join the project.

Health in the Nordic Countries – Lifestyle and Environment module

The module is a part of the bachelor degree nursing curriculum. This module focuses on health, lifestyle and environment. Health professionals have an important role in health promotion - promoting health behaviour of individuals, groups and communities. Health professionals are often faced with complex issues in a multicultural society; hence values, culture and perception of life are to be emphasized. The teaching and learning methods used in this module are based on critical thinking and evidence based methods.

The module consists of four parts which are Social and health care systems in Nordic Countries (4 ECTS); Evidence based practice (4 ECTS), Health promotion, health theories and empowerment (4 ECTS) and a national option (3 ECTS). Each country has an own national option in a module which in Finland is Family wellbeing. The main objectives in the module are as follows: student will understand the social- and health care systems in the Nordic countries; he will understand evidence based practice and the impacts and professional responsibility of health promotion. The objective for national option is defined differently in each country and in Finland it focuses on families' wellbeing; student will understand how to support families' health and well-being in a multi-professional framework. In Denmark the national option deals with multicultural nursing and in Norway with epidemiology.

The learning methods used in the module are lectures, seminars, group work and problem based learning. All the module information and the materials are found in the e-learning environment which participating students and teachers can access. An important part of the module is a portfolio each student collects from the themes and contents of the module parts. Students have to decide how they will identify that they have achieved the specific learning outcomes and also how they will demonstrate to others that they have achieved those outcomes. In this way portfolios are also an essential part of the assessment.

In a portfolio assessment students will be evaluated individually based on a presentation portfolio. That is a selection of approved papers or other works with a meta-text, connecting it to the objectives and the learning outcomes of the module. In the portfolio the student has to show his/her ability to describe, delimit, analyse, discuss and document a clinical nursing problem within the framework of the theme of the module.

“The portfolio evaluation combines an evaluation of the learning and a final assessment. As it contains pieces of work that have been created throughout the duration of the educational programme, it is also a documentation of the student's learning process over time. In that way the assessment portfolio reflects a greater scope of evaluation.” (Dysthe, Hertsberg & Hoel 2000).

The portfolio requires that students take responsibility for their learning and work. By assessing one another, they also take partial responsibility for the learning process of peers. This implies reciprocity of dependence and responsibility.

Conclusion

Health in the Nordic countries module was piloted in Lahti University of Applied Sciences in spring 2010. The module was attended by four Danish students, seven Finnish students and three exchange students, two from the Netherlands and one from Hungary, altogether 14 students.

A feedback was collected from all the students. Students' learning experiences had been good; working in an international group made studying more interesting, also visiting teachers from different countries made the module interesting and kept the motivation high. Group discussions, learning from the other cultures and the opportunity to improve English language skills were mentioned as positive experiences. Students also reported that their perspective on nursing and health care had been broadened and deepened during the module and they had improved their individual learning skills. Students wished that they could have had even more group work and help for the difficult topics as well as more English language support. There was also a lot of reading material for the students which they felt exhausting.

Building up a learning module in international co-operation is inspiring but also challenging. All the participants have to make compromises and be flexible when working together, solutions are possible to find if wanted. Such kind of practical issues as time and human resources can be surprisingly difficult to solve but not impossible. The better the partners are committed to the work the easier the solutions are to be found. In this project the work was done without any outside funding which made it relatively easy to progress without any extra bureaucracy. The teachers were using Erasmus teacher exchange possibility when meeting and also universities' own funding was used for meetings. Also the new technology gives a lot of possibilities to work together without travelling.

International project is a great learning experience for the participants. Discussing and getting a common understanding of the issues where the opinions can first be quite far from each other is rewarding. Co-operation gives a chance to get to know professionals from other countries and share ideas about education. Getting an international perspective is also a quality work when comparing the curriculums and levels of requirements. Successful co-operation also gives a good ground for further co-operation in new projects.

A great value from this kind of co-operation comes finally for the students. Health in the Nordic Countries – Lifestyle and Environment –module is part of each participating Universities' nursing programs and available for the students at least once a year. The common module makes it easy for the students to do their exchange in some of these partner Universities. At the moment it is too early to say how the students will utilize this benefit while knowing that they usually like to find their exchange places in some far away countries. For many reasons most of the students are anyway in a situation that they can't do part of their studies abroad and for these students this module offers a possibility for internationalization at home. The module is available for all the exchange students so that they can also choose theoretical studies for their exchange program, not just clinical studies which is still more common. Studying in an international group using English language helps students to get a wider perspective on nursing and helps them to critically analyze different kind of nursing practices.

In this Scandinavian co-operation project most of the Florence Network goals were met. Health in the Nordic Counties – Lifestyle and Environment –module is available for the students in these partner Universities but the module is available for the exchange students from other Universities as well. Feedback is collected and development work continues. The work together has been a pleasure and the module is an achievement we are happy about.

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Katri Kämäräinen and Minna Mukka

JOINT PHYSIOTHERAPY EDUCATION IN BACHELOR THESIS MODULE

Introduction

Project “Joint Physiotherapy Education in Bachelor Thesis Module” is a two year project conducted in 2009-2011. This project is done by the participants of the Nordic Network of Physiotherapy Education. This is the second two year project of the Nordic Network of Physiotherapy Education.

Nordic Network of Physiotherapy Education (NorNePtE) is a network of institutions all actively involved in physiotherapy education. This network has got funding from the Nordplus programs. Most of the present network partners know each other from the larger network: European Network of Physiotherapy Education in Higher Education (ENPHE).

In the first two years the Nordplus project was called ‘Joint Development of Health Promotion and Preventative Work in Physiotherapy Education’. The coordinator of this first project was Bonnie Lund from CVU SYD, Denmark. The active cooperation from LUAS during this first two year project was done by Eija Viitala. The goal of the cooperation was to improve the curricula from the point of view of health promotion and preventative work.

Before the end of the first two year project, the partners decided to continue the cooperation. When planning the needs and goals for the next two year cooperation, it was obviously clear, that educational institutions have already student and teacher exchange programs but these most often deal with other than Bachelor Thesis studies. Now the partners were ready and willing to cooperate also in the field of Bachelor Thesis process. That is why the Nordplus development project in the years 2009-2011 is called “Joint Education in Physiotherapy Bachelor Thesis Module”. This project is coordinated by Katri Kämäräinen from LUAS.

When comparing the regulations and criteria for the Bachelor Thesis process in each 9 participant physiotherapy higher education institutions, we noticed that the regulations and criteria vary a lot. We really needed to have a commonly accepted process modeling: who does what, when and why, if the students cooperate during the Bachelor Thesis process. The students have to do the Bachelor Thesis under the regulations and criteria of their home institution but the structures cannot be obstacles for students’ international cooperation.

The participants in the project are teachers, students, working life partners (physiotherapists), and a coordinator (also a teacher). All these participants are needed for having a real experience of internationally done Bachelor Theses, which are work related. During this development project students do their Bachelor Thesis, and teachers and physiotherapists from working life supervise their work. At the same time the experience of cooperation is used to make the process model of cooperation during an internationally done Bachelor Thesis process.

An important task of higher education is to develop the working life. The Bachelor Thesis is

worth to be done in accordance with the needs of working life development. This is why we also need physiotherapists in this development project. This way, students can integrate both theory and practice. The objective is to implement the Bachelor Thesis results into working life practice.

Partners of the project, educational institutions:

- Høgskolen i Oslo, Ingrid Narum
- Lahti University of Applied Sciences, Katri Kämäräinen, Minna Mukka
- Seinäjoki University of Applied Sciences, Merja Finne
- Rīgas Stradiņa Universitāte, Mara Kulsa
- Uppsala Universitet, Karin Hällström
- Lietuvos Kūno Kultūros Akademija, Vilma Dudoniene
- CVU SYD, Peter Johansen
- CVU København Og Nordsjælland, Lilian Christensen
- Tartu Ülikool, Kadri Pill

Partners of the project: physiotherapists from working life:

- Haapsalu Neuroloogiline Rehabilitatsioonikeskus, Kadri Englas
- Kivipuro Rehabilitation Centre, Liisa Mäki
- Vaivari, Nacionālais Rehabilitācijas Centrs, Dace Stirane
- The project gets contribution from Nordplus Development Project and also from Nordplus Student Express Mobility.

Purpose of the project

The main objective of the project is to build up a joint education possibility inside the Bachelor Thesis process of partner institutions. This will be shown as a process model. The process model will contain a graphic process model, explanation pages and a process cover page. The process model makes the process of internationally done Bachelor Thesis possible for the physiotherapy students. With this process model, teachers, clinical educators, and students will have a common understanding of the process.

More concretely, the process model will describe for example how students can find partner students abroad and a common theme for their Bachelor Thesis process; how cooperation is done between students, teachers and clinical educators and when cooperation is most needed.

The common process model will increase the transparency of Bachelor Thesis processes between higher education institutions. After having this development project ready we will all have a good experience to be used, if a totally joint Bachelor Thesis module is decided to be designed.

Description of the development project

The following Table 1 is a narrative summary of the development project objectives, outputs, evaluation methods, activities, inputs, and external factors. It will give a total picture of the development project.

Table 1. Logical Framework 2009–2011

Narrative summary	Objectively verifiable	Mean of verification	External factors
<p>Development objectives</p> <p>Effect</p> <ol style="list-style-type: none"> 1. International Bachelor Thesis process is more clear 2. More students, teachers, and working life partners interested in cooperation on international level Bachelor Thesis work 	<p>How can we see the objective has been reached, what is now different than in the beginning?</p> <ol style="list-style-type: none"> 1. All participants know and work according to the process 2. All places for new Bachelor Thesis year are full 	<p>How will this be measured and with what tool?</p> <ol style="list-style-type: none"> 1. Evaluation discussion in the 2nd, 3rd, and in the 4th seminars 2. The amount of the new students and old staff members in the 4th seminar 	<p>Assumptions</p> <ol style="list-style-type: none"> 1. Participants are active and self-directed for getting used to the new, common process model 2. Teachers market enough the international possibility to students, the Nordplus contribution is available for all participants, the work places will give work hours for the staff members, the schools are flexible enough in students personal study plans
<p>Immediate objective</p> <p>International Bachelor Thesis process model is ready and accepted by all participants</p>	<p>How do we know the objective has been reached?</p> <p>The written Bachelor Thesis process model is built up together and it is accepted by all participants</p>	<p>From where is the information collected and by whom?</p> <p>The evaluation discussion in the 2nd, 3rd, and 4th seminars</p>	<p>Assumptions</p> <p>The staff members discuss actively the new process model in their home institutions.</p>
<p>Outputs (results)</p> <ol style="list-style-type: none"> 1. Bachelor Thesis process of each participant institution is collected in an e-learning platform 2. The variation of regulations and criteria among partner institutions are understood and respected by all partners 3. 10 internationally done Bachelor Theses are ready 4. Supervising skills and methods are specified and enhanced 5. International cooperation skills are enhanced 	<p>How can we see those outputs (quality, amount, time, activity)</p> <ol style="list-style-type: none"> 1. Bachelor Thesis processes are collected 2. There are less wondering discussions because of the variation in regulations and criteria 3. The presentation of the research plan in the 3rd seminar and final versions of the Bachelor Theses are presented in the 4th seminar 4. All participants are more satisfied with the supervising process 5. The participants recognize the enhancement of international cooperation skills 	<p>From where is the information collected?</p> <ol style="list-style-type: none"> 1. E-learning platform, collected after the 1st seminar 2. Evaluation discussion in the 2nd and 3rd seminars 3. From the programme of the 3rd and 4th seminars 4. Evaluation discussion in the 3rd and 4th seminars 5. Evaluation discussion in the 4th seminar 	<p>Assumptions</p> <ol style="list-style-type: none"> 1. All partners reveal their own Bachelor Thesis process and explain it in the 1st seminar 2. There is willingness to understand the complexities behind the differences 3. Students do not stop doing their Bachelor Thesis after having started it 4. Staff members are eager to learn more ways and to agree on the ways of supervising 5. Willingness to learn
<p>Activities</p> <ol style="list-style-type: none"> 1. Seminar weeks 2/year for all partners (students with express mobility grant, and teachers + working life partners development project financing) 2. Express mobility week for the students 2/year/student 3. Cooperation and supervision between the seminar weeks and mobility weeks according to the 10 Bachelor's Theses (BT) 4. Coordinating team meeting once for 3 persons 	<p>Inputs</p> <p>Autumn 2009: seminar for staff members</p> <p>Spring 2010, Autumn 2010, Spring 2011: seminars for staff members and students</p> <ol style="list-style-type: none"> 1. working hours for all teachers and working life partners for seminar and cooperation between them 2. working hours for all teachers and working life partners for supervising the BTs 3. Students' workload is included in the ECTS of the BTs 4. process and product evaluation 5. Working hours for a coordinating team meeting 	<p>Budget</p> <p>Budget consist of Nordplus and own contribution money:</p> <ul style="list-style-type: none"> • Nordplus development project • Nordplus express mobility for the students • Own institution contribution for working hours 	<p>Assumptions</p> <p>Nordplus contribution is enough for both project development and student mobility</p> <p>Staff members can have enough working hours for development work and for supervising in international environment, that is more than supervising only home institution students</p>

In Table 2 below, the timetable and the content of cooperation is explained.

