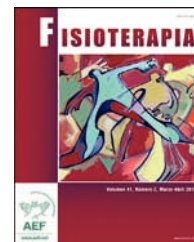




Fisioterapia

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IX JORNADAS NACIONALES Y V INTERNACIONALES DE EDUCACIÓN EN FISIOTERAPIA

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PONENCIAS

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ASSURING QUALITY MECHANISMS IN PHYSIOTHERAPY EDUCATION – THE PHYSIOTHERAPIST EDUCATION FRAMEWORK

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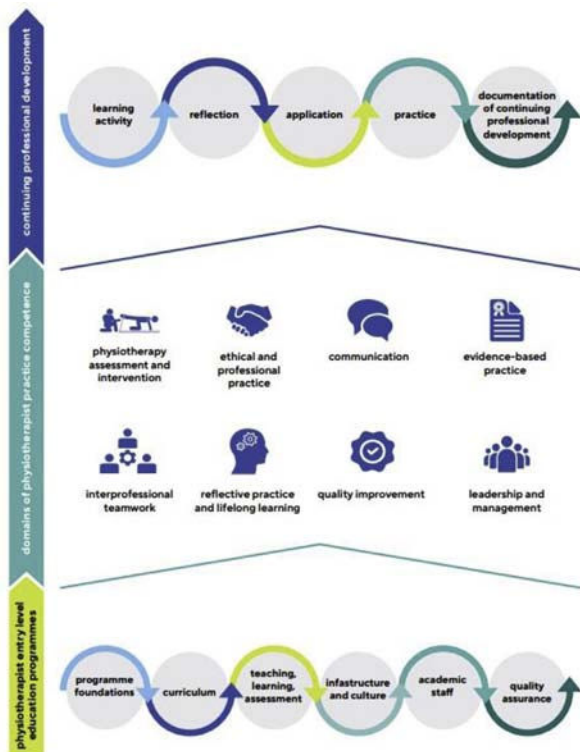
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Abstract: World Physiotherapy recognizes the central importance for Quality Assurance in relation to all things associated directly and indirectly to the practice of physiotherapy. To support the advancement of physiotherapist education, World Physiotherapy has published the Physiotherapist education framework, a document primarily based on World Physiotherapy's policy statement on education, which sets out expectations of physiotherapist entry level, and post-entry level, education. The document has three sections covering the three components of the Physiotherapist education framework: 1. Domains of physiotherapist practice competence; 2. Physiotherapist entry level education programmes; and 3. Physiotherapist continuing professional development (CPD). The first section describes the competence domains of core physiotherapy practice that student graduates of the entry level education programmes are expected to have upon the completion of the programme. These competence domains are also relevant for maintaining continued competence through continuing professional development. The second, and largest section, describes six elements of a quality physiotherapist entry level education programme including programme foundations; curriculum; teaching, learning and assessment; infrastructure and culture; academic staff; and

quality assurance. The third and final section covers key aspects of CPD including formal and informal development, as well as steps in self-directed, lifelong learning in which all active physiotherapists engage to maintain continued competence. The Physiotherapist education framework provides a baseline that can be adapted to reflect country specific needs and the evolving roles of physiotherapists, set within a local educational, socio-political, cultural, economic, and regulatory context.

Introduction: World Physiotherapy is the sole international voice for physiotherapy representing more than 685,000 physiotherapists worldwide through 128 member organisations. One of World Physiotherapy's roles is to advocate for quality assurance (QA) and consequently help set the standards and procedures necessary to attain QA. World Physiotherapy recognises the central importance for QA in relation to all things associated directly and indirectly to the practice of physiotherapy. Ultimately, QA serves to enhance physiotherapy practices; and therefore, quality enhancement envisages taking deliberate steps towards continual improvement in all aspects linked to physiotherapy, including education.

Objective: To support the advancement of physiotherapist education, World Physiotherapy has prepared and published a document - the *Physiotherapist education framework* with a purpose to position components of physiotherapist education along the lifelong learning continuum as well as to provide guidance for physiotherapist entry level education and continuing professional development (CPD). A summary of the framework is depicted in Fig. 1. The lifelong learning continuum is also illustrated by the development of competence through a physiotherapist's advancement from novice to expert.¹

Figure 1 Physiotherapist education framework.

