



# Designing a professional learning course on the fundamentals of education for Nepalese physiotherapy lecturers: a North-South-South collaboration

PRESENTED AT:



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## INTRODUCTION

- Development of physiotherapy services is an integral part of strengthening health systems in any developing country.
- Nepal has established several physiotherapy colleges.
- Four universities in South Africa, Norway and Nepal jointly agreed to capacity development as part of the grant **“Strengthening academic capacity in physiotherapy education in Nepal”**, consisting of staff enhancement in attainment of higher, curriculum development and pedagogical training.
- The project has several work streams of which the design and presentation of a pedagogy short course for physiotherapy lecturers in Nepal was one component.

## PURPOSE

Presentation of a participative consultative planning process, selection of culturally and contextually relevant topics and execution of an online pedagogic course.

## PARTICIPANTS

- University of Witwatersrand SA (Wits),
- Norwegian University of Science and Technology, (NTNU),
- Kathmandu University School of Medical Science, (KUSMS)
- Kathmandu Medical College (KMC)

## METHODS

Descriptive course metrics including number of participants and engagement with material were obtained from the hosting learning management system.



Thereafter, students’ final portfolio submissions were qualitatively analysed to explore students’ learning experiences. A final dataset was developed by inductive thematic analysis of the planning meeting notes and recorded facilitator planning sessions held during the conceptualisation and development of the course.

## RESULTS

- An 8-week online course was developed and content selected with 12 physiotherapy lecturers from Nepal (KUSMS and KMC), facilitated by five facilitators from Wits, Oslo Metropolitan University, and NTNU.
- The delivery format included a combination of synchronous weekly online engagement sessions, self-paced content engagement, and online learning activities, culminating in the submission of a summative portfolio.
- Participants reported exposure to pedagogy and pedagogical terms, adoption of new T and L approaches and confidence in their teaching



The four units:

- Foundations of learning
- Pedagogic approaches
- Curriculum – design, mapping and alignment
- Essentials of assessment

## DISCUSSION AND CONCLUSIONS

This North-South-South collaboration brought four universities’ health education and physiotherapy departments together to design a professional learning course that potentially enhanced teaching and stimulated a changed mindset towards teaching practice. The specific attention to a participative consultative planning process ensured an adaptable and reusable product that is contextually relevant to physiotherapy education in Nepal.

## Recommendations

The next step is the training and supporting of those who participated in the course as facilitators of this professional learning course for academics of other Nepalese physiotherapy colleges.

## Acknowledgements

Funding – NORAD - NORHED II, The Norwegian Program for Capacity Development in Higher Education and Research.

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