

THE UBC MPT CURRICULUM AND ITS DELIVERY





World Confederation
for Physical Therapy

WCPT response to COVID-19
Briefing paper 1

**IMMEDIATE IMPACT ON THE HIGHER EDUCATION
SECTOR AND RESPONSE TO DELIVERING
PHYSIOTHERAPIST ENTRY LEVEL EDUCATION**



May 2020

WCPT launched a global task force on physiotherapist education



- 303 physiotherapist education programmes from 58 countries participated in a survey on the early experiences and consequences of COVID-19 on entry level physiotherapist education
- To gather key stakeholders and actors in physiotherapy entry to practice education from the global community
- To bring together individuals from across WCPT's regions, from education, regulation and accrediting organizations

WCPT RESPONSE TO COVID-19 BRIEFING PAPER 1

- Most of the respondents noted that clinical education, practical skills, and clinical practice performance assessment were major challenges
- Majority of respondents reported that they moved online for theoretical classes, clinical reasoning and critical thinking development practical skills, as well as assessments
 - 50% of respondents postponed practical skills assessments



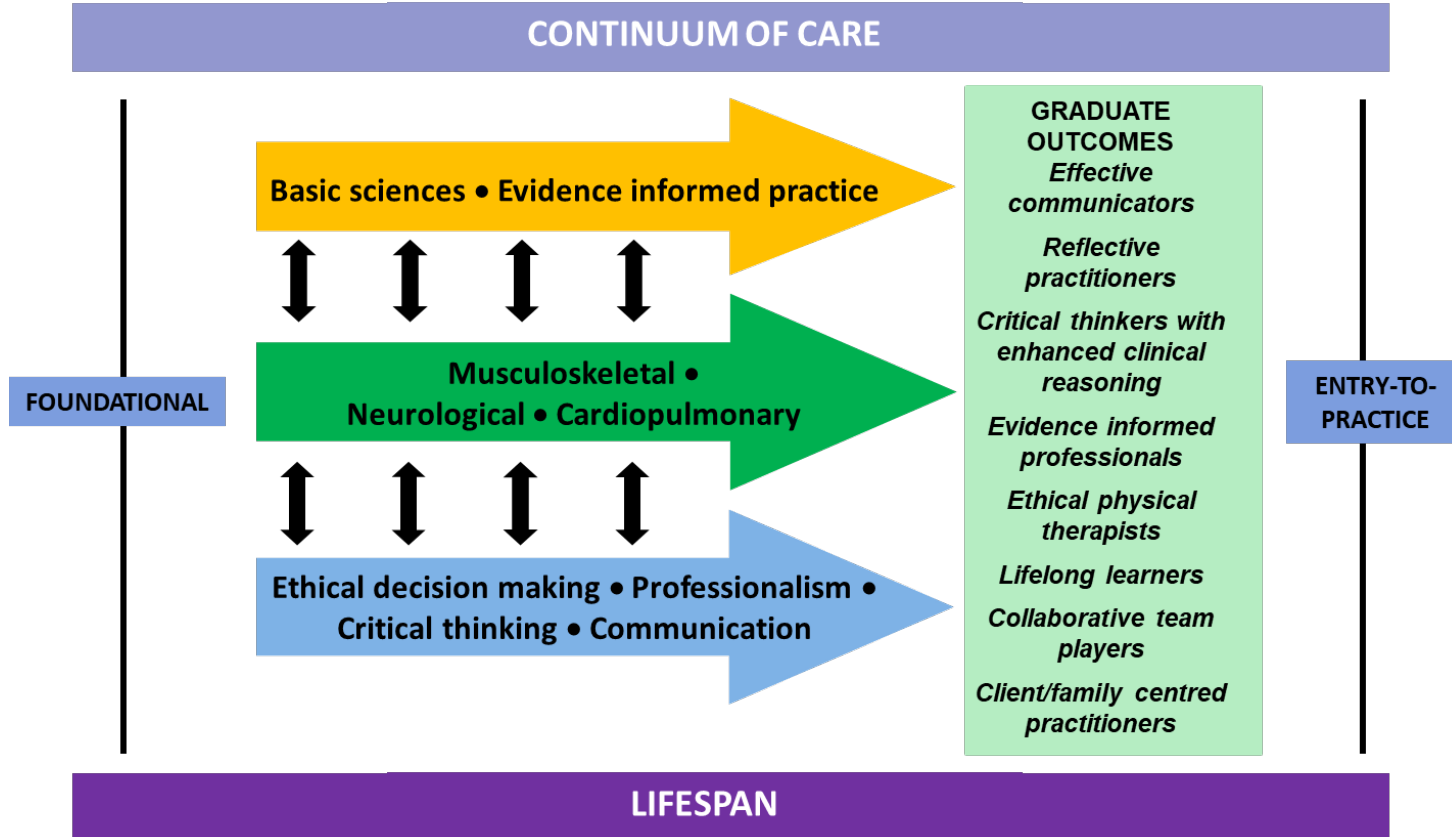
WCPT RESPONSE TO COVID-19 BRIEFING PAPER 1

The top five challenges reported were:

1. Scheduling and/or teaching practical classes (86%)
2. Managing / delivering clinical education / practice education (74%)
3. Planning future clinical education/ practice education (66%)
4. Scheduling and/or teaching community-based sessions which are part of programme courses (54%)
5. Students coping strategies with the situation (44%)



THE UBC MPT CURRICULUM



UBC MPT CURRICULUM MAP



Block A		Block B		Block C	
MPT Foundations Week End of August	September 4 – November 30	January 2 – March 29	April 15 – July 26		
	ANAT 392 Gross Anatomy of the Limbs and Trunk (4)	RHSC 420 Elements of Neuroanatomy and Neurophysiology (4)	PHTH 534 Clinical Practice III (4) Clinical Placements #1 & #2 2 x 5 weeks		
	PHTH 511 Pathology for Physical Therapy I (2)	PHTH 521 Pathology for Physical Therapy II (2)			
	PHTH 517 Exercise and Movement I (3)	PHTH 527 Exercise and Movement II (3)			
	PHTH 514 Clinical Practice I (5)	PHTH 524 Clinical Practice II (6)			
	PHTH 516 Clinical Decision-Making I (2) (Includes 30 hours clinical fieldwork)	PHTH 526 Clinical Decision-Making II (2)			
Exams (2 weeks)		Exams (1 week)		Exams (1 week)	
Break (2 weeks)		Break (1 week)		Break (1 week)	
				PHTH 528 Case-based Integration (1) 1 week	
				PHTH 538 Case-Based Integration II (1) 1 week PHTH 552 Rehabilitation Research (5) 2 weeks	
				PHTH 531 Pathology for Physical Therapy III (2)	
				Break (1 week)	
-----2018-----		-----2019-----			

Block D		Block E		Block F		Block G						
July 29 – December 6		January 2 – April 17		April 27 – June 19		June 22 – September 18						
PHTH 544 Clinical Practice IVa (5)	Exams (1 week)	Break (3 weeks)	PHTH 554 Clinical Practice V (4) Clinical Placement #3 1 x 5 weeks	Exams (1 week)	Break (1 week)	PHTH 564 – Clinical Practice VIa (4) 6 weeks	Exams (1 week)	PHTH 548 – Case-Based Integration III (1) 1 week	PHTH 566 Clinical Decision-Making IV (3)	PHTH 552 (cont'd) 3 weeks	Break (2 weeks)	PHTH 574 Clinical Practice VII (cont'd) Clinical Placement #6 1 x 5 weeks
PHTH 545 Clinical Practice IVb (6)												
PHTH 546 Clinical Decision-Making III (2)												
PHTH 531 Pathology for Physical Therapy III (cont'd)												
-----2019-----		-----2020-----										

COVID-19 IMPACTS FOR THE CURRICULUM

- Loss of integration (vertical and horizontal)
- Loss of sequencing (foundational to entry-to-practice)
- Lack of practical skill classes / experiential learning
- Loss of socialization and building professional identity



IMPACTS FOR PROGRAM DELIVERY

MPT1 (2019-21 Cohort)

- Block B (January to April)
 - Postponed last two weeks of clinical skills teaching and final clinical skills assessments
- Block C (July to August courses)
 - Shifted to April 27 – May 28
 - Delivered online, mix of synchronous and asynchronous
 - Clinical skills components delayed until in person classes resume
 - Loss of clinical placement experience prior to Block D
- Block D (August to November)
 - Heavy clinical skills coursework = in person
 - Considering models of multiple teaching spaces and repeat teaching



IMPACTS FOR PROGRAM DELIVERY

MPT2 (2018-20 Cohort)

- Blocks F & G (May to July courses)
 - Delivered online, mix of synchronous and asynchronous
 - Clinical skills components (teaching and assessment) delayed until in person classes resume
 - Considering models of multiple teaching spaces and repeat teaching



IMPACTS FOR INSTRUCTORS

Online teaching

- Steep learning curve for instructors change in delivery
- Are instructors able / willing to teach online?
- Cost for additional hours for course preparation / transition
- Challenges with synchronous vs. asynchronous sessions

Postponed clinical skills content

- Instructor availability for condensed “make up” teaching on multiple teaching
- Managing new models of teaching if class size / physical distancing restrictions
- Most guest instructors work clinically – demand on clinical work commitments



IMPACTS FOR LEARNERS

Online learning

- Steep learning curve for using online platforms – participation and engagement
- Challenges with technology requirements
- Preferences for synchronous vs. asynchronous sessions
- Loss of social connections with peers and interactions with professional role models

Postponed clinical skills content

- Intensive clinical skills “boot camps” – learning capacity
- Concerns for safety and health
- Loss of integration with other learning (e.g. other course work and clinical placements)



QUALITY OF THE TEACHING AND LEARNING EXPERIENCE

**“Perfect is the
enemy of good”**
-Voltaire

Unknown impacts:

- Loss of curriculum integration
- Online teaching content better suited to in person
- Postponed “intensive” clinical skills
- In person models – social distancing, PPE
- Instructor burnout
- Student engagement
- Social interactions and development of professional identity