Table 2. Timetable and content of cooperation

1st seminar, Oslo, November 2009
Participants: 10 physiotherapy lecturers and 2 working life partners Content of seminar
<ul style="list-style-type: none"> • The Bachelor Thesis process in all participants institutions • Starting to do Bachelor Thesis process modelling • Deciding on marketing the possibility to the students, the level of students to be selected for the project, ways of working in the e-learning platform • Planning the next meeting in Riga
Express mobility week for the students:
Working together with the pair students abroad, getting supervision from the supervisor abroad Students also work at home on their Bachelor Thesis, supervision is given.
2nd seminar, Riga, March 2010
Participants: 11 physiotherapy lecturers, 4 working life partners, and 16 students Content of seminar
<ul style="list-style-type: none"> • Deciding the Bachelor Thesis themes, student groups, supervisors • Students' presentations of ideas for the Bachelor Thesis • Planning the cooperation during the Bachelor Thesis process • Planning the next meeting in Uppsala • Bachelor Thesis process modeling continues • Supervising Bachelor Thesis groups
3rd seminar, Uppsala, October 2010
Participants: 11 physiotherapy lecturers, 2 working life partners, and 15 students Content of seminar
<ul style="list-style-type: none"> • Presentation of Bachelor Thesis research plans • Opposition seminars • Planning future supervising cooperation • Evaluation discussion on cooperation and process model so far • Planning the next meeting in Hillerød and the next project in 2011-2014 • Supervising Bachelor Thesis groups
Express mobility week for the students:
Working together with the pair students abroad, getting supervision from the supervisor abroad Students also work at home on their Bachelor Thesis, supervision is given.
Coordinating team meeting, Lahti, February 2011
Teachers from Lahti, Oslo, and Næstved finalized the process model succession for the last seminar in Hillerød. They also finalized the new development project application.
4th seminar, Hillerød, April 2011
Participants: 11 physiotherapy lecturers, 3 clinical supervisors, 16 old and 16 new students Content of seminar
<ul style="list-style-type: none"> • Old students: Presentation of Bachelor Thesis, opposition seminars, dissemination of the results • New students: Deciding the Bachelor Thesis themes and with whom they will do it, presentation of ideas for the Bachelor Thesis, planning the cooperation • Staff members: Supervising BT groups • All together: Evaluation of the development project 2009-2011 objectives and outputs, dissemination of the results • Presentation of the further development project 2011-2014

The international Bachelor Thesis themes, students, supervisors, and working life partners are explained in Table 3.

Table 3. International Bachelor Thesis themes, students, supervisors, and working life partners

Theme	Students	Supervisor	Work life partner
Spinal cord injuries	Liza Guserova and Rimma Belikova from Latvia, Rīgas Stradiņa Universitāte Mari-Liis Keskula and Liina Toompuu from Estonia, Tartu Ülikool	Kadri Pill from Estonia, Tartu Ülikool Daina Smite from Latvia, Rīgas Stradiņa Universitāte	Kadri Englas from Estonia, Haapsalu Neuroloogiline Rehabilitatsioonikeskus Dace Stirane from Latvia, Vaivari Nacionālais Rehabilitācijas Centrs
Low back pain and activity of m. Transversus Abdominis (method ultrasound scanning)	Virpi Helanen and Ann-Mari Nordman from Finland, Lahti University of Applied Sciences Pernille Andersen, Kristoffer Glad, and Julius Bjornsson from Denmark, CVU SYD	Minna Mukka from Finland, Lahti University of Applied Sciences Peter Johansen from Denmark, CVU SYD, Vilma Dudoniene Lithuania, Lietuvos Kūno Kultūros Akadēmija	Marita Rajala from Finland, Lahti University of Applied Sciences, Learning Centre Optiimi
Post stroke rehabilitation	Sara Widen and Jessica Anderssons from Sweden, Uppsala Universitet Elina Siikaluoma from Finland, Seinäjoki University of Applied Sciences Hanne Akselsen, Stina Busk, and Kjetil Brastad from Norway, Høgskolen i Oslo Johanna Andersen from Denmark, CVU Copenhagen og Nordjsaelland	Ingrid Narum from Norway, Høgskolen i Oslo Karin Hellstom from Sweden Uppsala Universitet Merja Finne from Finland, Seinäjoki University of Applied Sciences Lilian Chistensen from Denmark, CVU Copenhagen og Nordjsaelland	Liisa Mäki from Finland, Kivipuro Rehabilitation Centre

Example of one Bachelor Thesis group cooperation

Two physiotherapy students from Lahti University of Applied Sciences and three students from University College Sjælland in Denmark have done their Bachelor Thesis together on the same field of physiotherapy. The topic of Finnish students' Bachelor Thesis was intervention study of measuring thickness of the transversus abdominis muscle (TA) in young adults with low back pain by ultrasound imaging. The Danish students studied the correlation between a test for neuromuscular control and the isolated activation of TA with ultrasound scanning. The common factors of these two Bachelor Theses were activation of TA and ultrasound scanning, but the approach of the study was different. The ideas for these Theses came from the Danish teacher Peter Johanssen, who is an ultrasound specialist in Denmark.

In the first seminar in Riga all students met for the first time. They decided the theme and with whom they will cooperate. They started to make their research plans. The planning was supervised by teachers from Lahti, Næstved, and Kaunas. Between the first seminar in Riga and the second seminar in Uppsala students read and shared scientific articles and other material about activation of TA and ultrasound scanning. The Danish students and their teacher visited Lahti in August 2010 and the Finnish students went to Copenhagen in October 2010. During these exchange weeks they practiced how to use an ultrasound scanner. They also made an illustrated manual of how to measure TA activation with an ultrasound scanner. Students presented their research plans in the second seminar in Uppsala in November 2010. Their research plans were opposed by students and teachers from Estonia and Latvia. They also got feedback from other students and teachers participating in this seminar in Uppsala.

Both Finnish and Danish students have done their Bachelor Thesis according to their own university instructions. In addition they have received supervision from both Danish and Finnish teachers during this whole process. The Danish Bachelor Thesis was finished in January 2011 and the Finnish will be finished during spring 2011. The students will present their Bachelor Thesis in the 4th seminar in Hillerød, Denmark, in April 2011.

Result of the project

The main result of the project is that 9 higher education institutions offering studies in physiotherapy and 3 physiotherapy clinics from 7 countries have agreed on an internationally done Bachelor Thesis process model. This helps students, teachers and clinical educators to cooperate. The agreement is shown in the process model flow chart (Figure 1), the explanation pages and the cover page.

On the explanation page each step is explained in greater detail:

- Who is doing that step?
- Critical factors: what is essential for this step to succeed?
- What instructions / forms / IT-tools etc. are needed in this step?
- What information is needed in order to do the step well?
- What information comes out?
- Schedule if needed.

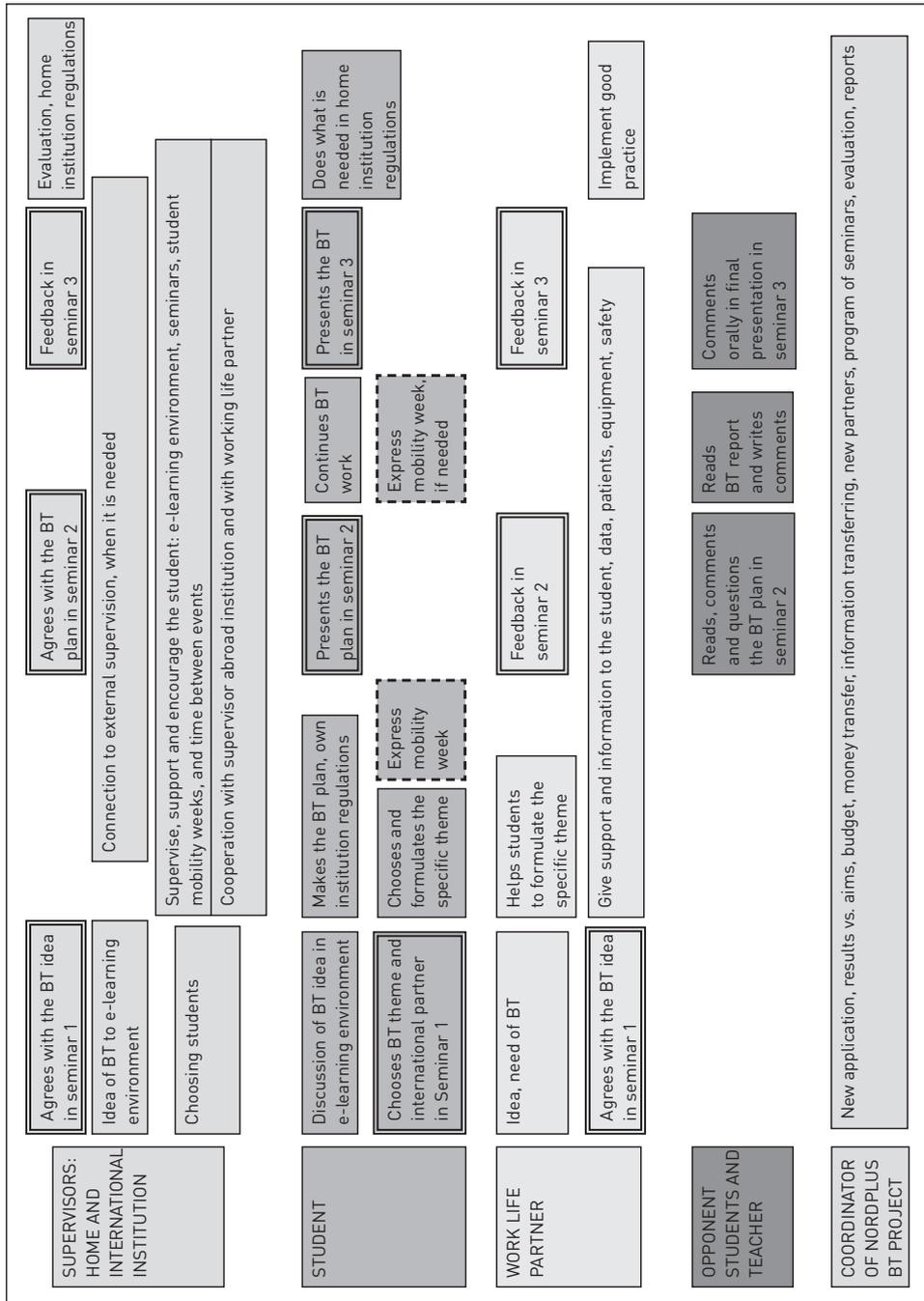


Figure 1. Flow chart of joint education in Bachelor Thesis process.

Dissemination of the project results

Dissemination of the results to persons not belonging to the development project:

- A presentation of the network process was given in an international physiotherapy congress, NUF 50 year conference (30.9.2010), Stockholm, Sweden. NUF is Forening af Nordiske Uddannelser for Fysioterapi.
- A presentation will be given in European Network of Physiotherapy in Higher Education congress, ENPHE, autumn 2011. ENPHE consists of 189 Universities and Schools of Physiotherapy from 29 European countries.
- The process model will be offered to the NUF and ENPHE web pages.
- An article for the national physiotherapy professional magazine is written together with the Bachelor Thesis groups (teachers, students and working life partners from the same country).
- Teachers and working life partners will tell about the development project in appropriate national meetings and seminars.

Teachers' experiences of international cooperation

The number of international processes and the legislation of the European Union require to harmonizing practices in Europe. The purpose of this is to increase transparency, promote mobility and lifelong learning in European countries. Many useful systems such as ECTS (European Credit Transfer and Accumulation System) and EQF (European Qualifications Framework) have harmonized and made studies more transparent in Europe. Every country still has their own professional culture and the content, evaluation and criteria of studies vary between countries.

One Thesis of Vocational Teachers' Education was done in this Joint Physiotherapy Education in Bachelor Thesis Model project (Mukka 2010). One of the objectives of this Thesis was to clarify physiotherapy teachers' opinions of what possibilities and obstacles there could be in an international Bachelor Thesis Module (Figure 2). Teachers saw many possibilities. Many of those things were quite obvious like cultural knowledge, better English language skills and learning from each other. But teachers also mentioned many factors which provided professional understanding and development in physiotherapy education, like Bachelor Thesis process becoming more transparent, professional feedback, harmonizing practices and personal development. Time and distance, language and cultural barrier, low correlation in curriculum and different evaluation and criteria were seen as obstacles. Teachers thought that this cooperation requires flexibility and understanding of different principles of education and cultures in the participating countries.

