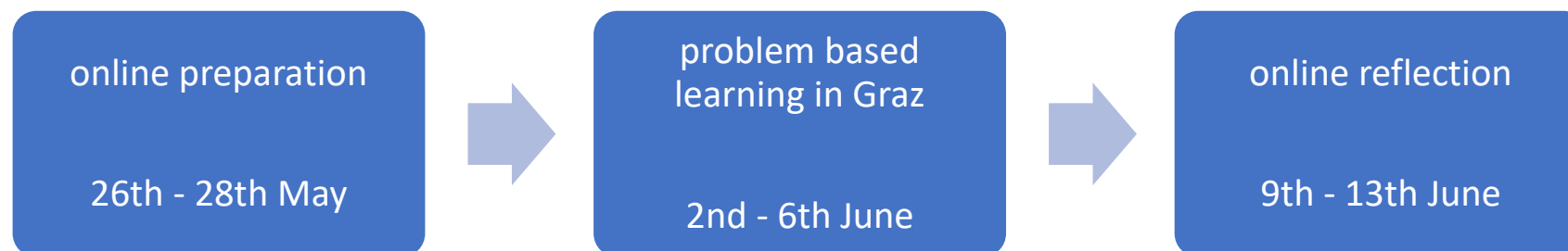


**Blended Intensive Program for Physiotherapy Students 2025****Problem Based Learning with Patient Cases**

**Aim:** Students with different international backgrounds practice clinical reasoning when working with patient cases with the focus on setting their learning goals, teaching another group of students, and learning from each other. Lecturers can be tutors, accompanying a group of students through the process, and can be experts and/or skills trainers who teach in a tandem with lecturers from Graz individual student groups.

**Description:** The BIP program focuses on self-directed learning as a tool to practice clinical reasoning skills. Students will learn to organize themselves in an international team and how to work effectively together even though there might be different opinions, due to varying educational backgrounds and possible language barriers. As a team they will establish their learning aims, work out the solutions, getting help from experts and skills trainers and so deepen their physiotherapeutic knowledge and social, communicative, and intercultural skills. At the end of the problem-based learning week in Graz, they will present what they have learned. Additionally, they will take over the role of teachers, when guiding other students through a workshop, to practice manual techniques. So, students practice their presentation and didactic skills in English. During the whole process lecturers are welcome to participate as tutors, who guide students through the clinical reasoning process, or as experts and skills trainers who teach students in mini-sessions specific physiotherapeutic topics and/or show specific ways to work with patients.

**Structure and time frame of the program:** The BIP is organized in three phases:



online preparation	problem based learning in Graz	online reflection
<b>26th May</b>  <b>Monday 26th May or Tuesday 27<sup>th</sup> May in the morning:</b> <ul style="list-style-type: none"> <li><b>Inspirational session</b> What is problem-based learning?</li> <li><b>Getting to know the POL groups</b> in break-out rooms and organizing the work tasks for the week until 29<sup>th</sup> May.</li> </ul>	<b>2nd – 6th June</b>  <b>2nd June morning:</b> Welcoming and get together, Students get to know their peer group in person – group activity then first tutorial  Lecturers get together then first tutorial  <b>lunch break</b>  Poster walk and poster award  <b>Social program in the evening</b>	<b>9th – 13th June</b>  <b>Reflection task:</b> How have we experienced the POL process? What have we learned? If we had to plan our own problem-based learning process, how would we plan it and why?  To be uploaded on Moodle by 13 <sup>th</sup> June at the latest.
<b>until Wednesday 28th:</b> <b>Working task</b> to be uploaded on Moodle <ul style="list-style-type: none"> <li>Working in international groups – what is similar, what is different in physiotherapy in Europe?</li> </ul>	<b>3rd and 4th June:</b> <b>experts and skills training:</b> based on defined goals and learning aims, experts answer students' questions and practice practical skills with them  <b>2<sup>nd</sup> tutorial:</b> reflecting on the process  <b>Social program in the evenings</b>	
<b>Pre-reading task until Monday 2nd June:</b> <ul style="list-style-type: none"> <li>Guide to POL for students and lecturers</li> <li>Cases for lecturers (tutors, experts, skills trainers)</li> </ul>	<b>3rd – 5th June:</b> working independently on answering the self-defined learning goals and preparing a presentation with the theoretical background to their case, and a workshop to teach a group of students.	
	<b>6th June:</b>  <b>POL Conference 10am – 3pm</b> <b>presentation day</b> each POL group briefly presents their cases in the morning, and then after lunch workshop sessions from students to students.  <b>From 3 pm on farewell party!</b>	