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World Physiotherapy Congress Tokyo, Japan 28 -31 May 2025

**Title:** Co-Creation of a Racial Inclusivity Training Resource for Physiotherapy Education: Methodology and Insights

**Dairo, Y.M.**, Norris, M., Hammond, J.A. and Williams, A. (2025) 'Co-creation of a racial inclusivity training resource for physiotherapy education: methodology and insights'. World Physiotherapy Congress, 28–31 May 2025, Tokyo, Japan.

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#### **Abstract:**

##### **Background:**

Attainment gaps and experiences of racism among physiotherapy students from racially minoritised groups highlight the urgent need for inclusive and anti-discriminatory educational resources. Racial discrimination, both explicit and implicit, creates barriers to learning, limiting the success and well-being of these students. Co-creation, where end-users are actively involved in the development process, is a recognised approach for producing relevant and impactful resources. This project set out to co-create a racial inclusivity training resource, addressing the urgent need for action within physiotherapy education to combat these inequities.

##### **Purpose:**

The primary aim of this project was to develop a training resource designed to raise awareness of racial discrimination and promote inclusivity within physiotherapy education. By involving both students and practice educators from racially minoritised backgrounds, the project aimed to create a tool that is directly informed by lived experiences, ensuring its relevance and effectiveness. Additionally, the project aimed to evaluate the co-creation process itself, exploring how the involvement of these groups shaped the final resource.

##### **Methods:**

A Design Thinking methodology was used, delivered through five online workshops due to the COVID-19 pandemic. Participants included five physiotherapy students from racially

minoritised backgrounds, five practice educators also from racially minoritised backgrounds, and four project team members from diverse backgrounds.

- **Workshop 1** focused on establishing the ground rules and engaging participants in a brainstorming session to identify key issues related to racial discrimination.
- **Workshops 2 and 3** involved empathy mapping and problem definition, turning identified challenges into concrete goals. Participants collaborated in translating these issues into actionable insights for the resource.
- **Workshops 4 and 5** concentrated on prototyping and testing low-fidelity versions of the training resource, allowing participants to provide feedback and refine the resource in iterative cycles before finalisation.

### **Results:**

The co-creation process adhered to principles of inclusivity, collaboration, and creating a safe space for open dialogue. The resulting training resource reflected the real challenges and experiences of racially minoritised students and educators, ensuring its relevance and practicality. While challenges such as time constraints and balancing the roles of project team members and co-creators emerged, the final resource effectively addressed the key issues identified. The participants' input ensured that the resource was not only theoretically sound but also applicable in practical, educational settings.

### **Conclusion(s):**

This project successfully applied a co-creation methodology to develop a racial inclusivity training resource for physiotherapy education. The collaborative process proved essential in shaping a relevant and meaningful tool, addressing the need for awareness and inclusivity in educational environments. The findings suggest that co-creation is a valuable approach to addressing complex issues like racial discrimination, with the potential to influence lasting changes in education.

### **Implications:**

The study's outcomes have implications for physiotherapy education and beyond. The co-creation model offers a framework for embedding inclusivity into curricula, providing a pathway for reducing racial discrimination. Future work should assess the long-term impact of the resource on fostering inclusive learning environments in physiotherapy and other healthcare-related educational programmes.

### **Keywords:**

Racial inclusivity, Co-creation, Physiotherapy education

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**Primary topic [mandatory]:** Racial Inclusivity in Physiotherapy Education

**Second topic [optional]:** Co-Creation Methodology

**Third topic [optional]:** Anti-Discriminatory Practices in Healthcare Education

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2. *Ethics approval* was received from the Brunel University Research Ethics Committee (Ref No: 38434-NHS-Jul/2022- 40976-1) on 11 August 2022

3. Presenter details and biography of presenting author [200 words].

Dr Yetunde Dairo is an Associate Professor of Physiotherapy at Buckinghamshire New University UK. She's part of her School's leadership team and is responsible for establishing and leading the physiotherapy suite of programmes. She's a member of the chartered society of physiotherapists and registered with the Health and Care Professions Council.

Dr Dairo is a Senior Fellow of the Higher Education Academy and teaches research and Evidence-Based Practice in healthcare, Neurosciences, and Long-term conditions at undergraduate and postgraduate levels. Her primary research focus is Physical activity amongst individuals with neurological impairments, disabilities, and socially disadvantaged people. She's also interested in diversity and inclusion, which led to her current Health Education England-funded work alongside other physiotherapy academics from Brunel University, Oxford Brookes University, and St George's, University of London. They developed a technology-enhanced training programme for physiotherapy educators to enhance awareness and understanding of race and racism and its impact and develop strategies to supervise without prejudice.

Dr Dairo offers a rare mix of research expertise and clinical and academic leadership across clinical and educational institutions. She has also been fortunate to work in different countries, exposing her to different cultures and views.

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