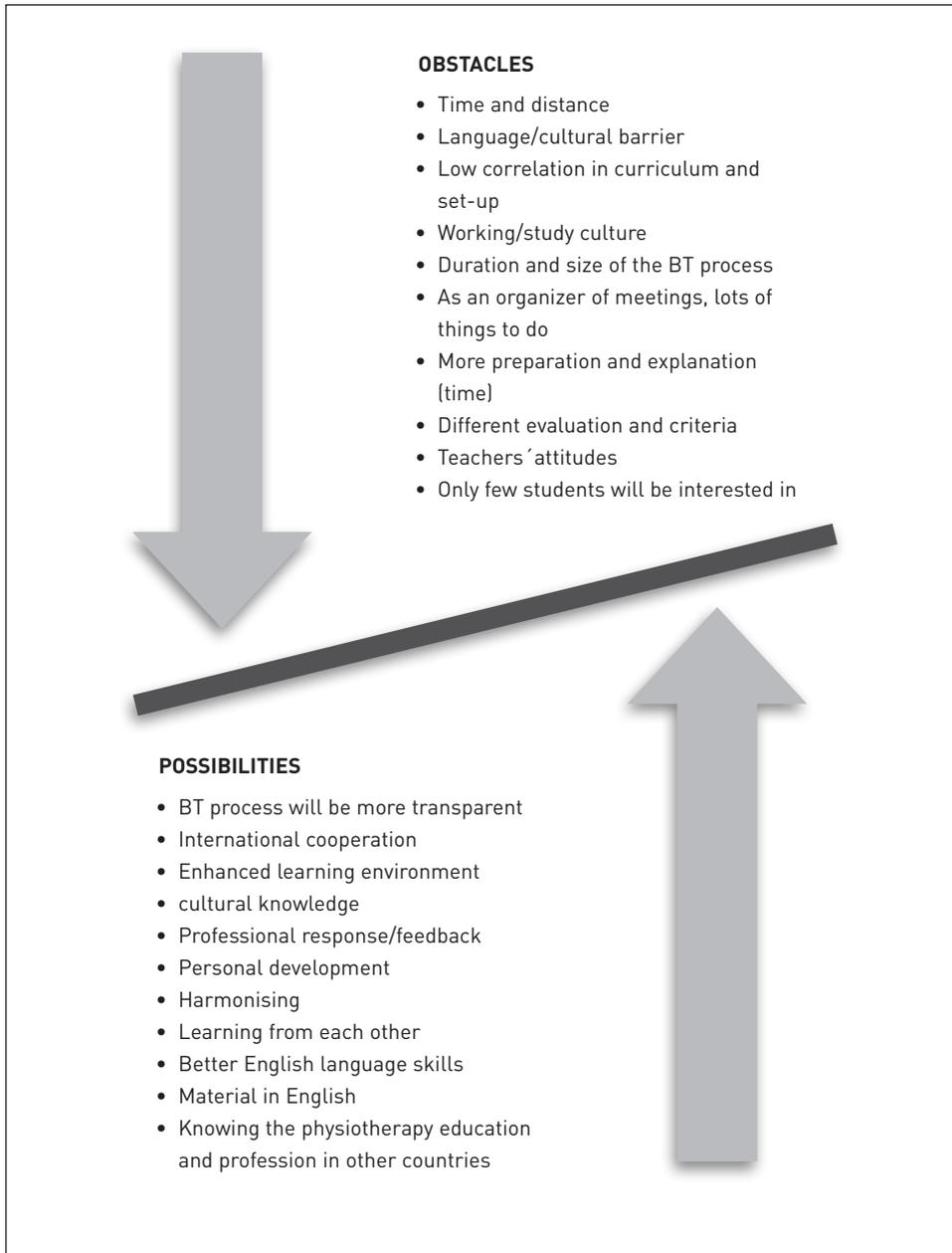


Figure 2. Possibilities and obstacles of international Bachelor Thesis Module

Further cooperation for developing the international Bachelor Thesis process

Being the coordinator of this development project enhances the feeling of ownership and responsibility to the project and the in-depth understanding of the Nordplus rationale for funding activities. The network has decided a policy that the coordinating function should rotate between the university partners in the project. This is why further international cooperation will be coordinated by Ingrid Narum, Høgskolen i Oslo, Norway. The name of the development project in 2011-2014 is “Development of joint Bachelor Thesis projects in the Nordic and Baltic physiotherapy programs”.

During this new project we aim to improve the international Bachelor Thesis process. During the project we will work out guidelines for students and staff members. The guidelines will have one general part and one specific part related to each institution. We will also try out international external evaluation of 5 Bachelor Theses written in English.

The role of the physiotherapists from working life had turned out to be unclear and ambiguous in the previous project. It is quite new in several physiotherapy schools to make the Bachelor Thesis in cooperation with real working life. We will now define the role of clinical supervisors' in the project for improving the clinical relevance of the findings of the Bachelor Thesis, and include discussions of evidence based practice in the seminars.

This new project will also try to emphasize the feedback of learning outcomes from the project to own institutions by the use of reports to be used in the institutions quality assurance systems.

The partners of the new project will be the same as in the first project. The only difference is that working life partner from Finland in the first Bachelor Thesis project was Kivipuro rehabilitation centre from Seinäjoki. In the new project it will be Harjulan Setlementti from Lahti. In addition, some new working life partners will be added to the project each year.

Table 4 “Logical Framework 2011-2014” is from the Nordplus development project application. It shows the idea of the next development project cooperation.

Table 4. Logical Framework 2011–2014

Narrative summary	Objectively verifiable indicators	Mean of verification
<p>Development objectives Effect</p> <ol style="list-style-type: none"> 1. More students, staff members, and physiotherapy clinics are interested to join in 2. Guidelines are implemented into the participant institutions 3. Seminar contents include also discussions of clinical relevance of findings 4. Project outcomes are accessible to the institutions outside the project on relevant platforms 	<p>How can we see the objective has been reached, what is now different than in the beginning?</p> <ol style="list-style-type: none"> 1. number of participants have increased 2. guidelines are visible in the participants' institutions' Bachelor Thesis descriptions 3. Working life partners find their role more relevant 4. Visible on relevant platforms 	<p>How will this be measured and with what tool?</p> <ol style="list-style-type: none"> 1. statistics of participant lists 2. reviewing Bachelor Thesis descriptions 3. feedback from the working life partners 4. number of visitors to the platforms
<p>Immediate objective</p> <p>International Bachelor Thesis process is fluent</p>	<p>How do we know the objective has been reached?</p> <ul style="list-style-type: none"> • Feedback from the participants • International BT is included and implemented as part of the institutions' Bachelor process 	<p>From where is the information collected and by whom?</p> <p>Feedback discussions and questionnaire to the participants.</p>
<p>Outputs (results)</p> <ol style="list-style-type: none"> 1. guidelines for students are ready 2. guidelines for staff members are ready 3. International external evaluation has been conducted in 5 BTs 4. the role of working life partners is defined 5. report to home institutions' quality assurance systems have been done 6. presentation to the staff at home institutions at Bachelor-, post graduate- and Master level has been made 	<p>How can we see those outputs (quality, amount, time, activity)</p> <ol style="list-style-type: none"> 1. guideline functions as a tool and makes participants independent 2. guideline functions as a tool and makes participants independent 3. 5 BTs evaluated internationally by external evaluators 4. described in the guidebooks 5. integrated in quality assurance report 6. Presentation meetings planned and performed 	<p>From where is the information collected and by whom?</p> <ol style="list-style-type: none"> 1. feedback and discussions in seminars 2. feedback and discussions in seminars 3. written feedback on the experience of the international external evaluators to the partner institutions 4. discussion and feedback in the seminar 5. visible from grading list and from quality assurance reports 6. team meeting agenda and memo
<p>Activities</p> <ol style="list-style-type: none"> 1. Seminar weeks 2/year for all partners (students with express mobility money, and teachers + work life partners development project money) 2. express mobility week for the students 2/ year/student 3. teacher supervisor mobility weeks 2/year/ supervisor 4. Cooperation and supervision between the seminar weeks and mobility weeks according to the 10 BTs 5. Discussing, concluding and grading the 5 BTs done in English 6. Coordinating team meetings 2 times a year for 3 persons 	<p>Inputs</p> <p>Spring: staff members and students (new and old) in spring</p> <p>Autumn: staff members and new students</p> <p>In between: new students and staff members</p> <ol style="list-style-type: none"> 1. working hours for all teachers and work life partners for seminar and mobility weeks and cooperation between them 2. working hours for all teachers and work life partners for supervising the BTs 3. Students' workload is included in the ECTS of the BTs 4. process and product evaluation 5. working hours for external evaluation of BTs 6. Working hours for coordinating team meetings 	<p>Budget</p> <ul style="list-style-type: none"> • Budget will consist of Nordplus and own contribution money. • Nordplus development project • Nordplus express mobility for the students • Nordplus teacher mobility • Own institution contribution for working hours

References:

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Helena Hatakka

CHILD ´S RIGHTS/FAMILY NURSING INTENSIVE WEEK –Promoting Interprofessional learning and intercultural competences in International Learning Environment

Child´s Rights/Family Nursing 3 ECTS intensive week has been going on for 5 years in Lahti University of Applied Sciences, Faculty of social and health care. Every spring social care work and nursing lecturers and students from our partner universities in Cyprus (Frederik Univeristy), The Netherlands (Saxion and Groningen), and Germany (Frankfurt) meet in Lahti to be together, experience things, discuss and learn.

Interprofessional learning

The main aim of this intensive week is to promote interprofessional learning and intercultural competences in the field of social and health care. One aim is also that students become aware of the convention of child´s rights and realize its importance as a basis of field-work with children, youth and families in different countries.

In interprofessional education the main idea is that students studying different social and health care professions are working and studying together during their studies. This is the way how they can learn to give value to their own profession and also other professions and professionals (Barr, Koppel, Reeves, Hammick & Freeth 2005, 1). Interprofessional learning can happen in lectures, group work and discussions. The main thing is the interaction between social work and nursing students. This is how they can get different kinds of experiences from each other and exchange ideas, thoughts and knowledge. All this shared learning is building up such competencies that are needed in working life in social and health care professions. Miller, Freeman and Ross (2001, 1) are convinced those students who have had these experiences of shared learning are more capable of working with each other also in the future. That is why it is important that a student can get these experiences already while studying.

And what have we done to promote interprofessional learning in Child´s rights – Family Nursing international week during the years? Each year we have had a specific theme, in year 2010 it was Cultural Differences and Aspects When Working with Children and Families. The roots of the theme are in the convention of the rights of a child and in family care work. All the incoming lecturers have given a lecture related to this theme. We have been given many different kinds of perspectives on the theme. Lectures have opened professional views and given the students and other lecturers much to think about. Also some study visits have been made in organizations working with children, youth or families. Study visits have been very much eye-opening learning experiences to students and lecturers. Students have also been studying in multi-cultural and multi-professional groups between the lectures. In these groups students have been solving some client cases trying to apply those professional views and knowledge they got from the lectures. In the end of the week there has been a poster exhibition where all the learning outcomes are shown and shared with each other. Students have been very creative in describing the learning outcomes. During the years we have heard songs, poems and stories and also games, plays and pictures based on child´s rights and professional work with children and families.

Intercultural competencies

As important learning issue as interprofessional skills are students' intercultural competencies. Intercultural competencies can be defined as such knowledge, skills and attitudes that comprise a student's ability to get along with, work and learn with people from diverse cultures (Intercultural competencies). Such intensive study week as Child's Rights/Family Nursing week creates a great opportunity for participants to build up and rehearse these competencies. Intercultural competencies should also be more clearly in the focus of the Child's Rights/Family nursing week. Alongside substance based, professional themes there should be more attention paid to students' intercultural skills. There should be for example pre tasks where students could study and learn about fellow students' cultural backgrounds.

Something has already been done to promote students' intercultural skills during our intensive week. The social program and accommodation arrangements are some examples. Nursing students from LUAS have been responsible for the practical arrangements of the week for example housing, social program and information packages. Also social services students from LUAS have planned some social events during the week. Incoming students live with Finnish students in their homes. This is a good way to gain language skills and get to know other cultures and habits. The social program has included for example a city tour and "bring a national dish by the pool" party. These unofficial occasions have been a very important part in building the sense of community among students.

Some conclusions

The feedback students have given indicate that participating students have widen their intercultural attitudes and got readiness in interprofessional learning and working. As Miller et al. (2001, 206) state group work is one of the best ways to give students possibilities to develop their interprofessional understanding and co-operative working skills. Students have been satisfied with the international learning environment: physical, social, local and pedagogical/didactical. It has been a supportive whole.

There is still much developmental work to do to reach the full potential there is to enhance interprofessional learning. One of the most important developmental issues is the content of the week. It is quite usual that especially nursing students experience that the content of the intensive week is being emphasized on issues relevant to social care students. Lectures given during the week are structured by the main theme and are well focusing on social and health care work with children, youth and families. The benefits of interprofessional point of views must be highlighted more clearly in the future. This sets us a challenge to pay more attention to creation of such learning possibilities where students can learn together and from each other. This is the way how to broaden students' professional knowledge. Participating students have been also very heterogeneous in their professional knowledge and experiences. Finnish students are in the beginning of their studies, first or second year students. Students from other participating countries are third or fourth year students. To find the optimal level of teaching, discussing and sharing that promotes every students' learning is an essential future challenge. There could be a possibility to develop the learning environment so that advanced students could be peer tutors for those students who do not have much knowledge or experience yet.

To enhance intercultural competencies the focus of the next intensive week could be on promoting both students' and lecturers' openness and appreciation towards each other. Also professional respect would increase and expand at the same time. Intercultural or interprofessional competencies do not develop by chance. We as organizers of the week are in a good position to create possibilities for students to develop these competencies. This will challenge us to develop the content of the week and the methods we use to promote students' learning. The next possibility for that will be in the end of September this year. It will also be important to gather such feedback from students that reveal how they feel about mixing and learning in an interprofessional and international learning environment.

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Katri Kämäräinen

PHYSIOTHERAPY EDUCATION IN CONNECTION TO ENPHE

European network of physiotherapy in higher education, ENPHE

European Network of Physiotherapy in Higher Education, ENPHE, is an organization connecting the European physiotherapy education. It is an active network for enhancing collaboration, disseminating good practices and discussing physiotherapy education issues. ENPHE's web pages can be found at: www.enphe.org

“The aim of the Network is to bring together and enhance collaboration between European Institutes and physiotherapy educational institutions in the European region in order to:

1. provide a forum for interaction and exchange of educational developments;
2. promote the convergence of physiotherapy educational programs;
3. stimulate the development of a European dimension in physiotherapy educational curricula;
4. facilitate mobility of staff and students between physiotherapy educational institutions;
5. encourage and support standards of high quality education in physiotherapy in accordance with the recommendations of the World Confederation for Physical Therapy (WCPT);
6. advance the body of knowledge of physiotherapy;
7. facilitate collaborative research projects between physiotherapy educational institutions;
8. establish and maintain contacts and exchange information with other national and international bodies, organizations, and with the European authorities.”

(<http://www.enphe.org/organization/mission>, 27.2.2011.)

