Internationalization allows the world of higher education to become more connected. Collaborations between physical therapy education programs internationally open new opportunities for learning and cultural exchange. Within the physical therapy literature relatively few collaborative immersion opportunities have been published between educational programs. The purpose of this study was to discover the meaning and value of an international collaborative immersion experience for physical therapy students, both for the traveling students and the hosts. Additionally, this study hoped to identify the emerged collateral benefits, establish a future international collaborative model, and prepare students for an increasingly global working environment. Twelve students traveled to Bond University in Australia for a two week immersion experience. While abroad, students participated in manual physical therapy coursework, seminars, and cultural activities. Throughout the experience journal data was collected from the UVM participants. Bond University students and faculty were given a reflective survey after the experience. An Interpretative Phenomenological Analysis methodology was applied to determine the meaning of this collaborative experience. The following themes emerged: 1) Learning, the acquisition of new skills both professionally and personally, 2) Collaboration, development of new relationships and opportunities with staff and students, 3) Experiencing the ‘Other’, observations made from immersion while abroad. Themes identified were similar to ones established within the literature. UVM students gained valuable life experience about traveling, and insight into their personal and professional goals. Bond participants expressed similar gains and a positive response to this collaboration. The international manual therapy collaboration between UVM and Bond University has successfully initiated new dialogue about international collaborations by assessing both the travelling students’ and hosts’ perspectives, as well as fostered several opportunities for students and faculty. This study supports the potential for future collaborative immersion opportunities between educational programs to help prepare students to work in an increasingly global environment.