

Student international mobility: How do we know we are meeting more than just student and university needs?

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Introduction: International mobility for student placements is increasing. Within Australia, government initiatives are enabling universities to meet their own international mobility goals to increase opportunity for students to deepen their relationships with international partners and engage in a rite of passage for an international study experience. Professionally, WFOT Minimum Standards for the Education of Occupational Therapists (Revised 2016) embrace universal consideration for all nations and provide guidance for OT educators to expand the perspective of the education of OTs by preparing them for a global professional community. However, understanding the role of student international placements to not only meet student and university needs, but the international community needs, is limited.

Objectives: (i) To evaluate Balinese host organisations and consumers outcomes following final year OT student placements. (ii) To explore the use of the Canadian Occupational Performance Measure (COPM) as an outcome measure in an international context with different service users.

Methods: A mixed methods study using structured interviews and COPM pre and post placement with 20 participants, including four Indonesian organisations and carers.

Results: OT student placements are valuable to developing countries health care. Evaluating consumer perspectives of the value of OT student's contributions provides a deeper and holistic understanding of the contribution of international mobility placements.

Conclusion: OT students have support and drivers for engagement with international communities. These placement opportunities should also be valuable for partner organisations to ensure sustainable and global health for all. Understanding international mobility placement evaluation methods will be beneficial.