

## **STINT Teaching Sabbatical (TS) – Final report**

**Host:** Ohio State University (OSU), School of Health and Rehabilitation Sciences, Division of Physical Therapy, USA

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**Period:** Autumn semester year 2022

### **Preparation and planning**

My main interest with a sabbatical was to gain international experience of teaching. I knew that I wanted to do a sabbatical in a country that had English as their native language, to improve my own language skills. Therefore, STINT's partner universities in Asia were not a choice for me, even if they are international. Further, I haven't really experienced USA other than from short trips before and Physical Therapy (PT) in Sweden is influenced a lot by the USA, which was another reason for my interest. For example, we use a lot of American textbooks in PT and some treatment concepts derives from USA. My former shorter trips to USA have actually also been related to PT, for a conference and for a research visit.

From the established partnerships, I found a distinguished DPT program at Ohio State University (OSU) in Columbus, Ohio, USA. There were also premed courses available at other universities in USA, which could have fit into my teaching profile. Together with the premed courses, it takes in total at least 7 years to receive a clinical Doctorate in Physical Therapy (DPT). Four years to enter (premed) and 3 years at the DPT program. Further, the program at OSU had a really nice description of their content on the web, why I put them on the top of my list. I really didn't know much about Columbus or Ohio on beforehand, but I am glad that they accepted my request and have me as a teaching sabbatical (TS)/scholar. However, I was surprised I didn't find more alternatives for a teacher in PT. I saw a lot more opportunities for other medical professions such as nurses, occupational therapists and within sports.

Due to Covid pandemic, everything was delayed for a year, and we had to make preparatory plans via Zoom, which was first done a year before my actual period. I met every teacher on one occasion, but mostly had preparing discussions with the director John Buford and also with staff from the International Office. From my written profile, they asked and suggested a few courses that could suit me, and which sounded fine. Now, I have the experience that it was right. Everyone seemed to be very nice from the Zoom-meetings, which was also later confirmed by my physical visit. Since everything was more or less arranged, a physical visit meeting at place didn't seem relevant at time. The American Embassy also stopped visiting academics for a large part of the spring before my departure. I was glad that there was enough time to arrange with the required academic visa. All of the other things that needed to be prepared for the visa was done well in advance by dedicated staff at the OSU.

The living situation outside the university was also affected by the Covid-situation, where I had a contact and a preliminary rental agreement with a host, recommended by one former STINT scholar, which had to be a bit adjusted during the time of pandemics. I knew I wanted

to stay quite close to the university (walking or cycling distance) and my final location (Victorian Village) of my accommodation turned out to be perfect, also close to the busy and vibrant North Street and to some nice green parks full of squirrels.

Quite quick after my arrival, the teachers were kind to take contact me with regards to my planned activities in their respective courses. Further, they had been generous to arrange an office space for me, with all the supplies necessary. The autumn semester then started up and was running as usual as it seemed. The autumn season was fantastic, very colorful and nice climate. However, hot in the beginning and cold in the end. I was told to be prepared with layers, and I was.

### **Tasks and responsibilities**

In Sweden, I am mostly active during the first part of the program and that is also how my activities were planned for the teaching sabbatical. I do however have a good overview of our program in Sweden as I have been responsible for it on various levels, pedagogics, study guidance, administration and course leaderships. That is also why I wanted to have a broad overview of the host organization, which could be arranged by the hosts. Nothing really appeared difficult for my contacts and there was always a smile on their faces.

The DPT program educates students that will later work as licensed physical therapists in the hospitals and clinics around USA and schedules for the clinical education are meticulously well planned beforehand. Some of the students will also do residence periods for their specializations after completing the DPT, also helping out with the education at the DPT program, and some will do research education (PhD). The content for every week, every day is detailed, and the timeline was thereby strict. I acted as a co-teacher, which was also my plan from the beginning. It would be difficult to start up some new course. Being a co-teacher, I also had the idea that it would be easier to communicate with the teachers and see how the interaction between them were done, which was another of my intentions behind the sabbatical.