It is estimated that one third of the world's population live with a condition that would benefit from rehabilitation. In this light, key questions from physiotherapist educators around the world that emerge are: What competences should physiotherapists have on completion of an entry-level education? What components in a programme of studies will ensure competent graduates? How do physiotherapists maintain their competence to practice?

World Physiotherapy encourages high standards of physiotherapy and global health by facilitating the exchange of information; and produces its own resources that are used to inform professional practice, education, planning, and development. With education, World Physiotherapy understands the need to be responsive to the challenge of meeting a diverse range of license to practice requirements, nationally and internationally, through a curriculum that ensures the necessary intellectual skills to enable graduates to practice as autonomous professionals. The scope of physiotherapy practice reflects the latest evidence and developments of knowledge and technological advances, consistent with the understanding of human movement, which is central to the skills and knowledge of the physiotherapist. These standards represent the profession's commitment to promote optimal health and function by pursuing excellence in practice. As autonomous professionals, physiotherapists should have the freedom to exercise their professional judgment and decision making. This autonomy is derived from the processes involved. As independent practitioners, physiotherapists are subject to ethical principles, and follow codes of ethics and best practice. The actions of individual physiotherapists are their own responsibility, and their professional decisions cannot be controlled or compromised by anyone.

Physiotherapist practice is continuously evolving, and these changes should be reflected in competences, programme benchmarks, and standards. It is recognised that physiotherapist education is organised in diverse and complex contexts, characterised by uncertainty and constant change. Therefore, and with this in mind, World Physiotherapy has created the *Physiotherapist education framework* with the collaboration and contribution of experts and stakeholders to be used as a guidance tool that is critically examined alongside the evidence on the needs, policies, and system characteristics that apply in a specific context.

The *Physiotherapist education framework* is primarily based on World Physiotherapy's policy statement on education which sets out expectations of physiotherapist entry level, and post-entry level education.² The framework is a tool to support the implementation of the Education policy and integrates previously published World Physiotherapy education related guidelines.³⁻⁷ The *Physiotherapist education framework* is informed by several relevant World Physiotherapy policies. The document sets international expectations; different countries and education providers may be working at different speeds and levels towards these expectations. The document has three sections covering the three components of the Physiotherapist education framework: 1. Domains of physiotherapist practice competence; 2. Physiotherapist entry level education programmes; and 3. Physiotherapist continuing professional development (CPD).

The first section describes the competence domains of core physiotherapy practice that student graduates of the entry level education programmes are expected to have upon the completion of the programme. These competence domains are also relevant for maintaining continued competence through continuing professional development. The framework describes eight unique competence domains of core physiotherapy practice that graduates of entry-level education programmes are expected to have upon completion of the programme. The domains are physiotherapy assessment and intervention, ethical and professional practice, communication, evidence-based practice, interprofessional teamwork, reflective practice and lifelong learning, quality improvement, and leadership and management.

The second, and largest section, describes six elements of a quality physiotherapist entry level education programme, grounded in the nature and scope of physiotherapy, and covers: programme foundations; curriculum; teaching, learning and assessment; infrastructure and culture; academic staff; and quality assurance. The programme must be delivered at a minimum as a bachelor's degree with physiotherapy in the title.

The third and final section of the framework is dedicated to physiotherapist continuing professional development, lifelong learning and a commitment to professional development as an attribute of a competent physiotherapist. Physiotherapists who provide professional services need to have, and maintain, a broad range of knowledge, skills and abilities that are appropriate to their roles and responsibility they have in practice, education, management, research, and policy. The framework covers key aspects of CPD including formal and informal

development, as well as steps in self-directed, lifelong learning in which all active physiotherapists engage to maintain continued competence. It provides information about ensuring CPD quality from both the provider and client perspectives.

