Moving beyond traditional Erasmus: Internationalising the Curriculum for all occupational therapy students.

Juliette Truman
PLAN

- Explain the history of the project
- Consider the aims of the project
- Highlight the impact of the project on our organisations, profession and other key stakeholders (current and future)
- Identify why it matters - what were our dreams, hopes and aspirations
HISTORY

Making Internationalisation a reality for all occupational therapy students.
“When individual students undertake traditional exchanges they have an inspiring experience but when whole cohorts exchange it colours the debate and discussion about comparative health and social care systems in a much more robust way. It is transformative for all students and therefore has the potential to have a much greater impact on their learning and future practice.”

(Job 2013)
The founders
The developers

Agnes Shiel
The Team - who make it happen
Drivers

- Organisational
  - Effective international partnerships
  - Student experience
  - Innovation

- Profession
  - Global partners
  - Power of occupation
  - Professional identity

- Clients
  - Seeing things my way
Organisational Drivers

- Response to respective University/Faculty Strategies which called for:
  - Establishment & development of effective international partnerships
  - Enhancements in student experience
  - Maintenance and development of innovative education provision
- Driven by student centred rationale for Internationalisation—benefit to student and their career (Fielden 2007)
Organisational Drivers associated with Student experience

- Innovative learning activities focussed on **authentic projects** that add value to the learning.

- Authentic learning opportunities with service users and communities motivate learners to engage at a higher level of analysis and critical thinking if real change is anticipated.

- It provides a focus for **meaningful exchange of ideas and solutions** which will add value to the services and users of the projects.

- The projects facilitate the development of **intercultural awareness**, support the development of **global solutions** to common occupational issues for the users of the organisations identified.
Professional Drivers

- Developing our professional identity through our occupational language
  - Staying connected
- Solving local problems differently through international conversations
Professionally connected ...why does it matter?

- RCOT 2018 Belfast - Nick Pollard
- Global city of occupational therapists
  - Activists for occupation to realise its power and potential to bring about social transformation
  - Spend time to imagine the possible for communities, individuals and ourselves
  - To be connected through the exchange of ideas
The power of International conversations

- Recognise the impact of culture, social environment, history on local practice

(Pollard 2018 p 490)

‘It is clear that translating differences and experience can be a valuable way to discover the limitations and the possibilities of our profession.’

- Solve problems differently Glocal and Global solutions
Clients

- Lack of cultural and ethnic diversity of the profession
- Poor social class representation
- Poor representation of people with disability
- Results in loss of diverse perspectives to support our work.
What were our dreams, hopes, aspirations?

- Establish and develop effective international partnership
- Enhance the student experience in both Universities
- Maintain and develop innovative educational provision
- Strengthen and deepen students’ professional identity
- Develop an intercultural skilled workforce who can support the increasingly diverse populations of UK, Ireland & Sweden

‘Within our dreams and aspirations we find opportunities’
Sugar Ray Leonard (2013)
Outcomes
### Who was impacted?

<table>
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<th>Category</th>
<th>Numbers</th>
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<tr>
<td>Students</td>
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<tr>
<td>Staff</td>
<td>76</td>
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<td>Partner organisations</td>
<td>87</td>
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<td>Universities</td>
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Our Impacts - Outcomes for our organisations

- New ways of working, new solutions
- New ways of seeing things, using a different lens
- Role emerging placements leading to OT posts
- Materials to here the voice of marginalised groups through podcasts
Student Outcomes

- Highly engaged and motivated students
- Real differences to the community partner organisations
- Intercultural learning
- Professional Identity - deepened and strengthened
- Professional practice skills - current, future and best practice, new models, technology
- Research skills - development of abstracts and presentations at conferences
- Personal growth
- Relationships became more collegiate in preparation for practice
Staff Outcomes

- Intercultural learning - similarities and differences, reflected on own and societal beliefs
- Professional Identity - deepened and strengthened
- Professional practice skills - current, future and best practice discussed and developed
- Personal growth
- Innovation, new knowledge to inform curricula - Shared resources - Occupational Justice resource
- Internationalisation of the classroom technology, e-poster technology
- Research - Professional Identity tool
- Trust & understanding
Why does it matter?

- Employers place an emphasis on graduates with the ‘lived experience’ of other cultures to help prepare them for the competitive global market and look to Universities to do this (Fielden et al 2007)

- We are called upon to be a ‘global community’ to enhance and extend our practice and support social transformation

- This innovative educational collaboration offers opportunities to develop intercultural skills and occupationally focussed solutions to meet global health and social care inequalities and injustices.

- The profession needs practitioners with a robust professional identity to lead the profession into new areas of practice
What has it taken?

- Vision & Innovation
- Courage & risk
- Humor
- Trust
- Toil
- Technological advances
Stay Connected