I had some “own” lectures in biomechanics where I gave oral presentations, not very different from what I normally do in Sweden. I also participated as an assistant during their practical training in the lab. Some of my tasks was also just observing how the teachers worked, but we also had good and fruitful discussions after the actual lectures and also with the students. It was nice with a mutual sharing of teacher’s and student’s experiences. I had to read the course literature, syllabuses and learning platform material to be prepared for the various courses and I had in that way a chance to see the education from a student’s view. This was actually a good and necessary experience, although my main task was to study the teacher’s role. When there was an opportunity, I gave comments to what the teacher had said or some questions to the students. Every second week I participated in the faculty meetings to discuss with the other teachers what was happening and to plan for the future, just like we do at our home department in Sweden. I believe that participating in these meetings really gave me a feeling of being a part of the faculty, so I am grateful that this could be achieved. I guess that if you have similar kind of activities, then you will also share similar kind of challenges. I was most active in four of their courses,

- ***Biomechanics for Physical Therapy I*** (1st year)

In this course I was together with Professor Laura Schmitt and Professor Stephanie Di Stasi. I started my semester with this course and wanted to see how the teachers lectured for my first weeks at place. In this course I gave some oral presentations of my own.

- ***Musculoskeletal Diagnoses and Management I*** (1st year)

Here, I met Professor Susan Appling and Professor John Dewitt. I was introduced to the course by participating in lectures. Susan and John have their specialties in sports and orthopedic medicine and here I found it more difficult to give lectures on my own. Later, I was active in the labs with Dr Melissa Kidder, during the 1<sup>st</sup> year students' practical training, which was given every Tuesday and Thursday afternoon.

- ***Evidence-based Practice I*** (1st year)

In this course I worked with Professor Catherine Quatman Yates and one of her doctoral students. This course was totally digital with contacts done online but not in real-time. In this course I replied to the students post with regards to some scientific articles. I was impressed by the level of most of the students. They had really good scientific reasoning for being so novice.

- ***Cardiopulmonary Rehabilitation*** (2nd year)

Here, I worked together with Professor Cristiane Meirelles. Cris presented her course in the beginning and suggested work tasks suitable for me. I was also more introduced to the course when I attended some lectures, I participated in the labs and was active during their last examining seminar where they presented their case-studies. Cris had her PhD training from Sweden.

### **Activities during the Teaching Sabbatical**

Besides from these courses I had also other activities,

- ***Welcoming day***

I participated in the welcoming day for new students. I do believe it is very important to take care of the new students when they arrive. Therefore, I really wanted to see how they did. I hang on to Professor Anne Kloos who guided me. However, this was a joined effort for the whole School of Health and Rehabilitation Sciences, who really shared their idea of that "we are strong together" and we "help each other".

- ***Student clinic (3<sup>rd</sup>-2nd year)***

This was a nice facility, where Professor Marka Salsberry was responsible for the students' education. The student clinic was basically run by the 2<sup>nd</sup> and 3<sup>rd</sup> year students, but with the supervision from the teacher and also with help from staff at place. The 3<sup>rd</sup> year students acted as mentors and leaders for the 2<sup>nd</sup> year students. It was impressive to see how well they did. The student clinic was part of a primary care facility where also people without fully covered insurance, could have access to health-care such as rehabilitation so called pro bono. Here I discussed with the students about their clinical findings and choices of treatments. For a long time, we have discussed a similar activity at Umeå University. I

guess we can have some sort of health clinic, but this has so far not been possible due to objections for various reasons about insurances and from our county/region.

- ***Case seminars (3rd year)***

I participated in the end seminars of the students' exam work, which was really something I wanted to take part of, to make comparisons with our own exam work. The case seminars were led by Laura Schmitt, Deborah Kegelmeyer and more. I thought the students had done real nice work and presented and defended them well. I can see the benefits of conducting case-studies with a patient they met during their clinical practice.