There are good possibilities for reaching the aim of ENPHE, because in the beginning of year 2011, there are 189 members (physiotherapy education institutions) from 29 European countries. This accounts for 37 % of all European physiotherapy education institutions. From Finland Jyväskylä University and 14 universities of applied sciences are members of ENPHE, i.e. only one is not a member.

ENPHE organization consists of executive board (president, vice-president, treasure, and project executive), coordinating committee (one coordinator and one substitute member from each participating country), and general assembly every second year.

The executive board takes care of the overall management of the network, maintains the websites, and manages the ENPHE projects and conferences together with the host institution. The coordinating committee members are responsible for example for improving the quality of the network, be a link between own country member institutions and ENPHE, and disseminating needed information. All member institutions are allowed to add subjects to the general assembly agenda. (<http://www.enphe.org/organization/charter-and-bylaws>, 27.2.2011)

ENPHE had the first conference in 1995. After that it has had conferences twice a year. It was in year 2009, when the general assembly decided to have the conferences only once a year. The Physiotherapy degree programme from Lahti University of Applied Sciences (LUAS) has

participated in the ENPHE conferences 18 times. We did not participate only in the first five conferences.

Lahti university of applied sciences as a part of ENPHE

It has been a strategic goal to have one person as the representative of LUAS in ENPHE. I was the international coordinator of the physiotherapy degree programme in our faculty till the year 2009. That is why I was chosen to be the representative of LUAS in ENPHE. The idea of having one permanent and one changing representative from our degree programme was based on the prospect that the cooperation is done between the persons. Best results are achieved with people you know and can trust and they know you and can rely on your cooperation. It takes time to get to that level in cooperation.

By having one permanent representative in ENPHE, the social networks and personal connections have been created to be very close, intense, effective and trustworthy. The permanent representative has been the link to connect the other staff members of our degree programme to ENPHE.

The participation of our institution has been decided not only according to the content of the conference but also according to the cooperation we were having at that time. All together 11 staff members from our work place have participated in these 18 ENPHE conferences.

After being active member of ENPHE, I was elected to be the substitute member of Finland in the ENPHE's coordinating committee for 4 years, and coordinator of Finland in the coordinating committee for 2 years.

The changing representative of our faculty has not been in a sidelined role either. For example principle lecturer Sirpa Laitinen-Väänänen was elected among the candidates to be the member in one of the ENPHE's thematic groups for several years. There were only few members in the each thematic group. The ENPHE conference activities are nowadays based on the thematic groups' activities.

Due to this one permanent representative in ENPHE, we have managed to create active student, teacher, and specialist exchange possibilities not only for our faculty members but also for the working life partners from Lahti area. Also the international intensive programmes and development projects have been organised together with the ENPHE partners. Most often the coordination of intensive programmes and development projects has been done by our faculty. This has developed our skills in coordinating international projects.

ENPHE conferences have been the meeting place for planning the intensive programmes and development projects. None of the activities coordinated by our faculty (listed further in this article) has been planned together with the partners in any other places than the ENPHE conferences or during the contact days of the coordinated activity.

Before spring 2007, the conference presentations and workshops were under the specific theme of the conference. The discussions were on a comparative and sharing level: how the same issue is done in different institutions. And the reasons for the choices were explained. After spring 2007 the conference presentations and workshops have been in accordance with the selected thematic groups.

At this moment the thematic groups are 1) Transparency, 2) Quality Assurance, 3) EU Directives, 4) European Qualifications Framework, 5) Lifelong Learning, and 6) Mobility (<http://www.enphe.org/focus-groups>, 27.2.2011). Now the discussions during the workshops try to find out compromises and suggestions. But ENPHE conferences can not decide, how physiotherapy is taught in European schools. Common and shared discussions bring up new ideas and topics to be discussed at home institution.

During participating in the conferences our staff members have always had certain beforehand decided goals to be discussed. Very often one of the main goals to be discussed has been connected to the Erasmus intensive programmes, Leonardo da Vinci programmes, Nordplus network and student and teacher exchanges. We have had short coffee break discussions and longer discussions with the partners before the registration for the conference. During those discussions the common goals and activities have been planned; the work responsibilities have been divided.

Here is a list of conference places, conference themes, and participation from our institution:

Year	Place	Theme	Participation from LUAS	Main activities of LUAS
2010	Riga, Latvia	Transparency in Physiotherapy Education without Borders	Kämäräinen Mukka Rajala 2 students	<ul style="list-style-type: none"> Nordplus development project
2009	Rotterdam, The Netherlands	Innovative approaches in physiotherapy education	Arkela-Kautiainen Kämäräinen 2 students	<ul style="list-style-type: none"> Nordplus Development Project Introduce Erasmus Intensive Programme ENPHE to the new principle lecturer General Assembly
2008	Stockholm, Sweden	Assessment in a competence-based physiotherapy programme	Kämäräinen Id-Korhonen	<ul style="list-style-type: none"> Erasmus Intensive Programme General Assembly of NUF
2008	Valencia, Spain	Student-centered learning: what does it mean for students, lecturers and institutions?	Kämäräinen Rajala	<ul style="list-style-type: none"> Erasmus Intensive Programme Student and teacher exchanges
2007	Prague, Czech Republic	Harmonic innovative curricula in physiotherapy after Bologna	Kämäräinen Lerssi-Uskelin	<ul style="list-style-type: none"> Planning e-learning cooperation Erasmus Intensive Programme
2007	Sofia, Bulgaria	Quality management in competence-based physiotherapy education	Kämäräinen	<ul style="list-style-type: none"> Poster presentation: Quality assurance Chair person in seminar session Planning of e-learning cooperation Erasmus Intensive Programme Coordinating Committee General Assembly
2006	Brussels, Belgium	Competence-based PT education: stepping stone to international education and improved mobility?	Kämäräinen Laitinen-Väänänen Tarvainen 3 students	<ul style="list-style-type: none"> Planning meeting of Erasmus IP First planning meeting of Nordplus network Planning e-learning cooperation Introducing ENPHE to the faculty international coordinator Coordinating Committee
2006	Istanbul, Turkey	Learning in a clinical environment: the best way to acquire physiotherapy competences?	Kämäräinen Laitinen-Väänänen	<ul style="list-style-type: none"> Oral presentation: The clinical educator's and student's discussion about learning: a discourse analytic study Discussions of Baltic cooperation Starting point for the 10 year Erasmus intensive programme network Coordinating Committee
2005	Helsinki, Finland	Enhancing physiotherapy competences in innovative learning environments	Kämäräinen Rajala Laitinen-Väänänen Id-Korhonen Lerssi-Uskelin 3 students	<ul style="list-style-type: none"> Oral presentation of supervision patterns in practical training Oral presentation of Learning Centre Optiimi Coordinating Committee NUF meeting
2005	Warsaw, Poland	The research skilled student: a challenge to the physiotherapy education	Hietala Kämäräinen 2 students	<ul style="list-style-type: none"> Student and teacher exchanges General Assembly, Kämäräinen elected to be the Coordinator of Finland in the Coordinating Committee

Year	Place	Theme	Participation from LUAS	Main activities of LUAS
2004	Estoril, Portugal	Learning and teaching strategies to acquire competences	Kämäräinen Suhonen	<ul style="list-style-type: none"> Erasmus intensive programme Competence discussions
2004	Dublin, Ireland	Competences in PT education in Europe: curriculum design	Kämäräinen	<ul style="list-style-type: none"> Student and teacher exchanges
2003	Druskininkai, Lithuania	Developing PT educational competences within the Bologna implementation in Europe	Lerssi-Uskelin Viitala	<ul style="list-style-type: none"> Erasmus intensive programme Competences in Finnish physiotherapy education, together with Finnish colleagues Leonardo projects
2003	Valencia, Spain	Developing a European profile in physiotherapy education	Kämäräinen Lerssi-Uskelin 2 students	<ul style="list-style-type: none"> Leonardo projects Substitute member in Coordinating Committee Erasmus intensive programme General Assembly
2002	Slanic Moldova, Romania	The therapy of pain: desideratum or reality? (FRAK-ENPHE Conference)	Kämäräinen	<ul style="list-style-type: none"> Workshop presentation together with a Romanian teacher Erasmus intensive programme Leonardo projects
2002	Paris, France	Integration of theory and practice in physiotherapy education	Kilpinen Kämäräinen	<ul style="list-style-type: none"> Introducing ENPHE to principle lecturer Erasmus intensive programme Leonardo projects
2001	Amsterdam, the Netherlands	Multidisciplinary education (ENOTHE-ENPHE Conference)	Kämäräinen Suhonen	<ul style="list-style-type: none"> Erasmus intensive programme Leonardo projects Student and teacher exchange discussions
2001	Salford, United Kingdom	Facilitating research in physiotherapy education	Kämäräinen	<ul style="list-style-type: none"> Marketing LUAS as exchange place First plans for Erasmus intensive programme General Assembly, Kämäräinen elected to be the substitute member of ENPHE's Coordinating Committee
2000	Idstein, Germany	Quality assurance in physiotherapy education	-----	
2000	Norrköping, Sweden	Problem based learning	-----	
1999	Århus, Denmark	Strategies and pedagogical approaches in physiotherapy education	-----	
1997	Brussels, Belgium	Educating for mobility	-----	
1995	Leuven, Belgium	Organization of the physiotherapy educational system in Europe	-----	

(<http://www.enphe.org/events/past-events> 27.2.2011.)

Concrete cooperations organised with ENPHE partners

ENPHE has been a very important network for becoming acquainted with the physiotherapy education in Europe. In it we have found our active partner institutions in international education and development projects. Here are the concrete examples of the cooperation created between the ENPHE members and us.

Leonardo da Vinci exchange programme “Advancing physiotherapy practical studies abroad” 2001-2003: one project for students, and the other one for both teachers and physiotherapists

The main aim of the exchange programme was to create common ways to supervise students during their practical training periods in different countries. It included two projects, one for the students and one for the staff members. During students’ three month exchange period, one physiotherapist and one teacher together visited the student’s exchange place for one week. The students wrote learning diary, made a video tape, and filled up their portfolio. The teachers and physiotherapists discussed physiotherapy education, professional culture in different countries, physiotherapy practices, and also gave some lessons to the local physiotherapy staff in the placement. Common guidelines to assess supervise and certify the practical studies of physiotherapy students in the participating institutions were agreed. The understanding of different professional and general cultures, language skills, social skills, and multicultural knowledge were enhanced.

The participants in these two Leonardo da Vinci projects were:

- Health Centre of Lahti, Finland
- Health Centre of Seinäjoki, Finland
- Hospital District of South-Ostrobotnia, Finland
- Lahti City Hospital, Finland
- Lahti University of Applied Sciences, Finland
- National Rehabilitation Centre Vaivar, Latvia
- Päijät-Häme Central Hospital, Finland
- Seinäjoki University of Applied Sciences, Finland
- University of Valencia, Spain
- University of Ferrara, Italy

These Leonardo da Vinci exchange programmes were coordinated by Katri Kämäräinen. The projects were accepted as a poster presentation to the 14th International Congress of WCPT, World Physical Therapy, Barcelona, Spain, 2003.

Erasmus Intensive Programme “Physiotherapy for elderly – implementation of ICF” 2003–2004

The aim of the intensive programme was to implement the World Health Organization’s (WHO) new classification system: International Classification of Functioning, Disability, and Health (ICF). This classification system was published in 2001. The ICF is a framework for measuring health and disability at both individual and population levels. The inclusion of ICF into the content of physiotherapy studies concretely was a new, innovative way of working at the time.

The participants in this Erasmus intensive programme include:

- Avans University, The Netherlands
- Lahti University of Applied Sciences, Finland
- University of Ferrara, Italy

This Erasmus intensive programme was coordinated by Katri Kämäräinen.

Erasmus Intensive Programme “Active rehabilitation of elderly by multidisciplinary work” 2007-2009

After the experience of the intensive programme in 2003-2004, Lahti University of Applied Sciences and Avans University from the Netherlands, decided to make a longer term cooperation plan in the field of intensive programmes. We invited altogether five partner institutions to make a ten year plan: Erasmus intensive programme is organized two years in each of our institutions. After two year, the coordinator and the theme are changed.

This first of these five intensive programmes was planned and organized in Lahti. The participant students and/or teachers were from the field of physiotherapy, nursing, occupational therapy, speech therapy, and anthropology. The aim of the intensive programme was to enhance active rehabilitation of elderly by multidisciplinary work.

The participants in this Erasmus intensive programme were:

- Abant Izzet Baysal University, Bolu, Turkey
- Avans University, The Netherlands
- Charles University, Prague, Check Republic
- Estoril University, Portugal
- Lahti University of Applied Sciences, Finland

This Erasmus intensive programme was coordinated by Katri Kämäräinen (1st year) and Annamaija Id-Korhonen (2nd year).

This same international network organized the Erasmus intensive programme in Prague during the years 2009-2011. The coordinator was Charles University and the theme was from the field of prevention of obesity. At that time there was participation from our faculty not only from physiotherapy degree programme but also from nursing and public health nursing degree programmes.

The intensive programme network will continue. It will be coordinated by Avans University during the years 2011-2013 in the Netherlands. After that the coordinators will be first from Portugal, and last from Turkey.

Nordplus Development Project on Health promotion and preventive work in physiotherapy 2007–2009

The aim of the development project was to promote joint development and quality assurance in the delivery of selected areas of health promotion and preventative work in the physiotherapy curricula of the network institutions considering both clinical and theoretical aspects.

