

# **International Skype “health; what does it mean?” 2019**

**ZHAW University of Applied  
Sciences  
&  
Partner Universities**



Universitat  
de les Illes Balears



Vrije  
Universiteit  
Brussel



ESCOLA SUPERIOR  
DE SAÚDE DO ALCOITÃO



Gesundheit

UVIC  
UNIVERSITAT  
DE VIC



UNIVERSIDADE DA CORUÑA



Hanzehogeschool  
Groningen  
University of Applied Sciences



UPPSALA  
UNIVERSITET

**ZHAW Zurich University of Applied Sciences & Partner Universities**

**International skype; "Health, what does it mean"**

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## Introduction

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The world has become a global village. Not only do we go out into the world more, the world also comes to us - much more than say 20 years ago. Cities host people from all over the world. Exchange programs give us opportunities to collaborate with colleagues from afar. Knowledge knows no borders, and with the ever-expanding possibilities of ICT we have all the information we need (and so much more) from all over the world right under our finger tips. More and more do we relate with international colleagues, clients, customers, rules and regulations, etc. Internationalization and globalization has an impact on the job market and the professional life of more highly educated individuals, in particular. Working in an international environment requires new and additional competences, and educational institutions often explicitly include international and intercultural competencies in their curriculum.

The Rotterdam University of Applied (Health) Sciences, the Netherlands, defines the following competencies within the scope of internationalization:

- a. Passive and active proficiency in English: physiotherapists should be able to communicate with clients and/or colleagues in the international working environment and to read and understand scientific literature in English;
- b. Cross cultural (communication) skills: in order to be able to provide tailor-made health care to people from all over the world, physiotherapists should be able to identify with people from different ethnic, national, cultural, social and/or religious backgrounds. Awareness of their own cultural values and behavior is part of that.
- c. Knowledge of international developments related to health and physiotherapy: for international cooperation, students should have an idea of the (para)medical situation in other countries and compare this with the situation back at home.

The assignment “Interview with an international Peer” aims at providing students an opportunity to develop knowledge and skills in all three domains mentioned above.

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## Goal and objectives

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This assignment aims at enhancing students’ intercultural communication skills. Specifically:

1. Students will improve their language skills in general and be able to talk about physiotherapy (study) related subjects in particular;
2. Students will be able to conduct an interview in English;
3. Students will gain insight into physiotherapy and health care systems in another country (course contents, motivation and interests, job opportunities and preferences, etc);
4. Students will be more aware of (intercultural) differences with regard to physiotherapy (study)

5. Students will be more aware of 'the meaning of being healthy' in different international/intercultural perspectives'.
6. Students will be more aware of 'the role of a physiotherapist in enhancing physical activity' in a different international/intercultural perspective

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### *Description of the assignment*

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Within this task a second year students' physiotherapy from the Rotterdam University of Applied Sciences, the Netherlands, will team up with (two) (first or) second year students' physiotherapy from one of our partner institutions, to explore each other's interests and experiences connected to physiotherapy.

In Rotterdam, two group meetings will provide a platform for the Dutch students to prepare for and evaluate the different steps of this assignment, the actual assignment is done individually. Over a period of ten weeks you will engage in two contact opportunities with your international peer to do the following:

1. Getting acquainted: get to know one another and conduct an interview on one another, show each other 5 pictures, via Skype 5 pictures connected to physiotherapy at your school and in your country, explain them to the other student. Evaluate with one another what you have learned from one another and from this assignment and make a clear appointment for the next contact moment.
2. Discussing health (beliefs) models and the role of a physiotherapist enhancing physical activity, based on an article, a "fact sheet", a movie about the WHO health definition and the theory a student is using in his own education.