- ***Differential diagnoses (3rd year)***

I was invited and participated also during case seminars for the 3<sup>rd</sup> year students, with patients having multiple problems. This was arranged by Professor Deborah Kegelmeyer. It was quite interesting and important as we are doing similar thing in our PT program in Sweden. I had hoped to participate more in these activities but had to prioritize. I have been in a working group for our program in Sweden to decide what type of cases that should in the task.

- ***DPT Faculty***

I was happy to be part of the DPT faculty meetings. This is really where you learn to know how the teachers interact together, how they work together as a group/team, collegiality, what they consider as important for the education and research, and how things are being planned for the future. It was really similar to how we discuss and act in Sweden, just another language. For example, quite early they identified students that did poorer and sought of ways to help them out with their studies early.

- ***Discussion curriculum with Professor Deborah Kegelmeyer***

I had the chance to discuss the curriculum in depth a few times with Deb, which was really worthwhile. Deb had a good overview and was oriented about international differences. She explained the whole idea with the program and how the different parts of the schedule were organized. It was easy to see the rationale behind, which at start can appear strange. Even if I find many things to be similar to Sweden, there are also some things which differs a lot.

- ***Meetings/contacts with clinicians***

I visited a regional conference with participants from the clinics, teachers and students called the arranged by the Ohio Physical Therapy Association (OPTA). One of the teachers, Professor Tonya Apke was president. I liked the interaction between clinicians, researchers and students. It was really easy to talk and interact to everyone, they are really open in Ohio. I was also on my way to see a PT working with ergonomics, but unfortunately that was a bit remote from Columbus, and it was difficult for me to find a suitable time. I did however visit researchers in the field of ergonomics at OSU, and that was inspiring.

- ***Scholar conversation group***

The international office and the Drake Institute had a lot to offer to teachers, more than I had time with, since my focus was other things during the sabbatical. However, I joined a conversation group with other international scholars, to improve my American English. It was only for one hour every week, but I found it to be useful. We discussed history and culture but mostly brought up what was typical for American conversations and how to improve communication.

- ***Visits research labs***

I visited two of the main laboratories, where there were PTs, also active with teaching at the DPT program. These were so called movement laboratories with highly advanced technical equipment, something I have experience with and use at home. The research directions were however somewhat different from what I do. I feel like I can contact them if some needs for a collaboration shows up.

By doing all these activities, I think that my intended goals with the period was achieved, to see and experience,

- How teachers and students work together
- How the courses are organized after the course objectives
- How do students train their practical skills
- How is the alignment regarding course objective, teaching forms, and examination
- How do teachers cooperate with each other
- How is it to lecture for people with English as their native language

### **Important lessons**

I think I got a good overview of the whole program, both from the teachers' and students' perspectives. I also saw how they interacted, and I believe that their relations were fine. The teachers worked hard to show the fun in teaching and knowing, and acted as fine future colleagues and role models. This was not compromised by the students respect for their teachers or vice versa. I think it is a fine tradition to use the title doctor or professor, something not being done in Sweden. I think I will now be better to understand international students and teachers visiting us in Sweden.

I heard about other STINT scholars focusing on just one course but then being more active in just that one and in some cases also self-responsible for planning, conducting and examining. I guess I could have chosen another strategy to be more active in fewer of the courses, but then I would have missed the overview. Participating in several courses though means that you can't join every activity. If you go to one activity, you may need to skip another, you need to prioritize.

It takes time to prepare for a new course anyway, especially in English. There is a lot to read and new words. Some words which I used to believe meant something specific, could apparently also mean another things. The director John Buford actually pointed out early that it can be too much work with all the courses, and I realized after a while that I needed to plan also for preparation and reflection. During my first weeks I was really tired with all of the new impressions and being restricted to the English language.