The participants of the development project were:

- Haapsalu Neurological Rehabilitation Centre, Estonia
- Kaunas 2nd Hospital, Lithuania
- Lahti Health Centre
- Lahti University of Applied Sciences
- Lithuanian Academy of Physical Education, Lithuania
- National Rehabilitation Centre “Vaivari”, Latvia
- Päijät-Häme Social Psychiatric Association
- Riga Stradins University, Latvia
- Seinäjoki University of Applied Sciences
- Oslo University College, Norway
- The Hospital in Torshavn, Faroe Islands
- Professionshøjskolen UCC, Denmark
- University College Sjælland, Denmark
- University of Tartu, Estonia
- University of Uppsala, Sweden
- Uppsala Kommun Äldre kontoret, Sweden

This development project was coordinated by Bonnie Lund from Denmark. From Lahti the teacher responsible for the project was Eija Viitala. This project was accepted as an oral presentation to the 2nd European Congress on Physiotherapy Education, Stockholm, 2008. The initial plan was to have longer cooperation with the partners than these first two years. The idea was to change the coordinator after each completion. We continued the cooperation during the years 2009-2011. That is explained next.

Nordplus Development Project “Joint Physiotherapy Education in Bachelor Thesis Module” 2009–2011

The aim of the development project was to create and agree on the process model, which is used when the students from Nordic and Baltic countries (9 schools) cooperate while doing a Bachelor’s Thesis. During the project altogether 10 Bachelor’s Theses were written by 16 students. The supervisors were both teachers and clinical educators from the participating countries.

The participants of the development project include:

- Haapsalu Neurological Rehabilitation Centre, Estonia
- Kivipuro, Finland
- Lahti University of Applied Sciences
- Lithuanian Academy of Physical Education, Lithuania

- National Rehabilitation Centre “Vaivari”, Latvia
- Riga Stradins University, Latvia
- Seinäjoki University of Applied Sciences
- Oslo University College, Norway
- Professionshøjskolen UCC, Denmark
- University College Sjælland, Denmark
- University of Tartu, Estonia
- University of Uppsala, Sweden

This development project (2009-2011) was coordinated by Katri Kämäräinen from Lahti. It was accepted as a poster presentation to the NUF 50 years anniversary conference in Sigtuna, Sweden, 2010. NUF is Forening af Nordiske Uddannelser for Fysioterapi.

The next three years (2011-2014) Nordplus development project will be coordinated by Ingrid Narum from Oslo, Norway. The partners will be almost the same. Only Kivipuro from Finland will be changed to Harjula Selttementt Association from Finland. The aim of the development project is to improve further the international Bachelor's Thesis process. Guidelines for students and staff members will be created. The guidelines will have one general part and one specific part related to each institution. An international external evaluation of Bachelor's Thesis will be made. The role of the physiotherapists (clinical educators) will be defined more specifically, because it is not common in every school to have the working life partner in the Bachelor's Thesis process. Specifically, the clinical relevance of the findings of the Bachelor's Thesis and discussions on evidence-based practice are included in the seminars.

Other activities

The high volume of the student and teacher exchanges during the years is only possible because of the participation in the ENPHE conferences. The possibilities for exchange have been discussed a lot during the ENPHE conferences. In every conference one of the topics outside the seminar presentations and workshops has been the exchange programmes. We have tried to find the best possible exchange places for our students and staff members. We have also agreed on the possibilities for students and teachers to come as an exchange person to Lahti. The feedback and goals of exchanges have been discussed.

Exchanges have been done between the ENPHE member institutions, which represent the following countries: Belgium, Czech Republic, Denmark, Germany, Hungary, Italy, Malta, Portugal, Romania, Spain, the Netherlands, and Turkey.

Our faculty has organised the Erasmus intensive programme “Constructors of well-being” (2010-2012). The coordinators are Johanna Tarvainen and Sari Nieminen. One of the partner institutions is member of ENPHE: Saxion University of Applied Sciences, the Netherlands. This intensive programme has also other partner institutions than ENPHE members, because the programme is carried out in a multidisciplinary team: students and teachers from the field of physiotherapy, nursing, social work, and sports and recreation. The aim of the intensive programme is that students learn that well-being consists of different components and is defined individually and culturally. This understanding can be used for the benefit of the future clients' well-being.

Conclusion

During the 10 years participation in ENPHE, the physiotherapy degree programme of LUAS has changed to be more international than earlier. This change has been done in 3 different phases:

1. First, we began with the student and teacher exchanges. Those were special occasions in the beginning. They are still important, but more like a part of normal teacher's work. Many of daytime students and adult students from each group will complete part of their studies abroad. The first development projects were planned for having the structure for the student exchanges to the clinical placements.
2. Secondly, after having experience in exchanges we tried the cooperation in an intensive programme. The first intensive programme was only for one year and only for physiotherapy students and teachers. After that the intensive programmes have been more continuous and multidisciplinary in nature.
3. Thirdly, after having active cooperation in intensive programmes and student and teacher exchanges, we have done international development projects to develop the curriculum and possibilities for an international Bachelor Thesis.

The goal of our teachers' international exchange weeks have always been not only for teaching abroad, but also for planning some other cooperation at the same time. The next development in this international cooperation between us and ENPHE partners seems to be the possibility to do international research, into which the schools, working life and students can participate. At least this kind of cooperation is needed. The other cooperation needed to be developed is joint module. Nowadays there are good possibilities for internationally organised joint modules, which would be taught in e-learning platforms. There are no good reasons for not developing that cooperation.

The role of the degree programme international coordinator was important in internationalization 10 years ago. Degree programme international coordinator was the coordinator of cooperation and responsible for international exchanges together with the principle lecturer. Nowadays the responsibilities have been divided between the teachers, who are responsible for the same specific topics also in local and national cooperation. The language or country frontiers are not anymore the elements determining who the person in charge of the cooperation is.

After having more active international activities not only in our degree programme but also at the whole faculty, the teachers do not have to organise anymore alone the cooperation. In 2006 a Faculty International Coordinator was employed to work for all the degree programmes. She is mostly in charge of all international administrative issues of student- and staff mobility, and mobility projects.

ENPHE partners have been the base for building up international contacts. It is still the most important partner for us. Beside ENPHE and Europe, we have also cooperated with Asia direction. This cooperation seems to be stronger year after year.

Cooperation in network conferences, TOP 10

All participants in ENPHE conferences have their own strategies of how to cooperate during the conference. After participating in 17 ENPHE conferences, I have realized that certain ways of cooperation are more effective than others. Here is the TOP 10 list, I have noticed to be useful in network conferences.

1. Before deciding who are the participants from home institution in the network conference, have a meeting with the team at your home institution. Make an agreement according to the content of the conference and also according to the other goals for cooperation with the congress participants abroad, who are the key persons to participate in the network conference at that time.
2. When the participants of home institution are selected, they should have a meeting with the superior before the conference. It is good to decide the strategy. What are the minimum outputs we should have after the conference? With whom we need to have more official meetings taking longer time or only short discussions during the coffee breaks? What are our own faculty needs for new contacts, developing our internationalization? What type of international cooperation we already have enough so that we are not interested in having new partners in that field? Make sure you know the level and extent which you can promise, if some new cooperation is offered.
3. Remember that the network conference has also a program for the students. Have a meeting with the students before going to the conference. Make sure they do know where they are participating, and what is expected from them. What are their goals? How they can transfer their experience to the other students at home? Have discussions with them during the conference time.
4. Make an agreement before the conference together with the partners for an intensive programme or a development project. It is good to meet before the conference starts. Make sure, that all invited know where to come and at what time. Be prepared for that meeting. You know what the expected outcomes of that meeting are. If you have not prepared properly for the meeting, the two or three hours could be easily used for just telling what is happening in each institution. And then the outcome is not achieved. It would be a waste of both your own and other participants' time.
5. After the network conference a written report is usually made for the home institution. It helps if you make notes during the conference days. I'm used to make mind maps first and elaborate on them afterwards. I have a mind map for different types of goals: student exchange, teacher exchange, development project, intensive programmes, curriculum development, new issues, etc. When there is time after each coffee break or lunch, I make notes, with whom I have discussed and about what did we discuss - if it was relevant for workplace's further cooperation.
6. Be open-minded for the different ways of teaching physiotherapy, different ways of thinking about the content of physiotherapy, different roles of the physiotherapists and teachers, and also different education systems. You do not need to agree with all of them; you do not even have to make the compromise. But please, try to ask more. Try to understand why the way they are doing it is the best way in that workplace. Then it is easier to minimize the cultural obstacles you might have in your cooperation with teachers abroad and with exchange students in your home institution.

7. Although the seminars and workshops are interesting and you learn from other participants' point of view, the most important events for building up cooperation are registration evenings, coffee breaks and lunches. Travelling from the hotel to the conference venue is also a useful time. During the small talk be active in listening and recognising the silent signals of the participants. Make initiations when needed. After the conference ends and it is time for the last dinner or the last morning before travelling home, it is not a good time any more for much work related serious issues, at least not some new ones.
8. Choose the hotel recommended in the conference registration information. Having breakfast together and at the same time having the so called "small talk" can end up to some more innovative further cooperation between your schools.
9. ENPHE conferences are also the place to meet colleagues from your home country. Many times I have heard also other than Finnish teachers saying that these network conferences are the place where we can meet our colleagues. We do not meet them every year in our home country. So be prepared how to use that discussion possibility too.
10. *Have one dos or don'ts open. Keep room for new possibilities.*

Unaise Abdul Hameed

THE EXPERIENCES OF ACADEMIC VISITS TO LAHTI, FINLAND ACADEMIC EXPEDITION TO FINLAND, AN INTERNATIONAL TEACHER'S PERSPECTIVES

Flying from New Delhi to Helsinki via Istanbul and from there to Lahti city, for an average man, the long journey might have made for a hectic educational tour draining him of all the imminent thrill. But not so in my case because of all the enthusiasms about exploring the best country in the world based on health, economic dynamism, education, political environment and quality of life.(1)

My visit to Lahti University of Applied Sciences (LUAS) was scheduled for three months from September to December 2009. This was the second in the series of visits to Finland after the one month teaching assignment early in the year 2009. The primary aim of my visit was to teach the students of Physiotherapy degree program of LUAS. Being an Indian based academician and researcher in Physiotherapy, I took up the opportunity to impart my knowledge to an international society, while exploring the cultural diversity. Proposal for my teaching in LUAS came in to being as a part of the academic collaborative tie up between LUAS and ManavRachna International University in India (MRIU).

Hailing from Kerala, India, I have earned a Masters in Physiotherapy from Jamia Hamdard, in New Delhi. And after being a lecturer in Jalandhar, in 2007, I joined MRIU as a lecturer, and then given a position of Assistant Professor in the university. Currently I am pursuing doctorate and involved in clinical practice and teaching.

Technical Contributions and Learning

The pedagogical visit that comprised of teachings, meetings with management officials, curriculum development, excursions to clinical placements etc broadened my horizon of knowledge. Moreover, understanding the educational culture of Finland rendered an all new experience and a reason to appreciate different facets of the same.

Having got to teach students from Hong Kong, Russia, Switzerland, Germany etc, I was much impressed by the innate discipline and proficient practical knowledge the students of the university (LUAS) are adept at. The students also included established physiotherapists working in both public sector as well as privately. I took up topics for them that included physiotherapy of the joints, physiotherapy of the musculoskeletal system, anatomy, physiology of the musculoskeletal system, research methods, neurodynamics and so on. Working rigorously for almost 480 hours in the scheduled period, I was optimistic and considered it an opportunity to be carried out with immense dedication.

The exchange program proved more than simply delivering lectures, where I was given a chance to share my viewpoints on significant concerns like clinical postings of the students, curriculum development, teaching evaluation, planning for further development, coordination with other universities of applied sciences and so on. Participation in the 'researchers night' program was

very useful and currently my plans include arranging same kind of awareness programs in India, which I feel is really helpful to educate the public about the rising need of continuing research and development, and to attract the youth to research.

Visit to Laurea University of Applied Sciences, near Helsinki was scheduled as part of the whole program. Though the primary aim of my visit was teaching, colleagues in Laurea guided me for a visit to the various centres of the university, which helped me to get a closer introduction with newer ideas incorporated in educational domain. Activities of Laurea university, the multiple centre of excellence, in Helsinki metropolitan area, is based on Learning by Developing model that brings together students, lecturers, working life representatives and experts of R&D activities in various cooperation projects. Working in this highly competitive and vibrant sphere, will give anybody a unique sense of pleasure. It's worth acknowledging about the innovations of the intellectual academicians and researchers in Finland for conceding the indispensability of diverse models required for comprehensive learning and growth.

Manual Therapy workshop sessions with Kevin Banks from England were useful to learn the Maitland Concept of Manipulative Physiotherapy and enlightened me to pursue further training in the field. Discussions are on with the authorities in India to conduct university level trainings of same kind, so that the trainees would become certified to practice this emerging field of patient management.

Excursions to rehabilitation centers in and around the city gave a chance to learn the way disabilities are managed in Finland. 'Invalidiliitto', a rehabilitation center for severely disabled is an example of multidisciplinary rehabilitation, with range of services to support disabled people through their entire life cycle. The center has accessible and controllable spaces, up to date equipment and an easily traversable environment to permit the rehabilitant to function independently. The center also has a department for unknown and rare disorders. 'Kaarisilta', another center based on a unique philosophy, maintains an art and activity center for people with learning disabilities. Opportunities are provided for the clients to enjoy many different sports, organize seminars and cultural events and provide vocational educational programs for the disabled. The members of my team had an opportunity to take part in rehabilitant's activities during our visits.

Cultural and Social Life

The faculty members of LUAS extended their wholehearted cooperation in keeping myself and my wife Akhila, informed about the various possibilities of moving out for experiencing the cultural diversities. It was really an amusement for us to be in the coldest weather we have ever had. Invitations for variety of winter sporting events gave us a chance to be familiar with the all enthusiastic sports activities and personnel. I must mention that I consider all my Finnish friends leads a life of active sportsmen.