## Organizational matters

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### *Match making*

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The group students will be linked to students from our partner universities. Before the first group-meeting at your own university. The coordinator of the skype-project will match students with a student from a partner university, this results in an overview of student pairs with e-mail addresses (see example in annex 5). This table will be shared electronically with one of the country coordinators in Rotterdam on the one hand, and the international coordinator from our partner university on the other. Students should get in touch with their international peers by e-mail , facebook or other social media to make appointments for the two Skype meetings;

In the week of 4-11 of March (week 10-11)	first skype meeting
In the week of 8 - 15 of April (week 15-16)	second skype meeting

The study coach in ZHAW will conduct a progress check during the second meeting. If no contact has been established by the end of the week 11 (at last 15th of march 2019) you will not be able to finalize the whole assignment within the stipulated time. This will mean that the task cannot be signed off for you at the end of the study period. If, for some reason, it is not possible to get in contact with the student from the partner-university, contact your study-coach.

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### *Appointments*

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Do confirm your appointments in writing, stating times for all involved. This helps avoid disappointment!

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### *Skype (Facetime, etc.) conversations*

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It is crucial to conduct the interview verbally. The Swiss students will conduct an interview (questions see annex) on the students from the partner university, and the students from the partner university will do the same on the Swiss students. You should not send each other your interview questions / answers by e-mail, as learning to conduct an intake assessment in English is one of the key learning objectives for this assignment. Through face-to-face communication using Skype, preferably with a webcam, you learn to respond immediately to what the other person tells you and to ask for clarification when needed. If you have the means, you may choose to record your conversation to help you analyze the data afterwards.

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### *E-mail support*

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E-mail could be used as a support mechanism to clarify things that remained unclear during the (Skype) conversations, but should not be relied on as the core means of communication for the assignment.

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### *Skype contact preparations*

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The group-meetings will be used to prepare for each contact moment. Brainstorm in your group about possible topics and key areas of interest to talk about, formulate specific questions to be asked and help one another in overcoming the language barrier. Practice makes perfect, so additional conversation in English will help you improve your communication with your international peer and thus get much more out of it.

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*Skype contact debriefings*

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The group-meetings should also be used to share experiences and discuss major findings. This way you can help each other clarify on things that remained unclear and learn from one another.

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*Report your findings*

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Write a brief report in English, summarizing the outcomes of the Skype appointments. Add the report to your portfolio before the end of the study period.

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*Experiential journal (annex 1)*

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Do keep an experiential journal with the notes you take before, during and after each Skype contact. Clearly write down responses, and post-reflection evaluation for each of the two contact activities as outlined below (see Annex 1).


## Meetings

### *Preparation & first skype meeting 'getting acquainted'*

Date	Meeting / Activity	Activity details
11th of February until the third of March 2019	<b>Introduction Meeting</b>  <b>Activity:</b> Preparation for first contact activity	<b>Introductions:</b> <ul style="list-style-type: none"> <li>Teachers / study career counsellors will give a brief orientation on the assignment and facilitate the matchmaking;</li> <li>Discuss important aspects to be aware of while making contact with the international peer;</li> <li>Identify key areas of interest to talk about, formulate specific questions and think through the answers you would give yourself if asked these questions. In Annex 4 you can get inspiration for the questions..</li> <li>Make 5 pictures (3 on physiotherapy, 2 on personal environment) connected to physiotherapy at your school and to your personal life, and be able to explain them to the other student</li> <li>Prepare information about the health care system in your country (organization, financing, insurance, access etc.). Decide what is interesting to tell your peers with special emphasis on physiotherapy</li> <li>Seek initial contact by e-mail and make a SKYPE appointment 1 week before the planned skype meeting.</li> </ul>
4 - 15 march 2019	<b>First skype contact</b>  <b>Activity:</b> Getting acquainted & Sharing 5 pictures on physiotherapy	<b>Have a Skype meeting with your international peer and get to know one another:</b> <ul style="list-style-type: none"> <li>Discuss mutual expectations</li> <li>Ask your questions (with inspiration from the interview list (annex 4) and the additional ones you developed) and discuss points of interest</li> <li>Show each other 5 pictures, via Skype, pictures connected to your school and your personal environment, explain them to the other student (tell a bit about the picture, why this picture?). Your international peer will do the same:</li> <li>Pay particular attention to differences, things you do not know and request additional information</li> <li>tell your student about the healthcare system in your country</li> <li>Evaluate together what you have learned from one another and from the assignment</li> <li>Document the conversation in your personal portfolio e.g. experiential journal (annex 1); a short summary or some keynotes with the information you learned:</li> </ul>