The Covid pandemic made me not travel to the host institution before the actual period, which I after believe should have been good. Even if there were good planning via Zoom, seeing and feeling the real deal is another thing. I believe that I could have been better prepared. It took a few weeks to get settled in and the semester started quite quickly after my arrival.

Even though I prepared to do nothing or close to nothing for my home institution during the sabbatical period, there were still some things that had to be taken care of. I am the main supervisor of a doctoral student who is preparing for a mid-seminar coming up. During the sabbatical, there were also lots of work with preparing a manuscript for publication, something that is required for the PhD-students. Further, I had to make plans for the upcoming spring semester in Sweden such as organizing a schedule for two courses, where I am responsible. There is a working life waiting after the sabbatical. Having said that, I am somewhat surprised that there weren't more things. My home staff did well without me. It was apparently "easy" to replace me, which is also a lesson to learn. Before, I left for the sabbatical, during summer, I also had to make preparations such as with the online learning platforms, recording several lectures and also prepare for exam questions. My employer had arranged for another employer to do my other physical tasks at place.

### **Comparisons between the host and the home institution**

The biggest difference between Sweden and USA is that the students starting the DPT program already have 4 years of studies at university level as a preparation (premed). This means that they are familiar with the processes going on at a university. It is not their first time being away from home. They are also required to have a substantial number of academic credits in some areas such as anatomy, physiology, biochemistry, science and more which means that the DPT program can focus on actual professional skills that is required for a physical therapist. In Sweden, there are also requirements for entry, but not as substantial compared to the USA. The program for PT is 3 years in Sweden and after that you can apply for a license to work with the national healthcare from the National Board of Health and Welfare (Socialstyrelsen). I found the American students to be better prepared for both their university studies and working life compared to the Swedish students. If I compare the school systems, the students in USA should also be some year(s) older compared to Sweden, making them more ready for their academic studies. Since year 2012, we have been active in Sweden to promote a longer education for physical therapists, at least 5 years being divided into a bachelor's degree followed by a master's degree, as I understand how it used to be in USA before the clinical doctorates. I am registered as a physical therapist in Sweden with the right to treat patients in the healthcare system, however this does not apply in other countries nor USA. Further, I also needed temporary permission from the licensure board in the state of Ohio to be able to teach at the PT program in Columbus, something that was arranged kindly by the host institution. In the US, each state has its own independent licensure board and rules specific to practice in that state. In most states, a license to practice physical therapy is required to teach physical therapy practice. Many states allow for a short-term teaching arrangement, like teaching a continuing education course or being a visiting professor, but the licensure board may need to review your CV to grant permission. Faculty from Sweden who want to teach in one of the licensed health professions in the US will need to check with their

host institution for laws in that state to find out what permissions are required. I didn't feel that this hindered me in any way from reaching the goals with my TS.

### *Pedagogy and its importance*

I found the teachers very competent and professional. They really wanted the students to have a nice experience of their studies and gave a lot of energy to the classes. They used an array of pedagogic small tricks. For example, they started up with some simple question to activate the students before the actual lectures, some played music as a "warm-up". Further, I noticed how they constantly kept repeating what was being learnt and how they invited also other students to come up with answers. It was important for the teachers to keep up a good spirit and showing the students how the knowledge could be used. I noticed that their lectures were shorter, but without compromising the content. In comparison it seemed to be divided into more frequent lectures instead. We can learn from these strategies. Our lectures can be really long and tiresome sometimes.

### *Curriculum and courses offered*

There are similarities and differences between curricula. The main difference is that we in Sweden have some introductory and quite long courses in anatomy and physiology. These courses have already been done for the DPT. They have some anatomy during the summer semester. In that way the DPT program can have a didactic and specific education about the tasks for the PT profession, which I believe make them better prepared for their future jobs. They could then also demand a higher quality of the students' academic work. Their clinical training was a lot longer compared to ours. Over 30 weeks compared to 14 weeks. I think this made students more prepared for their future work and more familiar in what the profession requires. In Sweden and the Nordic countries, behavioral medicine is a big part of the education to a PT with own specific courses and syllabuses with progression. Anxiety, depression, psychological stress, burned-out syndromes, neuropsychiatric and other psychological disorders are major health issues in Sweden, where PTs are active with their knowledge. I found USA and the DPT program at OSU focus even more on the movement science, kinesiology and physical health and they could do so in even more detail and in a clinical context.

