



Masters programme – ENPHE Conference 2012

The course is only available for Master Students in Physiotherapy. Students from all over Europe can attend this programme, too.

The following topics will be presented:

- Goal-setting – how to do it and why (Mälardalen University, Sweden)
- Measuring outcome, using standardized and individual assessment instruments (Oslo & Akershus University, Norway)
- Strategies for innovative processes (Saxion University of applied Sciences, the Netherlands)

Tuesday 6th November 2012

(FH Campus Wien/University of Applied Sciences, Favoritenstraße 226, 1100 Vienna)

8.15–9.00 a.m.	Registration
9.00–9.30 a.m.	Introduction
9.30 a.m.–1.00 p.m.	Goal-setting – how to do it and why?
1.00–1.45 p.m.	Lunch
1.45–4.45 p.m.	Measuring outcome, using standardized and individual assessment instruments
6.00–7.30 p.m.	welcome Reception ("Haus der Musik", Seilerstätte 30, 1010 Vienna)
7.30–9.30 p.m.	Social Event

Wednesday 7th November 2012

(FH Campus Wien/University of Applied Sciences, Favoritenstraße 226, 1100 Vienna)

9.00 a.m.–1.00 p.m.	Strategies for innovative processes
1.00–2.00 p.m.	Lunch
2.00–3.15 p.m.	ENPHE online – presenting the new social media portal
3.15–3.30 p.m.	Summary of the Questionnaire (ENPHE members)
3.30–4.00 p.m.	Coffee break (& Poster presentations)
4.00–4.30 p.m.	Future projects within ENPHE
4.30–5.30 p.m.	Conclusions, Discussions
	Closing

Course 1

Mälardalen University, Physical Therapy
Maria Sandborgh, PhD, RPT



A Behavioural Medical approach to Physical Therapy: Goal-setting – how to do it and why?

Contents:

- Evidence for goal-setting
- Goal-setting for activity and participation
- Specific goal-setting
- Progressive goal-setting
- Barriers and facilitators for goal-setting in PT

Introductory lecture on the theoretical base for goal-setting, definitions of core concepts and evidence for goal-setting, followed by a workshop including case discussions and concluding remarks.

Recommended reading:

Scobbie L, Wyke S. & Dixon D. Identifying and applying psychological theory to setting and achieving rehabilitation goals. *Clinical Rehabilitation*. 2009; 23:321-333

Course 2

Oslo and Akershus University College, Norway
Nina Rigault



Lecturer: Bjørg Fallang PT, MPT, PhD, Oslo and Akershus University College, Norway

Measuring outcome, using standardized and individual assessment instruments, research in paediatric rehabilitation settings.

New approaches in therapy focussing on family or client centred perspectives, including the assumptions that learning should take place in natural learning environments, moves physical therapy into daily life activities (Palisano, Valvano). The scope of evaluation has broadened considerably as a result of this increasing recognition of individual child- and environment- related factors do modify outcome. Within this frame of reference, together with the International Classification of Functioning, Disability and Health (ICF) (WHO 2001), rehabilitation and habilitation require goal-setting and evaluation processes

which take into account measurements of activities and participation in addition to impairments. Many standardized outcome measures evaluating patients with disabilities have demonstrated reliability and validity for specific populations, however, it has become clear that proving clinically meaningful change with these measures is challenging. This is particularly true for the measurement of individual patients' progress at the activities and participation level in rehabilitation practice (Dekker). Nevertheless, realistic expectation based on objective knowledge of the efficacy of proposed treatment should be an ethical requirement in therapeutic interventions.

This lecture and workshop will present relevant measurement concepts and research applying standardized and individual instruments. Challenges related to the instruments and measurement outcomes will be discussed.

Critical review and discussions of articles will constitute the assigned student activities.

Literature:

Palisano RJ, Snider LM, Orlin MN. Recent advances in physical and occupational therapy for children with cerebral palsy. *Semin Pediatr Neurol*. 2004; 11: 66-77.

Valvano J. Activity-focused motor interventions for children with neurological conditions. *Phys Occup Ther Pediatr*. 2004; 24: 79-107.

World Health Organization. International classification of functioning, disability and health (ICF). Geneva: World Health Organization, 2001.

Dekker J, Dallmeyer AJ and Lankhorst GJ. Clinimetrics in rehabilitation medicine: current issues in developing and applying measurement instruments. *J Rehabil Med* 2005; 37: 193-201.

Course 3

Saxion University of Applied Sciences
Arjan van der Salm



Lecturer: Nitie Mardjan, PT, MSc/ Frans Verschueren PT, MA

Strategies for innovative processes

The course will start with theory about techniques for innovative processes and several techniques for implementing innovations in settings are discussed. The pros and cons are presented and examples are given.

Intro lecture

- What is innovation?
- Why would innovation be important in physiotherapy?
- Which are relevant theories?

- How to innovate within an organization?
- The value of collective interactive improvisation
- Which steps to take?
- Project management
- Innovation means implementation

After this introduction the students are divided in subgroups of 3 or 4 students to work on one scenario.

At the end of the course students will make a short presentation of their scenario.