The *Physiotherapist education framework* provides a baseline that can be adapted to reflect the country specific needs and the evolving roles of physiotherapists, set within a local educational, socio-political, cultural, economic, and regulatory context. However, this guidance document is neither intended to provide a full guide to physiotherapist entry level education nor a prescribed set of mandatory competences.

Conclusion: For QA to exist, recognised standards in education, practice and research must exist, with a procedure for reaching these standards. The World Physiotherapy *Physiotherapist education framework* sets the standards for QA to exist leading to quality enhancement that is ultimately necessary to improving the health of citizens.

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Palabras clave: Fisioterapia; Education; Benchmarking; Garantía de calidad; Atención sanitaria

Keywords: *Physical therapy specialty; Education benchmarking; Quality assurance; Health care*

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40 AÑOS DE DESARROLLO ACADÉMICO DE LA FISIOTERAPIA EN ESPAÑA

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Resumen: La Fisioterapia se incorporó a la Universidad en España en los años 80 del pasado siglo, con la publicación

del Real Decreto 2965/1980, de 12 de diciembre, sobre integración en la Universidad de los estudios de Fisioterapia como Escuelas Universitarias de Fisioterapia. A partir de ese momento, los fisioterapeutas potencian enormemente su avance profesional, académico y científico, consolidando y prestigiando la formación universitaria en Fisioterapia, actualmente vertebrada en tres ciclos académicos de grado, máster y doctorado. El presente trabajo realiza una revisión del devenir académico de la fisioterapia a lo largo de los últimos cuarenta años, destacando los hitos más relevantes que supusieron el gran avance experimentado en un periodo relativamente corto de tiempo. Además, se examinará el papel destacado que jugó la Asociación Española de Fisioterapeutas en el proceso de crecimiento del área de Fisioterapia y de su cuerpo de profesorado.

Puntos clave

1. La fisioterapia española ha alcanzado la madurez en el ámbito académico.
2. Existe una amplia oferta formativa a nivel nacional, que responde a los requerimientos de los fisioterapeutas y les permite llegar a alcanzar el máximo grado de desarrollo académico (título de doctor).
3. La Asociación Española de Fisioterapeutas apoyó el crecimiento del área de Fisioterapia y su cuerpo docente a través de la organización de jornadas de carácter académico y científico, y de la revista Fisioterapia.

Introducción: La integración de los estudios de Fisioterapia en la Universidad española en el año 1980 supone un hito histórico en el proceso de construcción de la Fisioterapia en nuestro país, que potencia un importante avance profesional, académico y científico de la misma.¹

Objetivos

- Analizar el desarrollo académico de la fisioterapia en los últimos 40 años. destacando algunos hitos, que han permitido situar a la fisioterapia española en unos elevados niveles de desarrollo académico, científico y competencial.
- Examinar el papel que la Asociación Española de Fisioterapeutas jugó en el proceso de crecimiento del área de Fisioterapia y su cuerpo de profesorado.

A la hora de realizar el análisis evolutivo, es posible establecer dos periodos diferenciados por la aprobación en junio de 1999 del plan de Bolonia, y la posterior adaptación al Espacio Europeo de Educación Superior (EEES).

Primer periodo (1980–1999): Después de la aprobación del RD de integración de la Fisioterapia en la Universidad, es destacable la creación en 1983 de la primera EU de Fisioterapia en Valencia, y particularmente, la creación del área de conocimiento de Fisioterapia (1986) dotándola de un carácter específico tres años más tarde, lo que posibilitó el acceso a la docencia universitaria de los profesionales de la Fisioterapia. Gracias a eso, en el año 1991 toma posesión el profesor Titular de EU vinculado, D. Manuel Valls Barberá, primer fisioterapeuta español en alcanzar esta condición.

En el periodo de 17 años, se produce un crecimiento y consolidación en el número de centros que ofertan la titulación de Fisioterapia: en el año 2000, 24 públicos y 9 privados.²

Los planes de estudios de la titulación también se modifican, pasando de las 3.000 horas iniciales, a planes de estudio con una horquilla de horas que oscila entre las 1.800