### *Use of technology/IT in education*

I believe that the DPT program was well equipped with the use of technology and the teachers well educated in using IT. One thing which I noticed was they had hybrid lessons, so you could also participate in non-practical lessons from home. These lessons were also recorded, so they could be watched later. I guess that was something required during the pandemics. I have argued that we should continue with hybrid learning at my home program. Use of digital books is more developed compared to Sweden, where the library has contracts with various book publishers. In Sweden, our program uses a lot of books coming from America. Most of the literature is written in English. USA is a big country and very influential as a whole, also within PT. I do believe, like many other things starting in USA, that there will be more digital books used by students in the future also in Sweden. In fact, during my sabbatical, I and some of the teachers, tried some books from a database via the medical library at Umeå University, and we will continue to work for the implementation of these.

### *Forms of examination*

I found that the different types of examinations fitted well with what was supposed to be learnt and it was quite diverse forms of examinations, tailored. Practical exams for practical skills and theoretical exams for theoretical skills. The main feature for PT I guess is combining theory and practice. The teachers used a lot of multiple questions in the beginning of program, for subjects to the left on the Bloom's taxonomy, facts and understanding. For other courses there were other types of examinations such as oral presentations and defenses during seminars or debating with longer texts. At my home program, I guess we could use more multiple questions in the beginning of their studies, which in the long run will make it easier for teachers without compromising learning. It depends on what you want the students to learn.

#### *The relationship and/or status of pedagogical merits compared to research merits*

I am not sure, but I think that the research merits for university employees in USA is even more acknowledged compared to Sweden. However, the teachers did their absolute best to get a nice pedagogic environment and education for the students, truly inspirational. After my period, I am even more convinced that a good teacher needs to be active with his/her own research.

#### *To what extent educational programs conform to the labor market needs*

They kept good track of how many students passed the program. I am not sure, but I also believe that this was done for how many that had a job as a PT, after their studies. The Alumni activities were well developed. They are very good with statistics in USA, which can be helpful. There are some key numbers that are important. One apparent thing in USA, different from Sweden is the importance of the health insurance system and how that affect the chosen rehabilitation/treatment. This is also something that has to be learnt and in the learning objectives for the student. Even if there is a working private market, I am glad and proud that we don't have that in Sweden as it already is covered by the taxes, making it accessible also for poor people. I guess it is also easier for us doing that, being a small country. Just as we do in Sweden, they invited clinicians frequently for the more specific parts of the educational program.

#### *Competence development and career opportunities for teachers*

OSU had a specific institute, Drake, who offered teachers continued development. I saw a lot of interesting courses but decided to focus on other things during the sabbatical. There were also coaches on different levels throughout the university system. My impression was that the human resources (HR) function was a lot more developed compared to what I am used to in Sweden and that this was a positive thing. I hope we can follow the same development as our relatively young university in Umeå continues to develop.

### **Recommendations**

In a perspective it would have been good to pay a visit to your host before the actual start-up of the semester, meet all the staff and prepare for the coming activities together at place. This would be good for both me and the involved teachers at the host organization.. It would have been more time to introduce myself and what I do and show what type of person I am. This was now overplayed due to the Covid-situation. However, this is one recommendation that I



would suggest for future scholars. Doing this, you could also search actively for precise accommodation. I am quite happy with how it turned out anyway, however I believe it can be prepared even better, I would have gotten into routines at the universities sooner than I now did. You don't really know what is going on until you are in it.

