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Christensen, Marie Ernst; Thorø, Karsten

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ENTREPRENEURIAL MODES OF TEACHING IN HEALTH PROMOTING INTERVENTIONS

Marie Ernst Christensen & Karsten Thoroë (2014)

Faculty of Health Science, Department of Nutrition and Health, Department of Physiotherapy, VIA University College, Aarhus, Denmark

Introduction

The project creates a framework for the interaction of theory and practice. Moreover, this blend generates new modes of teaching due to the fact that the teaching is transferred from the usual environment to sites where the students experience the potential of engaging with real-time media, instead of just practicing their professional skills amongst their fellow students. The emerging didactical graphics in the teaching of entrepreneurship are conceptualized as elements where the students take action and thereby develop an active approach to learning (Blenker et al 2004). In this entrepreneurial mode of teaching the students get a unique opportunity to enhance their competences in a relation with the participants from the organizations selected. This concept will reflect a close association with the students' professional practice in terms of their curriculum as well as extracurricular issues.

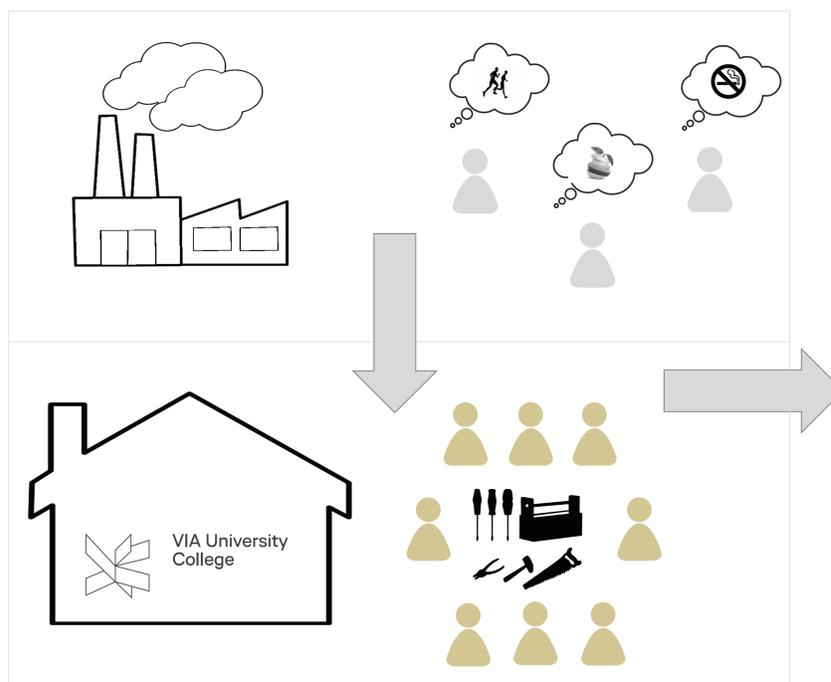
The objective is to

- Assess the extent to which the students are able to transform theory into practice.
- Improve their skills as coaches/teachers.
- Acquire knowledge of practice
- Examine the extent to which the project contributes to the students' acquisition of knowledge of and experience with professional work in new professional fields.

Population

Recruitment of students:

- The second and the seventh semesters of the Physiotherapy program
- The sixth semester of the Nutrition and Health program.
- The co-workers were recruited from twelve companies totaling 2500 employees. Out of these 102 signed up for fitness, jogging teams, running style analysis, lifestyle course or smoking cessation.
- The courses offered were carried out by 40 students

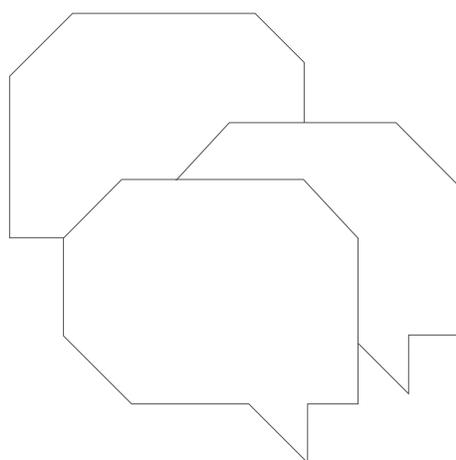


Method

The study is carried out as a workplace facilitated intervention study. Data are extracted in the form of quantitative research of the ways in which students benefit from the program, as well as the employees' experiences of participating in the programs. The data were extracted during the intervention that took place from January to May 2013 and as well as in the same period 2014.

Author for correspondence

MScPH, Lecturer, Marie Ernst Christensen (MAEC@via.dk), MPH, Physiotherapist, Senior Lecturer, Karsten Thoroë (KTHO@via.dk)
Faculty of Health Science, Department of Nutrition and Health, Department of Physiotherapy, VIA University College, Aarhus, Denmark.



Results

- Improved professional skills
 - Abilities to transfer theory to practice
 - Knowledge of practice
 - Professional development
 - Improved teaching/coaching skills.
- The students report that they have embraced professional challenges in several parameters and acknowledge that they have experienced personal growth in terms of increased self-confidence in teaching contexts, as well as in their role as teacher. Moreover, they have experienced a sense of responsibility, and aspects of the role of the professional health worker.

Conclusion

This type of entrepreneurial teaching, where students from professional health bachelor programs offer health promoting regimes to the employees of local companies, primarily benefits the students, but also the external partners. The students' participation in this type of health intervention is associated with increased learning and better knowledge of practice. This type of inclusion of practice in the educational program is unique, particularly in the context of increased competences in the field of health promotion. Only positive contributions to the students' learning outcome on professional as well as personal levels have been registered. Educational institutions offering professional health programs constitute a considerable potential in the contexts of co-operating with companies offering health promoting interventions.

FOR FURTHER INFORMATION

Blenker et al (2004): "Entrepreneurship education and university context". PILE Group Aarhus.