Date	Meeting Activity	Activity details
18 <sup>th</sup> of March until the 5 <sup>th</sup> of April 2019	<b>Second group meeting</b>  <b>Activity:</b> Share experiences so far & Prepare for second contact activity:	<p><b>In the group, briefly share first experiences and prepare yourselves for the second skype contact:</b></p> <ul style="list-style-type: none"> <li>Identify and share the most interesting things you learned during the first Skype contact</li> <li>Identify and share the major challenge you faced during the second contact. What can you do to overcome this challenge?</li> </ul> <p><b>During the group meeting you will discuss 2 subjects:</b>            Comparing models you use in your education to Hubers new definition, what are the similarities and differences?            Prepare a discussion with your international peers about:            What should be the role of a physiotherapist in enhancing physical activity among the population of your country?</p> <p>Make sure you're well <b>prepared (1 &amp; 3 are obligatory, 2 is voluntary)</b> ;</p> <p>1. Watch: <a href="https://m.youtube.com/watch?v=qoJ_zywh9uM">https://m.youtube.com/watch?v=qoJ_zywh9uM</a></p> <div data-bbox="485 1081 758 1288" data-label="Image"> </div> <p>New concept on health - YouTube            This video shows the cutting-edge international initiative of medical doctor and researcher Machteld Huber for a new concept of health. ZonMw recognises Hube...  <a href="#">Watch now...</a></p> <p>2. Read the article:  <a href="https://www.researchgate.net/publication/51523299_How_should_we_define_health">https://www.researchgate.net/publication/51523299_How_should_we_define_health</a></p> <p>HEALTH: HOW SHOULD WE DEFINE IT?            Author(s): Machteld Huber            Source: <i>BMJ: British Medical Journal</i>, Vol. 343, No. 7817 (30 July 2011), pp. 235-237            Published by: BMJ            Stable URL: <a href="http://www.jstor.org/stable/23051314">http://www.jstor.org/stable/23051314</a>            Accessed: 13-09-2016 06:18 UTC</p>



		 <p>3. Read:</p> <ol style="list-style-type: none"> <li><a href="http://www.euro.who.int/en/health-topics/disease-prevention/physical-activity/country-work/factsheets-on-health-enhancing-physical-activity-in-the-28-eu-member-states-of-the-who-european-region">http://www.euro.who.int/en/health-topics/disease-prevention/physical-activity/country-work/factsheets-on-health-enhancing-physical-activity-in-the-28-eu-member-states-of-the-who-european-region</a></li> <li>The factsheet of your country:  <a href="http://www.who.int/topics/physical_activity/en/">http://www.who.int/topics/physical_activity/en/</a>  <a href="http://www.hepa.ch/de/home.html">http://www.hepa.ch/de/home.html</a> </li> </ol>
8 – 19 <sup>th</sup> of April 2019	<b>2nd skype contact</b>  <b>Activity;</b> discuss and share ideas about ‘the role of a physiotherapist in enhancing physical activity (in international/ intercultural perspective)’	<b>Prepare your second skype meeting:</b>  Discuss with your international peers: <ol style="list-style-type: none"> <li>What is health to you?</li> <li>tell your peer about the model you use in your education</li> <li>tell your peer about the state of physical activity in your country and compare with your peers’</li> <li>What should be the role of a physiotherapist in enhancing physical activity among the population of your country?</li> </ol> <p>Evaluate together what you have learned from one another and from the assignment</p> <p>Document summary of your skype meeting in your personal portfolio e.g. experiential journal</p>