It is important that there is a will from the home institution for you to do a sabbatical. For me, this was not a problem at all. On the opposite they really want more of us staff to gain international experience in various ways. I have discussed with my leaders before I applied, during and also after the sabbatical. I also see that our distant university need to have a bigger recruitment base, both students and teachers, something confirmed by the vice-chancellor Dieter Müller, on a recent meeting with the university management (personal communication).

The teachers at the host organization were active with teaching all over the big Campus at OSU. When they were not teaching, they had full focus doing their research. I came immediately after the worst Corona pandemic, so some of the meetings were still organized online. All of these made the offices at the school sometimes being quite empty. I may have wanted even more physical interaction with the teachers, they were really nice to talk to when I had the chance. The period, one autumn semester, passed very quickly and you have to be active as a scholar/sabbatical so you can achieve what you wanted. I was also their first international scholar from overseas. I have to acknowledge though that I was invited to common dinners and parties and this meant a lot of fun.

Even if I believe that my everyday communication in American English seemed to work alright, I experienced that it was another thing to teach and act as a professional in a country with native speakers. I have taught in English before but only for listeners being non-native, which is easier. You have to be inspiring, correct, graphic and entertaining. I had really good role models to learn from and I am grateful for that.

## **Action plan**

### *For me as an individual*

Now, I certainly feel more comfortable to have lectures for international students and I can relate better to an international academic environment after my sabbatical. I hope that I can keep up the good spirit with showing somewhat of the politeness and friendliness as the teachers presented for me in the US.

I believe that the first task for me now is to inform about experiences from my TS. There are quite few at my university who has taken the opportunity to do so, especially at the medical faculty. The intention for the university is high to have more teachers being more international. One reason is probably that many have of the teachers also have combined duties with practical work and leaderships for the county. I already have and plan to give information about a TS at several levels.

- I was interviewed and published in the local newspaper (Västerbottenskuriren) before my sabbatical
- Upon my arrival I met and shared my experiences with a group of former STINT scholars at Umeå University (network with 12 former colleagues from other faculties), who

offered me support on how to move on after my sabbatical. We also noticed the small number of applicants from our university and have a strategy to get more candidates. The group of STINT scholars is led by Ingrid Svensson, International Office

- I was also interviewed and published in the national Swedish Magazine for Physical Therapists about my experiences of a sabbatical in USA. This reaches more than 18,000 registered Physical Therapists in Sweden. The interview was sent to the host organization
- I will give a presentation to my nearest teacher colleagues at a meeting to compare similarities and differences, to discuss future alterations on how to become more international. Two of the teachers at our program are dedicated to internationalization
- My sabbatical have been acknowledged by the medical faculty's international group at Umeå university and so also by the international office
- Also, I am scheduled to do a presentation for my department at the seminar series. This will be done in English, as there are English speaking fellows who may be interested
- I will present at the Medical Faculty Series on Pedagogics called "Medi Ped", where all interested persons at the Medical Faculty can attend, this is an electronic meeting over lunch
- I plan to participate and give a presentation at my university's pedagogical days during autumn year 2023
- I may participate in the yearly national days for physical therapists in Sweden, to present my experiences, it depends now on the impact of the interview that I did
- I hope also to have an invitation from the students to give an organized talk about my experiences from the DPT in USA. During lectures, I take that chance to tell them about it
- I have also heard that the section for sports physiology is interested, and I offered to be available at one of their meetings

*For my home department and home institution*

I think there were many things that we can learn and discuss at our PT program in Sweden, even if we are adapted to the Swedish health-care system and the DPT program in Columbus is adapted to the American system. Some major differences which I found interesting and that will be discussed with my home teachers are,

- Longer education
- Interviewing students
- Accreditation
- Focus on the physical therapy profession
- Imaging diagnostics
- Burn rehabilitation
- Hybrid education
- Digital books
- Clinical practice
- Student clinic
- Case-studies
- Insurance issues
- Active students

The next big thing to do is to prepare for internationalization of our division and perhaps in collaboration with the whole department.

