Facilitation of Learning (FoL) – ENPHE
Good Practice for Physiotherapy Education

1. **Title of the Good Practice + Author(s) + e-mail:**

Direct access in musculoskeletal physiotherapy at UCN in Denmak

Samuel Krogh Pedersen

University College of Northern Denmark

skp@ucn.dk

2. Background & Rationale:

Highlights:

- Direct access case in musculoskeletal physiotherapy (UCN, Denmark).
- Focus: Evidence-based practice, implementation, and clinical reasoning with focus on serious pathology.
- Format: Combined case-based practical work with physical assessment and discussions about differential diagnostics based on clinical reasoning. Integrated assignment with formative, summative and peer-feedback.
- Outcome: Strengthens student decision-making and readiness for autonomous practice.

Rationale:
In Denmark physiotherapists can set up their own clinic whenever they have their authorization direct access. Therefore it is build-in that we always must consider being the first contact for patients/clients.

In musculoskeletal physiotherapy we've built our teaching up around the Musculoskeletal Physioterapy framework from Curtin University and Finucane's framework concerning serious pathology.

The students are taught to always consider differential diagnosis including serious pathology. It is trained in case-based situations in small groups of five students supervised by a teacher and afterwards discussed in bigger groups of about 20 students with the teacher. They discuss their clinical reasoning from start and base their argumentation for the assessment on that process.

We are currently working on doing that as simulation instead of it being case-based, in order to emphasize the clinical reasoning process in the pre- and debriefing.

I categorise my case under the following theme (please tick the appropriate box):

X Clinical reasoning skills

X Learning between students

X Simulation-based learning

☐ Lack of motivation

☐ Tailored learning for student diversity

☐ Facilitation of online physiotherapy

☐ Self-regulation in physiotherapy learning (professional issues)

☐ Blended learning strategies

☐ Other: .....

3. Learning Objectives:

The students can make independent decisions based on best practice on when and how to refer patients that need to be seen elsewhere.

4. Implementation & Description of the Good Practice:

It is built in so that the students get used to always considering serious pathology no matter what the topic or speciality the teaching is about. A potential barrier is that the students just mention it without really considering the case. Therefore, it is important to ask follow-up questions. Depending on the topic different patterns or symptoms become relevant and certain tests or assessments are therefore indicated ie. Well's score and Ottowa foot/ankel rule in lower leg.

5. Evaluation & Feedback:

During the group work the students are provided with formative feedback when the teacher finds it relevant based on missed findings or unclear/biased reasoning. The groups are paired up to give peer-feedback before each group present their hypothesises and clinical reasoning. When all is done, the four groups receive summative feedback with examples from the groupwork.

6. Challenges & Solutions:

The complexity is raised throughout the study and the skill is assessed multiple times. A challenge is that the clinical placement sites may have different standards and protocols than what is taught at campus. This calls for training in being confident in the unsure – which is pretty much what clinical reasoning is all about.

7. Impact & Sustainability

As mentioned we are currently working on making some of it as simulation instead.

8. References & Supporting Materials:

FINUCANE, Laura, MPhil, Ron, MERCER, CHRISTOPHER, GREENHALGH, Susan, BOISSONNAULT, Liam, POOL-GOUDZWAARD, Annelies, BENECIUK, Jason, LEECH, Rachell, SELFE, James

International Framework for Red Flags for Potential Serious Spinal Pathologies

Mitchell, Tim; Beales, Darren; Slater, Helen; O'Sullivan, Peter (2017). Musculoskeletal Clinical Translation Framework: From Knowing to Doing. Curtin University. Book. https://hdl.handle.net/20.500.11937/58046

If you have any questions about the template, please email: Matthias.eggermont@vub.be

Thank you in advance for completing the template and for your valuable input.

Niki Stolwijk, Anke van Erp, Livia Hoeben en Matthias Eggermont