Travelling around the city of Lahti was comfortable with the very efficient bus and railway connectivity and pleasing panoramic experience. The water route connecting many places of the country (there are 187 888 lakes in Finland (3)) provides a fabulous experience.

Though the Finnish food habits were really different from what we have been having since childhood, it was easy for us to accommodate the habit of enjoying traditional Finnish foods. By the end of my program, we really started to think about missing the Finnish cuisine. Drinking strong and black coffee and milk as an accompaniment to lunch was a new experience for us. It seemed to us that Indian cuisines, in its lighter forms are favorite of Finns, and it was not difficult to find Indian restaurants whenever we wanted.

Learning the Finnish language was in our priority, though we couldn't learn much for technical reasons. Still, now I can manage to read and write the very basic Finnish. My English lessons for the students were easily understood by the students, which motivated me to continue with the work, even without learning Finnish language.

We nostalgically remember the invitations to accompany my colleagues in LUAS to Finnish forests. Finland being the most extensively forested country in Europe, we considered this as a great opportunity. Picking berries and mushrooms, (one among the hobbies of many Finns) in the middle of the forest was an all new experience, and also the information that Finland has no less than thirteen kinds of berries including blueberry, cloudberry and lingonberry.

As an integral part of our invited visits to Finnish homes, we were invited to bathe in the sauna. Initially we were not keen about the idea, but being the Finland's most significant contribution to the world (and the world's vocabulary) (2), and as an honor to us, we tried. Now, we miss the experience of the rush of heat and an enjoyable aroma which made us to enjoy total relaxation the Finnish way. I would advice any Foreigners in Finland to try Sauna, in this nation with no less than 2 million saunas where there is a total population of five million.

People

Generally, Finns were helpful and polite, and glad to help us when asked. Meaning of the word 'honesty' was truly understood by us during the 3 months long stay with Finns. As a visitor, I hardly received many compliments from Finns, but I am fairly sure that the compliments I received are genuine. Another highly regarded virtue, in Finland is punctuality. At the starting days of my teaching, I had to apologize to my audience, because it is common to do so even for being late for a few minutes. I could hardly find any events where at least one person is late for even few minutes. After those initial days, I could manage to reach in time for all the sessions with the students and teachers in LUAS. In fact, this helped me to learn to be punctual throughout the rest of my life.

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Laura Heikinheimo

INTERNATIONAL TUTORING IN LUAS

In my school, which is Lahti University of Applied Sciences, we have a little bit different system than other universities. Many universities are using the Buddy-system, we have a tutor-system. All the tutors work under the supervision of Lahti University Student Organization (LAMKO). We all sign a legal contract with the organization.

We have tutor trainings two times a year. We have some tutors, who are responsible for the new students in the faculties and then we have some international tutors like me. LAMKO has head tutors for the both groups and also each faculty has their own head tutors.

Before the training, we start marketing tutoring to students. The head tutors of the faculties decide what kind of campaign they want to have to increase the awareness of this kind of activities. We put up posters, go to classes to talk with the students and also use social media as a way of marketing. When a student is interested in being a tutor, he has to send an email to LAMKO and they will send an invitation for an interview. With the interview we try to find out the motivation that the student has and also his attitudes towards this kind of activities. Then we choose students to become new tutors.

Our tutors get also ECTS. Normal tutors 3 ECTS and international tutors 2 ECTS. But this is of course attached to the hours of work. All tutors have their tutoring “passports”, where they write every done activity. And then the head tutors approve them with a signature. So when your hours are full, you will get your credits.

In the training we go through what is LAMKO, how does it work and what is the tutor’s responsibility when representing the organization. For example, the student card we recommend is LAMKO’s. Then we talk about the activities there are and should be and talk with the new tutors about their ideas to improve the quality of tutoring. And this first training is for all tutors. After the first training we have another one for the international students. This training is held completely in English. There we talk about responsibilities international tutors have with the exchange students. We have made a, well you could call it a check-list, to help the international students with their work. We go through the whole period the exchange student is going to be in our school. From the emailing, organizing housing and arrival, helping students with everyday life to cultural shock and home-sickness.

After the training, the tutors start their work in their own faculties. The head tutors usually have meetings with their own tutors, where they make a plan for the semester. International head tutors give tutors their own exchange students, who they will be taking care of. Sometimes one tutor has one student, sometimes five. It depends on the student number in that year.

So basically, the job of an international tutor, is to help and support the exchange student during his transfer and also to be a link to our culture. What I have noticed after meeting a lot of exchange students, is that they have very few Finnish friends. I personally think that it’s really good to have friends from the country you’re staying, not just your Erasmus-friends. Tutors stay in contact with the students during the whole time they’re staying. So if the students feel alone, they have some problems or they need some translation, they always have someone to call.

And how is this combined with nursing? I have to admit, that at this moment we don't have a study group only for nurses. But I'm trying to give nursing students a tutor, who is also studying nursing. At least I have learned so much professional English and learned from other health care systems during my time as a tutor. And I hope that the exchange students did too.

So this is how it's done here in Finland.

Amy Shine, Anne-Marie O'Shea, Jane Scanlon, Tessa Marnane, Eva Casey,
Sinead Morrissey, Vivienne O'Mahoney and Elaine O'Riordan

SOCIAL AND HEALTH CARE AND RECREATION & LEISURE STUDENTS PARTICIPATE IN A EUROPEAN PROGRAMME ON WELL-BEING

Hosted by Lahti University of Applied Sciences, Finland; in collaboration with Saxion University, The Netherlands; Frankfurt University of Applied Sciences, Germany; Cork Institute of Technology, Ireland.

Student Perspective

In April/May 2010 eight students; four from our 1st year Social Care and four from Recreation and Leisure visited Finland to complete the first two week Intensive Programme on Wellbeing. This programme was an exciting experience that has provided us with the opportunity to get a real insight into the social and health care structures of other European countries.

During the programme we worked closely with individuals from Finland, The Netherlands, Germany and Cyprus. The main themes were theories of health and well-being, structure of social and health care services, different professionals within the field, professional ethics and entrepreneurial potential.

The individuals that took part in the course came from different social and health care professions. These professions included social care workers, nurses, physiotherapists and recreation and leisure students. This gave us all a clear view of the input of each profession and the significance of each profession, also. By working together we got a clearer understanding of how taking a holistic approach benefits the patient as well as the professional. We also discussed the best methods of inter professionalism and how effective these methods would be in each country.

Through working together we got to see first-hand the benefits of working as part of an inter-professional group. For example, as part of our workshops we examined case studies of different types of people such as at risk youths and terminally ill patients etc. We all agreed that if we had been working alone or within our own professions that we would not have come up with so many solutions to the different problems. This shows that by working together we are taking a client centered approach which is more beneficial to the client and also makes our job a little easier. We discussed how and why each situation could and couldn't work in each country. Through this method we were able to see the advantages and disadvantages of each country's health and social care structure.

We did a pre-assignment presentation about our own National structures and health and social care services. Through observing the other countries presentations we gained new information about different European structures and varying cultures. By noting drawbacks in other systems we are able to appreciate areas of our own system that we may have taken for granted before. By hearing about other systems that worked well we were also able to see flaws in our own system or areas that could be much improved in our own country. It was also very interesting to get an insight of these structures through the eyes of people that are working and studying within

these professions. By working in groups, we gained many new skills such as teamwork, debating skills and interpersonal skills.

Parts of the programme made us all reflect on the different job opportunities that may be available to us, not only in our own country but in the European Union, also. For example we visited a Rehabilitation Centre, a home for mothers and their children and also a school for children with disabilities. We were amazed by their excellent facilities at hand in these centres. We could see that they were taking a holistic approach and it was very effective.

Having visited the centres we all reflected on the experience and discussed the role of our professions there. By showing us different types of health and social care facilities we were able to see that there are many types of centres available to work in. The work in the centres is very rewarding.

The programme was an all-round beneficial experience for the Irish groups. It was very well organized. There was a lot to be gained from the programme and no downside to taking part. We have learned many new aspects about our own professions and about other professions with whom we will be working in the future. We had an opportunity see a new country, had a great time in Finland and made new friends along the way, also. The coordinators of the course showed great Finnish hospitality. We would like to thank everyone who made this a good experience for us; the coordinators, our lecturers Con Burns and Ona McGrath and all of the students who took part.



Sari Nieminen

ONE THING LEADS TO ANOTHER ...EXPERIENCES OF BUILDING UP A MULTIPROFESSIONAL AND MULTICULTURAL ERASMUS INTENSIVE PROGRAMME IN CURRICULUM INTERNATIONALIZATION

In Lahti University of Applied Sciences (LUAS), Faculty of Social and Health Care multi-professional cooperation has been partly taught since the beginning of 1990s. The Bachelor level degree programmes in nursing, physiotherapy and social services have had a common 5 ECTS module in the curricula dealing with well-being of a patient / client. The focus has also been on multi-professional collaboration between these professions. In the module the students have been divided into small groups and they have studied under the guidance of a lecturer of nursing, physiotherapy or social services. All student groups have been multi-professional as well. Since 2009 this module has been offered only in English for all students.

After the module the students were asked to give written feedback of their learning outcomes and experiences of this kind of studying. The results have indicated the students have learnt a lot about each others' professions and how to cooperate in order to promote client's or patient's well-being. On cooperation and discussions with international partners this kind of studying including the students' experiences has been presented and it has awakened a lot of interest during the years.

Lecturers involved in this module started thinking about enlarging this kind of innovative way of studying on international level and decided to apply for an Erasmus Intensive Programme (IP). The next step was to introduce the idea to the international partners in nursing, social services and physiotherapy education. All degree programmes had long-term and reliable international partners to whom the idea was introduced. The aim was to find 3 - 4 committed partners who offer more than one degree programme in social and health care education. This kind of module had to suit the partners' curricula, too. The final interested and committed partners were from the Netherlands Saxion University (Nursing, Physiotherapy and Social Services), from Germany Fachhochschule Frankfurt am Main (Nursing and Social Services) and from Ireland Cork University of Technology (Management of Recruitment and Leisure and Social Services). The name of the planned IP was Constructors of Well-Being and its acronym became CoW.

The first preparatory meeting of CoW was held in Lahti in October 2008. In that meeting the main aspects of the IP were planned and also responsibilities and contents were suggested to each participating university. The main focus was agreed to be on well-being of a patient / client in social and health care. The structure of social and health care services; nursing, social work and physiotherapy as a profession; multi-professional collaboration and entrepreneurial way of working were also highlighted. After the meeting, all universities committed to this project and worked efficiently in their home universities to produce contents for this IP. The draft of the CoW IP application was written by LUAS and it was commented by all the participants. The application of the CoW IP was sent to the Finnish national office Cimo in March 2009. Good news arrived in June 2009 when the application was approved.

The preliminary meeting after the approval of the IP was held in Cork, Ireland in October 2009. All the lecturers involved were able to attend the meeting and worked in good cooperation. In that meeting the boundary conditions of the IP were introduced and the tasks and responsibilities of the coordinator (LUAS) were agreed on. Also, the budget and the practical matters of the IP were agreed on. The lecturers involved worked on the IP's content, learning outcomes, timetable, lectures, workshops, excursions, social programme etc. as well. There were also discussions concerning pedagogical and methodological aspects to be used in the coming IP, as well as discussions on the evaluation of the IP, the final reporting of the IP and the next application. The next preliminary meeting for 2011 was decided to be held in Frankfurt in November 2010.

The first CoW IP started on Sunday 25.4.2010 with the lecturers' meeting. In that meeting the whole programme of the IP was inspected and the roles of each attending university were discussed with good co-operation and understanding. According to the commonly planned and checked programme the IP continued intensively for the next two weeks with 7 teachers (1 – 2 teachers / university / week) and 30 students from the participating universities. The eight hour long days consisted mainly of lectures and workshops. Besides these, there were also excursions to Helsinki and Lahti city area to places such as Ruskeasuo school for handicapped children and youth, Orton Orthopaedic Hospital and Rehabilitation Center, Health Center, Residential home Venla and Well-Being Center Wanha Herra for elderly. The objective of the excursions was to strengthen social and health care multi-professional work in activities with real clients.

After the first week of the IP the students were asked for feedback. According to the feedback the students were mostly pleased with the CoW IP content and the way it was organized. This gave good information to the teachers involved to focus on in the second week of the IP. On the last day of the second week the students were asked to evaluate the whole IP focusing on their personal learning outcomes and experiences. The CoW IP was evaluated as well organized and structured and as a good combination of lectures, workshops and excursions. The knowledge of well-being and multi-professional way of working had increased. Multiculturalism had also broadened and English language skills had improved among the German, Dutch and Finnish students.

In the preliminary meeting in Frankfurt the participants focused on the feedback and the final report of the 2010 CoW IP. The newly approved application was introduced concerning budget, practical issues and the programme of the CoW IP 2011. LUAS had designed a new programme draft before the meeting according to the final evaluation of the 2010 CoW results. After some minor changes the programme was agreed on by all. Each partner's contribution to the IP was accepted as well as the students' pre tasks and the student recruitment for the coming IP.

As a summary, this kind of international and multi-professional activity has been very intensive and professionally enriching experience on many levels. It has been interesting to observe how multi-disciplinarity can really be a basis for multi-professionalism between social and health care actors in improving well-being of common clients. During this IP the students are having a real opportunity to learn from each other by working together. They learn to understand and respect social and health care professions and also gain tools to collaborate. This kind of activity carried out on international level can be considered as an innovative way to internationalize the curriculum. Good educational practices and new innovations can be also disseminated in

educational international networks such as FlorenceNetwork (nursing), FESET (social work) and ENPHE (physiotherapy) in which all the IP partners are working hard in order to develop education.

