WHAT INSTRUCTORS EXPECT FROM STUDENTS

Expectations of student behavior are high in the Masters of Physical Therapy Program. These expectations are in keeping with the standards of practice that students are preparing for in their professional life as a physical therapist.

Standards for Professional Behaviour

As an entry to practice professional degree program, the physical therapy program is designed for students to develop competencies, behaviors and attitudes which reflect the public’s expectations of a practicing health care professional.

Any student who demonstrates unprofessional behaviors towards other students, colleagues, faculty, clients or the general public that is exploitative, irresponsible, or destructive or unsafe in connection with any work engaged in while enrolled in the program will be subject to discipline as described in the University of Manitoba Student Discipline By-Law. Examples of other unprofessional behaviors include being unprepared, using aggressive, condescending or argumentative communication styles, or unable to read social cues (Guerrasio & Aagaard, 2018), as well as failing to accept responsibility, lacking interest or initiative, non-compliance with dress code or poor work or commitment to learning (Wolff-Burke et al, 2007).

Standards for Professional Appearance

Students are expected to wear suitable lab attire for activities involving either practicing skills with other students (student partners) or with patients/clients.

1. **Footwear**: You are encouraged to wear appropriate (sandals or flat, solid soled shoes) and clean footwear at all times within the University buildings (lectures, labs, hallways) in order to minimize injury to the foot from foreign materials that may be on the hallway floors; and to minimize the exposure to chemical or radioactive materials that may be carried from laboratories on the soles of foot wear worn by lab personnel. Several labs using these potentially hazardous materials are located in close proximity to CoRS teaching space. During the winter, please leave your wet or dirty footwear outside of the lecture/lab room.

2. **Dress code for labs with student partners (students in the group)** - Instructors will indicate the type of attire required for clinical skills labs. Typically, either shorts or gym pants and tank tops are recommended for every lab session. Please avoid wearing clothing where upper or lower body cleavage is exposed. The exception is for labs where the upper body is exposed to learn clinical skills. Students are required to be suitably dressed in order for proper assessment and treatment techniques to be practiced/demonstrated.

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If students are expected to disrobe to a certain extent in a lab, reasonable accommodation will be provided to students who prefer a more private learning environment. Students need to approach the instructor in advance to ensure that this accommodation is possible.

3. **Dress code for labs with patients or standardized clients:** Business casual wear is appropriate with respect to safe/comfortable shoes and clothing that allowing for freedom of movement and avoidance of overexposure of skin.

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**Standards of Conduct for Academic Learning**

Program expectations require that you act in a manner that facilitates the educational goals and respects obligations to yourself and one another. Each student is responsible for and expected to:

1. **Prepare for learning session:** Most courses in the MPT program have interactive components or laboratory sessions. In order for you to obtain the maximum benefit from lab and instruction time, it is important that you prepare yourself fully. You may be provided with readings, reference material or direction for self-study prior to learning sessions. You are expected to be familiar with this material when you come to learning session, so that you can use this time effectively to practice critical thinking or hands-on skills and receive feedback or clarify information with the instructors.

2. **Bring learning materials to sessions:** This may include your laptop, required textbooks, handouts, instructional videos or other specified learning materials or equipment. In addition to learning materials, students are also advised to bring their own personal equipment (e.g. stethoscope) as indicated in the lab notes.

3. **Attend each learning session:** Regular attendance is expected of all students in all courses. Much of what you learn is gained through interactive discussions during lecture or tutorial sessions, and experience in practical sessions which can rarely be substituted through reading material. Most of the learning sessions will be primarily practical in nature, and time is at a premium.

There are some instances where absence is excusable: Students are advised to stay home when ill in respect of minimizing the spread of the illness to classmates and also to ensure speedy recovery for the student. If an absence cannot be avoided, **advance notice should be given to the course coordinator** and students should develop an action plan to address the missed material. The options to address the missed material would be to: ask a peer for their class/lab notes so that you can get a copy of the material, have a peer demonstrate the relevant practical skills, complete all required reading associated with the learning session and lastly, should you require some clarification/confirmation of knowledge acquired, request a meeting with the appropriate faculty member.

Persistent non-attendance may result in disbarment from classes or assessments and failure in that course. Refer to the [Department of Physical Therapy Attendance Policy 2019](#) for details.

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4. **Be on time for the learning session:** Instructors will begin and end all learning session on time. If late entry into the learning session room cannot be avoided, it is reasonable to be as unobtrusive as possible when entering the room so that others are not disrupted. Break periods are important for physical and mental health; however, opportunity for practice in laboratory sessions is very limited and students should take full advantage by respecting negotiated time periods.

5. **Participate in learning sessions:** Mastering skills such as communication, collaboration, hands-on expertise, critical thinking and reflection require practice. Learning sessions are designed for you to practice so take full advantage of this. Effectively communicating, showing teamwork and positive relationships with peers including respect, acceptance of constructive criticism and maintenance of confidentiality are all aspects of expected behaviors (Hauenstein, 1998).

6. **Reflect on how and what you are learning:** Given the exponential growth of knowledge in health sciences and the flux within the health environment, it is essential that you develop problem-solving skills. Problem solving skills are developed through the processes such as reflection-in-action (Schön, 1987). Self-reflection enhances learning (Schön, 1987) and contributes to you developing life-long learner skills. Reflective practice may occur prior to, during or after learning sessions. This practice helps consolidates your values, beliefs and behaviors which will be documented in your professional portfolio or the [MPT Professional Portfolio (2019)](https://example.com).

7. **Maintain a healthy learning environment:**
   a. **Reduce the transmission of infections:** The learning environment involves hands-on, and close proximity learning with fellow students. Hand washing and “covering your cough” are essential skills required in order to maintain a healthy learning environment. (See The College of Physiotherapists of Manitoba Practice Statement #4.5 Infection Control/Routine Practices*:
   
   b. **Avoid wearing fragrances or scents:** All students, faculty and staff of the College of Rehabilitation Sciences are asked to refrain from using strong smelling scented products including perfumes, hairsprays, aftershaves, lotions etc. Scented products can trigger or aggravate health problems for some people, such as those with asthma, allergies or other health conditions. Scented products should not be worn in patient care areas.
   
   c. **Clean and tidy clinical lab areas** after learning sessions are completed (e.g. clean treatment table surfaces, change linen and return equipment to designated storage spaces where applicable).

