Facilitation of Learning (FoL) – ENPHE
Good Practice for Physiotherapy Education

1. **Title of the Good Practice + Author(s) + e-mail:**

Flipped (reverse) physiotherapy in sports classroom

Dalibor Kiseljak, University of Applied Health Sciences, Zagreb, Croatia

dalibor.kiseljak@zvu.hr

2. **Background & Rationale:**

In the asynchronous part students are offered to download, check and explore the GetSet App. Focus is put on the balance and proprioception exercises in the function of the specific injury prevention programme creation.

Such framework is chosen in line with the students' attitudes and interests (they like all kinds of shortcuts). However, this "shortcut" is based on the relevant source, it is intriguing to students, and supports the concept of "how to lessen the speech and accomplish more learning objectives".

I categorise my case under the following theme (please tick the appropriate box):

☐ Clinical reasoning skills
☐ Learning between students
☐ Simulation-based learning
☐ Lack of motivation
☐ Tailored learning for student diversity
X **Facilitation of online physiotherapy**
☐ Self-regulation in physiotherapy learning (professional issues)
X **Blended learning strategies**
☐ Other: .....

3. **Learning Objectives:**

Students should be able to answer on key questions:

1. How to perform specific preventive exercises?
2. When to perform them?
3. Why should we implement those exercises?
4. How to make them to be sport-specific?

4. Implementation & Description of the Good Practice:

Asynchronous part precedes the practical sessions where the general information and idea is checked and reinterpreted, and potential obstacles are released in that practical sessions where the students simulate and practice in pairs or smaller groups, all before the final clinical application of the knowledge and skills on the sports terrain, with clients and sports teams.

The idea is to make students do not perform (i.e., educate clients to perform) some specific exercises that they did not try by themselves; this is a kind of simulation learning in the middle of the process of theoretical learning and implementing it with clients.

Equipment:

1. tools for proprioceptive training (elastic bands, bosu trainers, swiss balls, kettlebells, soft mats, vibration plates and sticks...
2. GetSet App

5. Evaluation & Feedback:

To be sport-specific, students need to understand:

1 - the background of the proprioceptive prevention approaches

2 - specific characteristic of different sports

The assessment should be qualitative – practical exam

6. Challenges & Solutions:

- Motivation
- Basic ability of the students to perform tasks
- Students like when some App or any digital tool is included in the lecture, and in this context it is appropriate in the asynchronous part through the flipped classroom

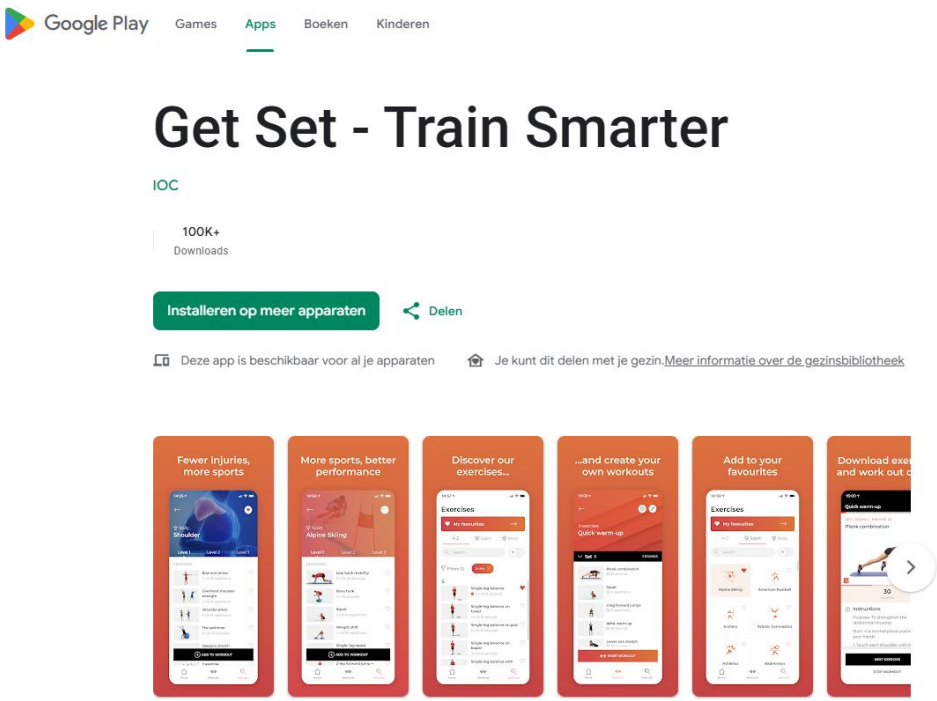
7. Impact & Sustainability

Students can critically analyse the digital tools content and “feel” the gap between such “shortcut” solutions and the practical elements that are important to implement the whole preventive program.
Students should be able to:

- Understand
- Describe
- Perform
- Educate clients
- Create their own program (set of exercises) based on examples that they saw on App and practised on-site – that means: they may and should be creative, but still connected to the evidence-based basis

8. References & Supporting Materials:

GetSet App



If you have any questions about the template, please email: Matthias.eggermont@vub.be

Thank you in advance for completing the template and for your valuable input.

Niki Stolwijk, Anke van Erp, Livia Hoeben en Matthias Eggermont