

## Analysis of work immersion program of Manila Central University Senior High School (MCUSHS):

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Basis for program development toward Bachelor of Science in Physical Therapy (BSPT)

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The implementation of the K-12 educational reform institutionalized the ladderisation toward a bachelor's course of study. One of the goals of the K-12 basic education program is to develop the competencies, work ethics and values relevant to pursuing further education and joining the planet of work among learners. The goal of labor immersion program is to become conversant in the workplace, employment simulation and to use competencies in areas of specialization in authentic work environment. This analysis checked out the Work Immersion Program (WIP) of MCU-SHS whose interest is pursuing career in physiotherapy and two physiotherapy professors that handle PT subjects that also assigned to handle and supervised SHS students. SHS Students underwent an eighty (80) hours of orientation, simulation activities about PT subjects and practice. At the same time, the investigation looked into the surrounding issues and problem influencing the decision making of the SHS students leading to physical therapy professions. Crucial to the understanding of agency within the preparation of program toward a successful work immersion program of the kaleidoscope of physiotherapy profession on nature of labor, work ethics, and discipline and to use the competencies in physiotherapy with authentic work environment.

### Introduction-

A greater number of trained international researchers are believed to narrow the health care gap for families within the U.S.A and collaborating countries. Working toward this goal, the research training effort involves pairing minority college students from the USA with international nursing faculty. Partner universities in Germany, Italy, Austria, the United Kingdom (U.K.), Colombia, Thailand, and the U.S.A participated in the development of this research education project and continue program maintenance and upgrades. This paper describes the concept of the research educational program, its education and research components, and selected student and school outcomes. It also explains how students became catalysts within the collaborative research of the school. This information may encourage readers to start their own collaborative research or education of scholars with the aim of accelerating research knowledge and cultural awareness and sensitivity to the health issues of vulnerable populations. A greater number of trained international researchers are believed to narrow the health care gap for families within the U.S.A and collaborating countries. Working toward this goal, the research training effort involves pairing minority college students from the USA with international nursing faculty. Partner universities in Germany, Italy, Austria, the United Kingdom (U.K.), Colombia, Thailand, and the U.S.A participated in the

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### Program Features and Aims

Two aspects make this international faculty-student program a cross-cultural project. Cross-cultural is defined as dealing with or interactivity between members of disparate cultural groups (Merriam-Webster.com, n. d.). The first aspect is the collaborating faculty's sharing of experiences in research and learning about each other's ideas and approaches to health and nursing care.

The second aspect concerns the international faculty's work with U.S.A students. Collaboration with faculty and students from other cultures offers valuable new perceptions, insights, and experiences, and consciously or unconsciously promotes a process of thinking based on cultural awareness. Students and faculty learn from each other about customs, culture, education, work ethics, values, and beliefs. Mixing cultural dynamics while learning about research, health care systems, health disparities, and work in different health care environments, creates a platform where MHIRT program goals can be met. Future thinking is developed, and research-based interventions improve the health and life quality of families with chronic illness.

### Results-

Student outcomes encompass research products, personal growth, and role development. Weekly journal reports, papers, documentation of achievements, faculty evaluation reports with student input, and end of experience student summative evaluation surveys all contribute to determining that program outcomes have been met. An outcome exemplar is the dissemination of research data.

The mentor group has learned a great deal about their cultural differences between them and the students and ways to facilitate student adjustment to a new culture. Both faculty and students have learned to pay attention to behavioural adjustments needed for culturally smooth interaction, productivity, and individual and group success.

The collaborative and/or cross-cultural research process continues to develop. Faculty track the accomplishments in their respective research projects. One research team in Germany is working on a review of the literature comparing

homecare delivery systems in Germany, Spain, and the U.S.A with measures for quality development, assurance, and outcomes for vulnerable families. .

#### Conclusion-

Through the MHIRT program, we are actualizing cross-cultural collaborative research. This MHIRT student immersion in an international research culture provides substantial benefit for the student and furthers faculty and student team research efforts. Through student learning activities to achieve project goals, students serve as catalysts in facilitating research and crossing cultural barriers. As they provide input and feedback, they assist in executing the research with vulnerable populations and working with the international faculty partners in disseminating findings. The students serve as a link between research faculties of differing cultures and enhance project success, while learning about research.

The collaborative efforts of faculty and students facilitate the growth of the international partner research base. With faculty guidance and student assistance, knowledge and insights useful for addressing health care gaps in vulnerable population groups in the U.S.A and in partner countries are being developed. The international faculty collaboration has led so far to project development and research team growth, cultural understanding, and research outcomes on many levels. Therefore, we suggest to other international research teams to regard our approach as a blueprint to consider and encourage replication of aspects of this program to meet their own research ideas and goals.

#### References-

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