

Editorial

Transforming Physiotherapy Education through Innovation and Inclusion

Hina Javed ¹

Ibadat International University , Islamabad

In this new era of the 21st century, physiotherapy education is at a turning point and the old-fashioned approaches to teaching must be adapted and changed to cater for the dynamic world of modern medicine. ^(1,2)

In the present fast-changing medical scene, physiotherapists' need to be educated in the future is a necessity that should be addressed. Today, to just learn needs to be supplemented by proactively learning. Simulations, problem-based learning and integrated curriculums are making a difference in pedagogical innovation and transforming the world of education systems. ⁽³⁾ These new approaches to pedagogy not only help develop learners' reasoning and psychomotor abilities, but also allow them to commit themselves to a critical approach and to learning all their lives. Through the use of the Social Ecological Model, educators can engage with individual, inter-personal and institutional learning barriers. Inclusion of DEI at Physiotherapy levels is critical. ⁽⁴⁾ The health care practitioners need to be well prepared to attend to their clients from varied backgrounds through cultural competence. Implementing DEI in teaching and learning, as well as implementation of evaluation of health care practices can help to eliminate disparities in the delivery of health services. For curriculum change to happen, however, there must be faculty change and institutional (ownership) buy-in. ⁽⁵⁾

This will need to come with a rethinking of Assessment process that will be suitable to these shifts in the education landscape. Students' performance is well assessed using a variety of assessment based on competences such as Objective Structured Clinical Examinations (OSCEs) and workplace based

assessments. ⁽⁶⁾ They prefer performing tasks rather than memorizing. Despite these gains, there are still a few aspects that need to be addressed which include reluctance to change, restrictions on resources and material curricula which are too densely packed. ⁽⁷⁾ These issues can be solved if leadership in the school, co-operation and good teaching training in the school is there. Last but not least, I want to stress the importance of innovation in physiotherapy education as a measure for, but not the end of, patient centeredness and inclusive approaches in the future. In this way we can provide fresh approaches to teaching, assessment and policies for the development of competent Physiotherapists for the 21st century with a more futuristic outlook. ⁽⁸⁾

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