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Wil Dielis

INTENSIVE PROGRAMME CONSTRUCTORS OF WELL-BEING: Teacher's experiences on an educational programme that improves health and social care with a multicultural, international and interprofessional approach

Introduction

Four European Universities of Applied Sciences (LUAS, Frankfurt, CIT and Saxion) participated in the new Intensive Programme “Constructors of Well-being”. An Erasmus Intensive Programme is a short programme of study which brings together students and staff from higher education institutions of at least three participating countries. It can last from 2 weeks or 10 continuous full days to 6 weeks of subject related work. This Intensive Programme (IP CoW) was meant to enable junior students (First and second year Bachelor students) to learn about the benefits of an interprofessional approach of wellbeing. Several professions in Health Care (Nursing, Physiotherapy and Leisure & Recreation) and Social Work were involved. In this IP the focus on the construction of well-being was also from a multicultural and international perspective. This article shows some experiences of one of the teachers (Wil Dielis, Saxion University of Applied Sciences). Experiences on collaboration, cultural influences and ethics will be the main elements in this report.

Collaboration

If 40 students and 10 teachers from different European Universities have to work together in a very condensed programme, for two weeks, without knowing each other appropriately, the chance of success is small, unless the programme contains intentional didactical and pedagogical elements and subjects. That was the reason to build in [1] an introduction with a deliberate focus on collaboration, mix and mingle, getting to know each other, in a creative way, and [2] continuously different didactical teaching methods, to enable discussion, group and team work and cooperation: to learn with each other, from each other and about each other. Interprofessional Learning is defined by the Centre for the Advancement of InterProfessional Education (CAIPE) as “Occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care (2005). Interprofessional learning enables different health and social care workers and agencies to gain a greater appreciation of each others values, knowledge and abilities and facilitates the best use of their skills. Application of principles and practices of interprofessional learning and teaching is integral to the learning process.

1. With the ‘mix and mingle’ introduction in the first day, the goal was to know each other better: first of all by getting acquainted with each other, by name, country, study or profession; the ‘administrative’ site. The next step was to build on mutual trust, during several social-physical exercises, with an increase of risk and need for support. By alert assistant (physically and mentally) and encouragement, students enjoyed their partner’s confidence.
2. The didactical methods were the key to further collaboration. The variety of methods and of group assembly was consciously implemented and applied. Workshops, presentations, reports and discussions were done in variable team compositions, with changeable responsibilities of

team members and different subjects. The students succeeded in knowing each other better, with respect for differences in insights and knowledge, cultures and habits, professional approaches and last but not least personal values.

Cultural influences

Constructing well-being with an interprofessional approach includes paying attention to the different 'cultures' of the professionals. Not only the content of the profession or the method of working is different, but also the (sub-) culture of the group of professionals is diverse. Culture plays an even more important role if you take stock of values and beliefs on a personal level. Therefore cultural aspects were not only self-explanatory, by working together, but also part of the official themes to teach (lecture). Cultural consciousness is often more the ability and attitude to have an open view towards others, like a new discovery. Or with Marcel Proust: "the real voyage of discovery consists, not in seeking new landscapes, but in having new eyes". The importance of the recognition that clients and patients hold a set of values and beliefs is raised in the lectures. Like students also have their values and beliefs. Professionals are engaged in an equal partnership of negotiation when providing care. Intercultural sensitive practice⁸ is built on empathy,

trust and respect and consequently it is worth paying attention to the way to improve this practice. During the whole programme students managed to reflect on their own values, beliefs and habits. Sometimes unintentionally, but during assignments, workshops and discussions they were mostly aware of and sensitive to differences. Students have learned to respect differences and showed understanding towards their team partners. As future health and social care professionals they interacted very well, knowing how their values and beliefs influenced not only their own behavior, but also those of whom they studied with. A good lesson for the future.

Ethics

Focussing on the construction of well-being, the question raised what good practice is. "Good" as defined from a professional point of view (content) but also from an ethical or moral point of view. During an intensive lecture attention was paid to good practice from both perspectives and their relationship. From "doing right things right"⁹ and the paradigm of "evidence based practice"¹⁰, the focus on this subject was more placed against the background of morality and ethics. Theoretical aspects of moral principles (norms, values and virtues), different forms of interest and responsibility, rights and laws, were followed by theories of ethical thinking¹¹. Finally a method to discuss or solve dilemmas was brought forward. This "dilemma method"¹² was used in several Workshops on Ethics, based on real case studies in Health and Social Care. Students experienced the difficulty of these case studies, the complexity and the deep impression that some cases can make. By applying a logical method to clear the case (situation, persons involved, their interest and responsibility, prioritize, etc) students showed progress in dividing objective elements and subjective feelings. The discussions in the workshops, but also the evaluation of excursions in health and social care centres and during patient demonstration, were very lively, inspiring, emotionally interesting and touching.

Conclusion

The IP CoW intended to be a booster for interprofessional and multicultural learning experiences. This intention proved to be true to a large extent. Students collaborated with respect, dealt adequate with differences in culture and values and made big steps in understanding good practice as a constructor of well-being; in a professional way as well in a moral and ethical way. It was a great experience with enormous value for lifelong learning; not only for the students, but also for participating teachers.

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Ursula Kämmerer-Rütten and Ulrike Schulze

INTERNATIONAL EDUCATION AND THE CROSS-CULTURAL CLASSROOM: Learning and teaching in international settings

Constructors of Well-Being: International Erasmus Intensive Program (IP) in Finland

Introduction

In Spring 2010 an interdisciplinary team of 40 students and 8 teachers (Nursing, Physiotherapy and Social work) participated in a challenging international project coordinated by Lahti University of Applied Sciences and funded by EU-Erasmus grants. It was the first of altogether three International Programs/IP (2010-2012) which took place at the University of Applied Sciences in Lahti (LUAS) in Finland from April 25th until May 7th 2010 and included students and teachers from four European countries: Lahti University of Applied Sciences/LUAS, Lahti, Finland, Saxion University of Applied Sciences, Enschede/NL, Cork Institute of Technology/CIT, Cork, Ireland and Frankfurt University of Applied Sciences, FH Frankfurt. The project successfully contributes to the exchange of ideas, knowledge and experiences and facilitates mutual understanding and international cooperation.

The wider focus of the three year project '**Constructors of Well-Being**' (CoW) concentrates on health and social care with a specific focus on the concept of "**well-being**" from a multidisciplinary perspective. Therefore, the IP is based on a multi-professional approach to support and service provision in the field of health and social care, which is reflected by the teams from the four countries including students and teachers from relevant academic disciplines: Social Work, Nursing and Physiotherapy. Physiotherapy is an academic discipline in Finland and the Netherlands but not in Ireland and in Germany

This article draws on the experiences of the first CoW-Intensive Programme/IP (2010) and addresses developments in relation to learning and teaching in international classrooms, at first in a more general context before the specific IP-contribution presented by the CoW-Team from Frankfurt is introduced.

The article thus reflects upon the nature, context and format of the international learning environment framing the CoW-Intensive Programme, explores staff and student experiences and highlights some of the cross-national insights that have emerged concerning language, culture and multidisciplinary issues in relation to the wider focus of the IP. More narrowly, the article draws on the curricular contribution of the German IP-team and the set of methods used to address some of the central themes.

International learning and teaching experiences: themes, aims and objectives. Students learning experiences in CoW-IP

Most higher education institutions in Europe and throughout the world are becoming forums of international academic exchange, with a growing number of international students and staff members. Learning and teaching in international settings poses a great challenge to all involved members and participants and yet a number of questions can arise and dilemmas can occur.

The aim of learning and teaching in international settings is to help participants - students and teachers alike - to widen their individual (national) perspective and

- examine and evaluate common issues, problems and challenges - such as health and social care or the concept of well being
- study and experience human differences and commonalities
- exchange ideas and learn from each other
- bridge cultural and language gaps.

Therefore, learning and teaching in international settings usually combines curricular themes with specific learning and teaching methods. In this context the CoW-IP is based on a number of core themes and different teaching and learning methods. The central themes framing the curricular foundation addressed under the heading of 'well-being' are: *Structure of Services, Entrepreneurial Potential, Ethics and Different Professions* while learning and teaching methods are based on practical teaching tools such as lectures and work-shops based on the case study method, accompanied by presentations and discussions, group work and individual assignments. In addition games, simulations, role-play exercises and uses of technology contribute to the learning environment and support the exchange of theory and practice. Every participating country concentrates on one of themes highlighted above; the German contribution concentrated on *Entrepreneurial Potential* which will be explained in more detail below.

Active participation of the students must be seen as an essential element in IP-programmes such as CoW and therefore, academic skills, specific curricular knowledge and language competence constitute major challenges. In the CoW-IP, as in many European projects, the language of communication is English. Since the majority of teachers and students in the CoW-IP come from different countries, communication and linguistic challenges may be seen as an additional burden but also as a specific advantage.

The language challenge

Teaching in international classrooms and the use of English as the language of instruction in a non-English environment can often be challenging for many educators or teachers. In such an international setting, classrooms are likely to have students possessing a wide range of English proficiency levels. Active learning techniques provide some solutions for many of the challenges faced by teachers in the international classroom. The CoW-IP covered a range of different methodological approaches ranging from lectures to group discussions and work-shops in smaller groups. The aim is to enable students with different abilities and individual personalities to participate in a variety of settings and benefit from diverse learning situations. Central to

the didactic approach of the CoW-IP is encouraging students to express themselves without hesitation and feel unconstrained to talk. While lecture comprehension tends to favour the more fluent students, active learning as offered in group discussions and especially in small work-shop groups can provide a higher quality learning experience for all, even those with less English proficiency. Moreover, the encouragement of all students to participate in a communicative class environment provides many situations for students with limited proficiency to produce and manipulate language to support a variety of goals and thereby help close any comprehension gaps between themselves and their more-fluent classmates. International IP's such as CoW are particularly well-suited for active learning strategies.

The mixture of different learning methods such as lectures as well as interactive group discussions and work-shops have shown that students with different levels of ability could be well integrated. Especially smaller group settings were favoured by those students who were less fluent and more reluctant to express themselves in front of a wider audience. The experiences made in a more 'secure' environment of small learning groups contributed to improving self-assurance, fluency and language ability which in turn contributed to more confidence to participate in plenary assemblies.

The teaching sessions were initially supported by a number of 'get to know each other' and 'mix and mingle' games at the beginning of the IP, which has proven a very successful 'kick-off' providing a confident atmosphere to bridge potential language barriers in a rather colloquial environment.

Curricular focus: Interdisciplinary work in health and social care

A more holistic view in relation to health care and (multi-) professional work in the health care sector has become more important in theory and practice. This is already evident in the definition for health provided by the WHO in 1949 which states that

"Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity"

The work of health care professionals has thus changed significantly over the past decades. Technological developments in information systems and new treatments demand flexibility in individual patient situations affecting clinical observations, decision-making and actions. Internationally, there is a common understanding that the effectiveness of patient care will improve if collaboration and teamwork amongst the health professions is strengthened. This is reinforced by the World Health Organisation's concept of 'learning together to work together' (WHO 1988 http://whqlibdoc.who.int/trs/WHO_TRS_769.pdf)

Similarly, health and social care education also reflect a trend towards a more holistic view of health (and well-being) leading to a focus on interdisciplinary work and perspectives. The development of the Cow-IP has emerged from this background providing not only an interdisciplinary approach and a multi-professional working environment but also an international teaching and learning context.

Learning and Teaching methods: lectures, group discussions, work-shops

The central themes of the CoW-IP (see above) are each addressed in a set of lectures given by the international team of teachers. These lectures are supported by group discussions to allow students to raise questions and address national specifications before work-shops in small group settings provide opportunity for more in-depth discussions and analyses of case study material provided by the teachers from the participating countries. The work-shops are carried out on the basis of mixed nationalities and disciplines.

Especially group discussions and work-shops can be seen as central methodological elements in the CoW-IP employed to encourage more in-depth debate among students and exchange knowledge concerning respective national particulars in relation to specific themes such as hospice and palliative care (Germany) or youth education (Ireland).

The CoW-IP includes four different work-shops with four different case studies (each work-shop conducted by the teachers from the participating countries) and all students have the chance to attend each work-shop in due course. Therefore, four smaller international and interdisciplinary student groups engage in the examination of four different case studies especially selected to address the concept of well-being as well as (interdisciplinary) professional support systems concerning health and social care in the participating countries with the aim to provide information on the one hand and give rise for discussion on the other.

The following paragraphs focus on the curricular contribution provided by the Fachhochschule Frankfurt.

Curricular examples from Germany

The curricular contribution of FH Frankfurt comprises two themes: *well-being* (1) from the WHO perspective/Health Promotion/Public Health/Assessment Instruments and *entrepreneurial potential* (2) in health and social care. While the first contribution addresses more general issues as part of the introductory phase, the second more specific contribution addresses 'entrepreneurial potential' envisaged as 'the *capacity of municipalities to discover, evaluate and exploit opportunities to generate economic, social or ecologic added value*' (Shane 2003:4)¹. Based on the social dimension of this definition the IP focus concentrates on entrepreneurial ideas to enhance well-being in the social and health care sector with a focus on areas of joint and multidisciplinary work including health care/nursing and social work as well as physiotherapy. The curricular foundation thus includes a holistic approach towards well-being based on a multi-dimensional and multi-disciplinary perspective considered as one of the most challenging aspects in an international learning environment.