I believe that one of the most important things for us in the future is to have some courses given in the English language, also open for students from other countries. At the PT division, we have some expertise in rehabilitation of elderly, people with chronic obstructive pulmonary disease and ergonomics. Further, many of the teachers are skilled at psychosociology. Therefore, I think that we have things to offer that can be interesting also from an international perspective, even if we are quite far away from the rest of Europe and world. Similar to the PT program in Columbus, the teachers at our university have a robust scientific background, why we can incorporate this into our teaching. I guess it would be easiest to do it on a master level, perhaps also together with the other master programs. An idea that has been brought up and which I favor.

The workplan for the next few years involves specific goals about internationalization and pedagogics more clearly than before and I believe that my experiences will be really helpful in this mission. I do have respect for that these things can take time. I need good arguments, collaboration partners, and support from the leaders. It has to be right in time. All of our educational programs have just changed their curricula and syllabuses. Something that is fine which makes me see this from a positive view is that we have been able to give some courses for some smaller group of students participating at both undergraduate and postgraduate levels.

#### *For the Swedish research and education system*

I actually truly believe that my experiences can have an effect on a national level in Sweden and in the debate about a longer PT program. My interview for the national magazine for Physical Therapists is available and can keep the fire burning to help with discussions and lobbying for the need to prolong the education for PTs in Sweden. There are truly too much to learn for a PT in Sweden today, during only 3 years. When this discussion once started, I was one of the university candidates that participated. But the progression has since been slow. We don't own this question.

The students in Sweden continuously report that they are not really prepared to be independent physical therapist in the beginning of their career. The report that they have a broad theoretical knowledge, clinical examination skills but lack treatment modalities and training. Also, when the patients' problems become complex, it is very difficult for a newly examined PT. Further the students state that they know little about much, but really lacks the expertise/specification or how to get everything together. A longer education In Sweden, being more specific on professional skills, also with some sort of mentor system, would certainly be of help.

One effect of the sabbatical is that I can see my work at home with new eyes and with the experiences from Columbus I think that research and education really should go along together, that is teachers also do research and researchers also teach. I also see the utilities from doing clinical work. I do believe that for our practical work and clinical skills, this is necessary for our PT program, and I will encourage that this will continue. Research in physical therapy has increased substantially the last 10-15 years which has been very

important also for practitioners, patients and highlighted the importance of being physically active for health in the society.

*Continued relationship with the host institution*

All the teachers and staff at the host institution were fantastic, very polite and friendly, so was also the students. I had a good communication with the host institution, and I think I was more or less able to reach my goals with the sabbatical. Me and my home institution didn't have any other intention more than a limited contact. My home institution and division of physical therapy already have established cooperation with other universities and PT programs more closely in Finland, Belgium, Northern Ireland. We also have a remote contact with a PT program in New Zealand, which both teachers and a lot of students have visited in periods during the years. Further, I don't believe I had any other expertise than already existent or more closely reachable for them. I think we have things to learn from the host institution and USA, which I will discuss with my teachers and Swedish PTs more closely. If there are teachers at my host institution that would like to come for an exchange period to us in Sweden, they will certainly be welcomed. We had guest professors at our program before, but it is now time to have that again. I had the opportunity to talk and visit researchers at OSU, which I did. However, my research profile is somewhat different from theirs.

Some concluding remarks is that I now enjoy USA and Americans better. I can see and understand why America act as they do sometimes, I understand them, the culture, traditions and history better. Even more now, I enjoy American movies, food and sports. They are good organizers. I am happy that I did a TS, and I am glad that I did it at OSU, Columbus, Ohio and USA. I now see my role and my home institution from another perspective. I also have new ideas and energy to move on with my work. I am grateful for the opportunity that I was offered, which involves STINT, the host organization and my home institution and university.

February 10, 2023

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