
POSTER ABSTRACT**Education and learning trajectories in Physiotherapy and Rehabilitation Sciences**23rd International Conference on Integrated Care, Antwerp, Flanders, 22-24 May 2023Jill Meirte¹², Evi Schaerlaken¹, Hanne Verbelen¹, Patty Felix¹, Svanne Goossens¹,
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In higher education, a sequence of course units ensures that students have acquired the predefined competences (core competences of the program). To properly align these building blocks, learning clusters or trajectories were introduced in the curriculum of Physiotherapy and Rehabilitation Sciences at the University of Antwerp and coordinators were appointed. Learning pathway coordinators assure the gradual build-up of competence acquisition. Everything the student learns during the course can be linked back to the three professional roles the student will later hold as a physiotherapist: the roles of caregiver, scientist and care manager. Ten clusters or learning trajectories were defined within our educational program and 8 coordinators were assigned. Six monthly meetings bring together teachers within the same teaching trajectory and discuss the alignment of contents and final competences, coordinate the study material and the forms of work and evaluation used and roll out new projects within and beyond the learning trajectories.

This offers multiple advantages:

By clustering learning content into different learning trajectories, we reduce complexity and increase transparency.

New colleagues situate their courses and program components in the wider context of the curriculum thanks to a clear system. Hereby we think critically about the curriculum constantly and can assess one's own position within that curriculum.

A visual representation of learning trajectories can ensure a transparent flow of information to various external stakeholders.

A system of learning trajectories offers the possibility to make well-considered decisions with regard to the sequence in which program components are taught and the interconnection of components throughout the years (e.g. basics in communication in 2nd bachelor year and professional communication in the 3rd bachelor year).

It creates common ground, improves collegiality and stimulates new innovative ideas to help students and colleagues within the educational program. (e.g. use of an observation list which is partly introduced in year one and built on and elaborated towards the master years, similar books, digital platforms).

Some ground rules and tips:

Main aspects, the different learning trajectories and the coordinators must be visible for both students and staff. Continuity of learning trajectory meetings and coordination is important so bi-annual meetings are advised.

Invite all colleagues, guest lecturers and even colleagues with a very small educational assignment.

Be sure to have a feedback loop in the educational board and educational commission.

Assure that meetings between the different learning trajectories/clusters (between the coordinators) take place.

Have respect for the heavy work-load of teaching staff and always think of facilitators for the work stream and avoid administrative burden.

Learning trajectories should always be open to change and improvement. The entire learning trajectory and all clusters must be seen as a slowly evolving dynamic entity.

Try to create bottom-up initiatives within these learning trajectories.