The Frankfurt team addresses the topics as outlined above in a general context and - in a second step - draws attention to a case study example concerning a specific area of service provision which has become increasingly relevant in recent years: *palliative and hospice care (or end-of-life-care) based on concepts such as self-determination and autonomy*. The contribution from Frankfurt highlights activities and processes in palliative and hospice care in Germany from a multi-disciplinary perspective. Against this background relevant theoretical concepts framing

the provision of palliative and hospice care provide a foundation for international comparison and discussion during the IP work-shop settings.

The challenge (and task) to meet common (European) issues with innovative ideas in order to solve pressing problems must be seen as one of the central incentives for EU projects such as the CoW-IP. The term *Entrepreneurial Potential* - arguably, a rather tongue-twisting expression for non-native speakers - must be seen in this light.

Palliative and Hospice care

With the increase of life expectancy in the world's population and the future challenge of demographic development, health and social care for elderly people has attracted more attention over the last years. In many European countries the development of innovative concepts and new strategies for tackling the issue has become a challenge for researchers and policy makers alike (EAPC 2010²). This process has also led to a new focus on *end of life care* that has become important in many countries including a multidisciplinary approach to care and specialist service provision, however, with distinct national features that were central to exchange and discussion in the IP context.

The following paragraphs summarize the methodological and didactical approach used to prepare the work-shops during the IP:

Palliative and Hospice Care: Didactical framework for CoW-Work-Shop

The curricular concept is based on a set of different teaching and learning methods.

1. Seminar at Home

The German CoW- Students participate in a number of preparation seminars at home before the CoW-IP. In a first step students approach the field of palliative and hospice care from their respective disciplinary background and exchange knowledge on their individual professional focus and professional duties and functions, and debate definitions and interdisciplinary work based on state of the art literature review. The students thus prepare presentations on palliative and hospice care in Germany from an interdisciplinary perspective, reflecting the activities and developments in Germany. In addition, field trips widen the perspective and provide opportunity to discuss the topic with experts in palliative and hospice settings. The information gathered is used as input for the work-shops during the CoW-IP.

2. Presentation in IP- Workshop

Under the heading of well-being in social and health care settings the students learn about innovative ideas and entrepreneurial potential in a specific field of activity, i.e. palliative and hospice care in Germany. In this context and on the basis of a case-study example (see below) the students are encouraged to exchange knowledge and ideas on the various national approaches to tackling issues surrounding 'end of life care'. Thus, the comparison of specific services and structures concerning 'end of life care' must be seen as central but also the consideration of important concepts such as self-determination and autonomy in the final phase of life.

3. The concept of Self-Determination in the Final Phase of Life.

The IP- work-shop on palliative and hospice care is framed by a lecture focussing on the concept of *Self-Determination in the final phase of life*. The lecture provides basic theoretical knowledge as well as research results (Schulze/ Niewohner 2004) , i.e. concerning conditions that make it impossible to follow the will of the patient and requirements (support) necessary to allow people to die at home. The lecture provides both, information on the specific developments in Germany but also a basis for discussion in an international context. Further exchange and in-depth discussion takes place in smaller student groups (8 students, two per country from different disciplines) in work-shops based on a case study outlined below and especially devised to visualize a typical setting and to stimulate comparison and debate.

4. Work-shop and case-study

Aims of the work-shop and case study:

- Students identify (different) concepts of dying and care
- Students report on the way end-of-life care is organised in their countries
- Students compare their own national systems with other countries and recognize similarities and differences

Methodological steps to approach topic and prepare the case study work:

A. “Warm-up“

What words do you have in your language for: Hospice/ Palliative care/ End of life Care (or dying)/ Self-determination ?

What kind of specific support options may be available in your country to support patients and their relatives in the final phase of life?

How would you (yourself or close relatives) like to be cared for in case of terminal illness?

B. Group work

Students (1 student per country) discuss the following questions:

What kind of needs may be central to many patients from their own perspective in the final phase of life ?

How can professionals find out about the needs and wishes of their patients and respect them ? Consider two different scenarios to answer the question:

An elderly person who lives in a care home

A young person suffering from a terminal disease

Working with the **case study**

An isolated patient (male, 58) suffering from metastasizing cancer and in need of medical and social care arrangements, has been admitted to hospital where he is being told that life expectancy is very limited while care needs will rise progressively within the next weeks. The patient is already short of breath and therefore suffering from temporary anxiety and also pain attacks. The doctor points out that there is a high risk of other symptoms that may appear soon such as sleeplessness, loss of appetite, confusion, nausea and vomiting, bedsores, incontinence... The patient would rather prefer to die at home and not in hospital - in fact he deliberately states that he does not want to be admitted to hospital any more - but has not heard from any other possibility. He is very depressed and cannot imagine how 'everything will continue'. The patient has a son and a daughter but the relationship is not very good and contact has been very limited over the last years. Son and daughter have only recently been informed of their father's fatal illness and according to the staff they both appeared rather helpless concerning further decisions and their fathers wish to die at home. They have both pointed out that their involvement in caring for the father must be seen as very limited and must not be relied upon. The patient himself does not know any options and possibilities necessary to provide surroundings that allow high quality end of life care at home. There is current need to discuss the possible options and alternatives to meet the patient needs and consider his preferences to prepare hospital discharge

Students work in pairs, and after reading the text, they answer questions like: How would this person may be cared for in your country? What options are available? Which professions would be involved? What services are "free" to the patient? What services would they have to pay for? What role do volunteers play? What is the role of the family?

C. Patient Transfer and Positioning

The final exercise concentrates on methods and especially techniques for transferring severely ill patients safely but with a specific focus on sensitive body movements to improve physical comfort and enhance a sense of well-being. This exercise especially addresses the physiotherapists with the aim to highlight the benefit of body awareness and gentle movements to all professional experts involved.

Outcome

The final IP-evaluation showed that the IP was a great success and students and teachers were more than satisfied with the outcome of the CoW-IP in Lahti. This included academic, social, cultural and language issues.

Overall, one of the major benefits in relation to the IP is that students prepare themselves for international and inter-professional teams and include strategies that build on prior learning and skills for transferring knowledge into practice through the use of cooperative learning and engagement in experiential learning methods such as case-studies. A further benefit can be seen in that students look across boundaries and develop (scientific and verbal) knowledge, skills and attitudes they would otherwise not easily acquire. They may better understand different cultural

attitudes towards sensitive areas of life (and death) and find out how different countries tackle similar issues. International exchange projects thus contribute to better mutual understanding on the one hand and how to work in an international and multi-professional environment.

There is no doubt that creating and using international learning environments yields enormous pedagogical and scientific value which may be particularly well suited to enable students and teachers to exchange knowledge and ideas concerning subject matters of major national and international significance.

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Inter- Professional Education in Social and Health Care

**Erasmus Intensive Programme on Constructors of Well-Being:
A teacher's reflective thoughts on a European and inter-professional
educational programme. The programme involved social and health care
professionals.**

Background

The Intensive Programme on *Well-Being* was hosted by Lahti University of Applied Sciences (LUAS), Finland. Three other Universities of Applied Sciences were involved – Fachhochschule (FH), Frankfurt, Germany, Saxion University of Applied Sciences, The Netherlands and Cork Institute of Technology (CIT), Ireland. The programme was held over a 2 week period in April/ May 2010. It was the inaugural programme of this collaborative group. Participants were drawn from health and social care fields of study. Thus the whole group was a fusion of students studying social care/social work, nursing, physiotherapy and recreation/ leisure. The focus of this article is to highlight the skills and capabilities of inter-professional collaborative practice. It also reflects on opportunities within the programme which enhanced greater knowledge, skills and attitudes amongst students and staff through teamwork.

Inter-Professional Education

The programme had approximately 40 students in all. Thus to maximize the learning and interaction between participants, groups were arranged into smaller workshops for part of the programme. The workshops were carefully structured to consist of different professional areas and also participants from different countries, therefore ensuring inter-professional and intercultural interface. The following four themes were discussed and developed in each of the workshops;

- Structure of social and health care services
- Ethics
- Entrepreneurial potential
- Different social and health care professions

In this paper the latter theme of different social and health care professionals is explored. The following definition of Inter-professional Education is useful and appropriate as a starting tool in learning how we can work together.

"Inter-professional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"

Centre for the Advancement of Inter-professional Education, CAIPE (2002)

CAIPE uses the term "inter-professional education" to include all such learning in academic and work based settings before and after qualification, adopting an inclusive view of "professional". As the programme progressed it became apparent that the idea of learning 'with', 'from' and 'about' each other was developing. The detailed evaluation which the students completed at the end of the programme verified this observation in a formal manner.

It is universally accepted that service user/patient care is most beneficial when professionals work together successfully and in a positive manner (Reeves et al, 2008; McNair et al, 2005; Freeth & Reeves, 2004). However, international evidence does suggest that professionals do not collaborate well together in the complex activity of patient care (Reeves et al, 2008). During discussions and feedback from the students the various issues and problems arising between professionals in the care of individuals were identified. Areas such as professional role definition, hierarchy of roles, knowledge of each others' profession, interpretation of '*what is best for the patient*', lack of respect for each other and lack of communication were all suggested as potential areas of conflict. These issues were addressed through group problem solving, case studies, role play situations, personal experiences and feedback to the group. At the end of each workshop students prepared a report giving details of what they had learned which was shared amongst the other groups.

During a lecture on "Different social and health care Professions" six key competencies of inter-professional collaborative practice for patient – centred care were cited;

Communication

Strength in one's professional role

Knowledge of professional role of others

Leadership

Team function

Negotiation for conflict resolution

(McDonald et al 2009)

Each of these competencies were debated and discussed. Students were encouraged to draw on their personal experience and their academic reading to give examples of situations involving the aforementioned competencies. Clearly, knowledge of one's own profession and that of others became evident as important. In the European context it emerged that each country had different structures for training and even different titles of professions. This linked to the notion of respect for other cultures and systems in a mutual acceptance. Communication is a central aspect of inter-professionalism – students easily identified with this competency. They were able to visibly see within the programme how their own communication skills improved – language skills, debating skills, listening skills to name but a few. Leadership and team function are two vital competencies which enable a positive working environment when functioning effectively. Within the workshops and indeed in some of the social programme activities these competencies were illuminated in practice for the participants. Finally the 'negotiation for conflict resolution' competency emerged throughout discussions, debates, cultural differences, arguments for and against various scenarios. The issues arising were then addressed and formulated in a best practice professional manner between the facilitator and participants.

Conclusion

In this article the focus of the Intensive Programme on Well-Being was on different social and health care professionals. In the current demanding healthcare environment, inter-professional team practice is being promoted as a holistic means of providing cost-effective healthcare (McDonald et al, 2009). This intensive programme has enabled students to develop their knowledge and skills in a theory and practice based situation. It has enabled them to observe and learn from social and health care professionals from a number of different countries. They have participated in teamwork, evaluation procedures and have developed strategies for their future inter-professional work.

This learning experience will no doubt provide positive collaborative social and healthcare provision for the future.

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Johanna Tarvainen

P.S. STAYING INTERNATIONAL

This publication you are holding, has given a small glimpse of the many things that have been done in the field of international activities at Lahti UAS, Faculty of Social and Health Care during the past years. Networking, international student and staff exchange, international training, intensive programmes, curriculum development programmes and international tutoring have become everyday life for the staff and students of the Faculty.

Internationalization was the priority of development and activities at LUAS Faculty of Social and Health Care in 2010. It was reflected in a variety of events such as staff meetings, development and team building activities, and students' international markets at the Faculty where the incoming exchange students introduced their home universities and LUAS students having been on study or placement exchanges talked about their experiences. In September an information day on international placements and exchange students was arranged for the Päijät-Häme region social and health care actors.

Structural improvements – such as an online system “Mobility online” for student mobility and English brochures of all degree programmes – were introduced. Modules taught in English were added in the professional studies of the curricula of all degree programmes which are at least 15 ECTS in scope. Erasmus Intensive Programme Constructors of Well-being “CoW” was successfully coordinated in Lahti and we also had partnerships in two other Erasmus Intensive Programmes coordinated in the Netherlands and in the Czech Republic. The degree programmes in Nursing and Physiotherapy worked actively in the Nordic Nordplus networks “Trollnet” and “Nordnepte”.

A lot has been done but there is still heaps of work to do. One of the main challenges is the Degree Programme in Nursing taught in English which will be launched in 2012. That will require a lot of effort from the faculty's teaching and other staff. Student mobility has to be regularized to 40 incoming and 40 outgoing yearly. The internationalization of the adult and part time students is a big challenge; at the moment, the existing mobility programmes do not support their international study path. New internationalization opportunities have to be available to the adult and part-time students whose number has increased significantly due to the Master Degree Programmes.

There is no doubt that internationalization will get new forms in the future: chargeable further education as well as tuition fees for non EU-EEA students are already being discussed lively and no doubt will be reality in the next few years. When writing this new mobility projects such as First (mobility between Finland and Russia), Erasmus Intensive Programme for the Master's Degree Programme and North-South-South Higher Education Institution Network programme which supports the co-operation between universities in Finland and in the developing countries have been applied. To be able to stay international in the future as well, we need enthusiastic students and committed staff. There is no doubt the LUAS Faculty of Social and Health Care will remain in the forefront of the international development.

Internationalization and various international learning environments are essential part of learning and teaching in Universities of Applied Sciences. These are also essential parts in achieving the goals higher education has in Finland.

In Lahti University of Applied Sciences Faculty of Social and Health Care International activities have been a part of our everyday life already for more than ten years. Between these covers we have gathered some examples of those good international practices we have been involved in during the past years. This publication is a good example of multiprofessional cooperation. It consists of articles written by our partners, students and Lahti UAS own personnel who have been involved in the international activities during the years.

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