## **\*\* Factsheets Europe:**

[http://www.euro.who.int/\\_data/assets/pdf\\_file/0008/288125/SPAIN-Physical-Activity-Factsheet.pdf](http://www.euro.who.int/_data/assets/pdf_file/0008/288125/SPAIN-Physical-Activity-Factsheet.pdf)  
[http://ec.europa.eu/assets/eac/sport/library/factsheets/austria-factsheet\\_en.pdf](http://ec.europa.eu/assets/eac/sport/library/factsheets/austria-factsheet_en.pdf)  
[http://www.euro.who.int/\\_data/assets/pdf\\_file/0011/288119/NETHERLANDS-Physical-Activity-Factsheet.pdf?ua=1](http://www.euro.who.int/_data/assets/pdf_file/0011/288119/NETHERLANDS-Physical-Activity-Factsheet.pdf?ua=1)  
[http://www.euro.who.int/\\_data/assets/pdf\\_file/0004/288103/DENMARK-Physical-Activity-Factsheet.pdf?ua=1](http://www.euro.who.int/_data/assets/pdf_file/0004/288103/DENMARK-Physical-Activity-Factsheet.pdf?ua=1)  
<https://www.fhi.no/en/el/physical-activity/physical-activity-in-norway---fact-sheet/>  
[www.euro.who.int/\\_.../SWEDEN-Physical-Activity-Factsheet.pdf](http://www.euro.who.int/_.../SWEDEN-Physical-Activity-Factsheet.pdf)  
[www.euro.who.int/\\_.../DENMARK-Physical-Activity-Factsheet.pdf?...](http://www.euro.who.int/_.../DENMARK-Physical-Activity-Factsheet.pdf?...)  
[www.euro.who.int/\\_.../GERMANY-Physical-Activity-Factsheet.pdf?...](http://www.euro.who.int/_.../GERMANY-Physical-Activity-Factsheet.pdf?...)  
[www.euro.who.int/\\_.../FINLAND-Physical-Activity-Factsheet.pdf?...](http://www.euro.who.int/_.../FINLAND-Physical-Activity-Factsheet.pdf?...)  
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[www.euro.who.int/\\_.../BELGIUM-Physical-Activity-Factsheet-2015.pdf](http://www.euro.who.int/_.../BELGIUM-Physical-Activity-Factsheet-2015.pdf)  
[http://www.who.int/topics/physical\\_activity/en/](http://www.who.int/topics/physical_activity/en/)  
<http://www.hepa.ch/de/home.html>

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*Report Outline & evaluation.*

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<b>From 22th of April – deadline form your university 2019</b>	<b>Report Outline and evaluation</b>	Write your report outline (see annex 2); using your notes taken in your experiential journal (annex1).
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## ANNEX 1: EXPERIENTIAL JOURNAL

Name:

Name international peer:

Skype activity 1:	Date:
Questions:	
Photos:	
What did you find out about cultural elements (differences and similarities)?	
Skype activity 2:	Date:
Health Model, differences and similarities:	
Role of physiotherapist in enhancing physical activity:	

## ANNEX 2 REPORT OUTLINE

Write a short report (min. 1 A4, max 2 A4), including the following chapters:

Learning Outcomes	Questions:
1. Students will improve their language skills in general and be able to talk about physiotherapy (study) related subjects in particular	Describe: <ul style="list-style-type: none"> <li>- your experiences / improvement in your language skills and in conducting an interview:</li> <li>- Describe at least one challenge you faced?</li> </ul>
2. Students will be able to conduct an interview in English	
3. Students will gain insight into physiotherapy and health care systems in another country (course contents, motivation and interests, job opportunities and preferences, etc)	Describe: <ul style="list-style-type: none"> <li>- A short summary of the discussion, questions and subjects you spoke about concerning health models</li> <li>- any similarities or differences in your perspectives; which answers surprised you?</li> </ul>
4. Students will be more aware of (intercultural) differences with regard to physiotherapy (study)	Describe: <ul style="list-style-type: none"> <li>- Personal expectations with this assignment</li> <li>- Describe at least two lessons learned from an interview with international peers;</li> <li>- A short description of any specific challenges you faced and lessons you learned</li> </ul>
5. Students will be more aware of 'the meaning of being healthy' in different international/intercultural perspectives'.	Describe: <ul style="list-style-type: none"> <li>- A short summary of the discussion, questions and subjects you spoke about</li> </ul>
6. Students will be more aware of 'the role of a physiotherapist in enhancing physical activity' in a different international/intercultural perspective	Describe: <ul style="list-style-type: none"> <li>- A short summary of the discussion, questions and subjects you spoke about</li> </ul>
7. Overall Evaluation	Describe: <ul style="list-style-type: none"> <li>- Would you recommend that this activity be retained for future physiotherapy students, why or why not, or with what specific alterations?</li> </ul>

### ANNEX 3: DIGITAL EVALUATION FORM

A international digital evaluation is in development.



#### ANNEX 4 INTERVIEW QUESTIONS

1. What is your name?
2. What is your gender and age?
3. Do you live at your parents' home or .....?
4. What do you do in your spare time?
5. What kind of city is .....?
6. Conditions for studying in your countries e.g. with respect to:
  - payment for the education
  - financial support during study time
  - working and studying - is it possible
7. How much time do you spend studying per week, on average? Does studying take more or less time than you expected?
8. How many years does the study physiotherapy in your country normally take? What are the topics you learn in the first year? How many teaching and exam weeks do you have? How many holiday-weeks?
9. How are the teachers? How do they teach? What do you have to do as a student's? What is expected from you?
10. Why did you choose to study physiotherapy, what appeals to you in the profession, in working with patients?
11. In which kind of physiotherapeutic setting would you like to do your internships (private practise, regional hospital, academic hospital, nursing home, school for children with disability, rehabilitation centre, gym and sports centre, spa and health resort.....)
12. Can physiotherapist treat patients independent or do they always need a referral from a medical doctor?
13. Think about 3 more additional questions.
14. ....
15. ....



Group Rotterdam:

Name study-coach / teacher Rotterdam:

Name partner university:

Group partner university:

Name and email teacher partner university:

Example 2017:

Matching table SKYPE 2017				Belgium	Netherland	Spain	Spain	Spain	Spain	Finland	Switzerla	Austria	Austria	Italy	Denmark	
				Brussel	Rotterdam	Ballorca	Coruna	Madrid	Barcelona	Lahti	Zurich	Wels	Steyr	Unida	Roskilde	
				Dutch	Dutch	Spanish	Spanish	Spanish	Spanish	Finnish	German	German	German	Italian	Danish	
				85	20	10	12	6	33	28	4	28	45	4	82	
Belgium	Brussel	Dutch	85			2	4	2	9	6	1	7	13	1	39	84
Netherlands	Rotterdam	Dutch	20			1	1	0	2	2	1	2	7	0	4	20
Spain	Ballorca	Spanish	10	2	1					1	1	1	2	0	2	10
Spain	Coruna	Spanish	12	4	1					1	0	1	1	1	3	12
Spain	Madrid	Spanish	6	2	0					0	0	1	1	0	2	6
Spain	Barcelona	Spanish	33	9	2					5	0	4	5	0	8	33
Finland	Lahti	Finnish	28	6	2	1	1	0	5		0	6	3	0	4	28
Switzerland	Zurich	German	4	1	1	1	0	0	0	0				0	1	4
Austria	Wels	German	28	7	2	1	1	1	4	6				0	6	28
Austria	Steyr	German	45	13	7	2	1	1	5	3				1	12	45
Italy	Unida	Italian	4	1	0	0	1	0	0	0	0	0	1		1	4
Denmark	Roskilde	Danish	82	39	4	2	3	2	8	4	1	6	12	1		82
				84	20	10	12	6	33	28	4	28	45	4	82	