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

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

Comprehensive clinical reasoning path- Musculoskeletal Physiotherapy sari.lintukorpi@samk.fi, kati.naamanka@turkuamk.fi marika.heiskanen@oamk.fi

2. **Background & Rationale:**

Flipped Learning in Physiotherapy Education

In this course, we utilize the **flipped learning** method. This means that theory is studied independently through online materials. You are welcome to attend the contact sessions once you have completed the theoretical studies.

Practical Workshops and Case-Based Learning

The contact sessions are organized as **workshops** where students work in small groups on various **case studies**. During these sessions, we cover the physiotherapy process, including:

- examination and assessment
- Formulating a physiotherapy diagnosis
- Planning and implementing the intervention
- Documentation
- reflection and ethical reasoning

From Simulations to Real-Life Practice

In the next phase, students practice their skills through **simulations**. At the end of the Musculoskeletal (MSK) course, students will work with **real clients**.

Students prepare in small groups for these real-life encounters by planning the examination and the physiotherapy intervention.

As part of the final assessment, students will write an **extended physiotherapy report** based on their client case. This report must be supported by academic literature and references.

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

☐ Clinical reasoning skills

☐ Learning between students

☐ 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:**

Learning outcomes (Bachelor level, EQF 6)

- **I encounter clients with musculoskeletal conditions in a professional, respectful and client-centred manner**, taking into account their individual needs, resources and living environment.
- **I carry out a systematic and purposeful physiotherapy assessment** and **formulate a physiotherapy diagnosis based on assessment findings and clinical reasoning**.
- **I plan, implement and evaluate physiotherapy interventions** collaboratively with the client, based on assessment findings and agreed goals.
- **I document the physiotherapy process clearly, appropriately and in accordance with legislation**, using professional documentation practices.
- **I base my practice on evidence-based physiotherapy**, integrating research evidence, clinical expertise and the client's goals.
- **I act in a patient-safe, ethical and professional manner**, in accordance with ethical principles and best practices in physiotherapy.

4. **Implementation & Description of the Good Practice:**

2 teachers 80 hours for both

Musculoskeletal Physiotherapy

Extent: 6 ECTS
Placement: 2nd year of studies (autumn or spring semester)

5. **Evaluation & Feedback:**

Student’s self-assessment takes place throughout the entire process, along with peer feedback among students. Teacher follows and supervises the students' working with the cases / patients. The teacher’s numerical grading of the extended physiotherapy documentation forms the final grade.

How is feedback provided to the participants? Is it summative or formative in nature?

If the assignment needs to be evaluated, is this done through scores, or through other forms of assessment (e.g., qualitative comments, rubrics, or peer feedback)?

6. **Challenges & Solutions:**

Students' preparatory work and plans must be reviewed thoroughly, two teachers are required to ensure all small groups receive the necessary guidance for ensure patient safety. This also requires a learning environment where a large classroom can be partitioned or divided into smaller sections.how the effectiveness of the practice is assessed.

7. **Impact & Sustainability**

Learning clinical reasoning through flipped learning, cases, simulation, and real patients offers strong long-term benefits: deeper reasoning, better theory–practice integration, and improved readiness for professional practice. Sustainability is most successful when the approach is embedded longitudinally, supported by reusable resources, shared pedagogical frameworks, and programmatic assessment rather than isolated innovations.

8. References & Supporting Materials:

Kapur, M., Hattie, J., Grossman, I. and Sinha, T. 2022. Fail, flip, fix, and feed – Rethinking flipped learning: A review of meta-analyses and a subsequent meta-analysis. https://doi.org/10.3389/feduc.2022.956416.

Dairo, Y.M., Hunter, K. & Ishaku, T. 2024. The impact of simulation-based learning on the knowledge, attitude and performance of physiotherapy students on practice placement. DOI: 10.1186/s12909-024-05718-2

Sandoval-Cuellar, C., Alfonso-Mora, M.L., Castellanos-Garrido, A.L. et al. Simulation in physiotherapy students for clinical decisions during interaction with people with low back pain: randomised controlled trial. BMC Med Educ 21, 375 (2021). https://doi.org/10.1186/s12909-021-02812-7

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.

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