WHAT YOU CAN EXPECT FROM INSTRUCTORS

There is a variety of teaching methods used to guide the student from depending on faculty for their learning to evolve into a self-directed learner prepared with skills that support the life-long learning – a requirement for the licensed physiotherapist. Teaching methods change as students become immersed with subject manner:

- **Instructor-led lectures and clinical labs**: the student depends on the instructor for content and formative feedback. In the clinical labs, students themselves may be the “patient”, or there may be standardized patients (actors playing a role) or model patients (individuals who have that particular condition).

- **Instructor-facilitated large and small group tutorial sessions** where faculty ask students questions to guide learning: the student is a more involved interested participant at this stage of learning. Feedback may be provided by the faculty as well as the students (*peer feedback)*.

- **Self-study**: the student is provided with a self-study question guide or an independent learning notes, a list of key resources and time is allocated in the time table in order to research the specific topics. A faculty-lead tutorial follows this study period and is designed to explore any topics that were difficult to understand.

- **Peer-led clinical skills labs, small group tutorials, and community visits**: student participation increases in order to learn skills, knowledge, attitudes and behaviours. Peer feedback becomes much more prominent feature in this level of learning.

- **Presentations, papers and Problem-Based Learning (PBL) tutorials**: the student becomes much more self-directed in learning (Norman & Schmidt, 1992)

- **Self-reflection exercises**: the student reflects on past experiences and interprets these experiences to inform future thinking and/or behavior.

The curriculum plan for Master of Physical Therapy (MPT) Program integrates the science and professional theory courses to reflect the practice of physiotherapy. The academic program is based on the [National Curriculum Guidelines 2019](https://ccpup.ca/curriculum-guidelines/) (Canadian Council of Physiotherapy University Programs (CCPUP), 2019); [Competency Profile for Physiotherapist in Canada 2017](https://npag.ca/wp-content/uploads/2017/04/Competency-Profile.pdf) (National Physiotherapy Advisory Group (NPAG), 2017); Provincial and University Contexts; and Educational Theory and Principles.

In the MPT program, instructors endeavour to use good educational practices (Chickering & Gamson, 1987) by:

1. **Encouraging contact between students and faculty**: In the MPT program, there are a number of events that unite students and faculty together, for example: the welcome pizza lunch, Integrated
Cultural Topic luncheon, end of school year curling bonspiel, Winter Formal, and Awards ceremonies to name a few. Instructors intend to be patient when you are struggling with new ideas and concepts, as it shows that learning is taking place. They will also endeavour to be open to questions and constructive feedback.

2. **Developing reciprocity and cooperation among students.** In the MPT Program, many instructors begin their courses with ice-breaker sessions. As students become more and more familiar with each other, more complex and focused teaching methods are implemented to develop student relationships. These methods include peer coaching, think/pair/share, small/large group discussion, and student to student feedback sessions. There are many group projects that force students to work with, about and from each other.

3. **Using active learning techniques:** Instructors will bring their expertise to class, including formal study, professional experience, professional development, and stories from ‘real life’. In the MPT Program, aside from the psychomotor learning that occurs, students are encouraged to discuss clinical cases to hone their critical thinking. Students are also involved simulations with actors and model patients to practice clinical skills. A number of courses have presentations as part of course assignments.

4. **Giving prompt feedback:** In the MPT Program, instructors will provide constructive feedback to individuals or groups of students about their knowledge, skills, attitudes and behaviours. This feedback may be informal during any learning session. When learning clinical skills, there is special attention made to giving formative (not for marks), constructive feedback. Other teaching sessions such as standardized patient or model patient labs include debriefing sessions where self-reflection and feedback from instructors is included. There are some opportunities to view video recordings of the student’s own clinical performance. Student assessments provide instructors the opportunity to provide more formal feedback on knowledge, skills, attitudes and behaviours.

5. **Emphasizing time on task:** In the MPT program, instructors will organize the content of courses based on a progression of learning from basic to complex content with lectures, and labs based on lectures, building to future labs with clients (e.g. patient partners, model patients, standardized clients, etc.). Learning materials and group schedules will be posted on UM Learn **one week prior to the learning session**. Self-study time is provided for students for group work and preparation for certain activities. Instructors advise students to focus on learning objectives when prioritizing learning.

6. **Communicating high expectations:** In the MPT program, instructors provide details regarding assignments, assessments, due dates and marking rubrics. Student attendance and professional behavior expectations are also described further in the MPT1 and MPT2 Year Syllabi.

7. **Respecting diverse talents and ways of learning:** In the MPT program, instructors use various educational methods or strategies within courses to enhance your knowledge, skills and behaviors.
Students are grouped to complement each other’s abilities. All instructors endeavour to provide a respectful and safe the learning environment.

References

Canadian Council of Physiotherapy University Programs (CCPUP). (2019).

