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

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

**Feedback after internship - Communication with the patient**
Aurélie Morichon - Jonathan Stammers - international@efom.fr

**2. Background & Rationale:**

We know that during internship, students can have difficulties in the communication with the patients. Patients who cry during sessions, aggressivity, refusal of care, third person who interacts more than the patient himself, inappropriate behaviours, etc. Some of these situations can be the cause of bad-being, anxiety, fear, sadness, etc.

Because these situations take place with tutors and patients during internships, as a teacher, we don't have the possibility to debrief it immediately. By living again these situations, the students can express their emotions and discuss about the different ways out.

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

☐ 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:**

Identify signals of emotional distress, anticipate difficult situations/potential conflicts,
Identify and manage risk factors linked to environment, social condition, emotional condition, etc.
Understand the professional competencies and use the portfolio

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

These sessions of 2 hours are organized during the 2 or 3 weeks after an internship.
The students are in group of 16 maximum. They form subgroups of 3-4 students.

Important notice: students are told at the beginning of the session that they are free to leave the classroom if needed when some situations are difficult for them to listen to or enact. And most importantly they must respect dialogue, not laugh, etc.

**1/ Step 1 : discussion (30 minutes)**

a/ Students discuss together about situations they have experienced during their internships. These situations must be associated to a difficulty, which has been overcome or not.

b/ Then, they decide together of 2 situations that they want to present to the group, deciding who will play each role.

2/ Step 2 : presentations (rest of time)

a/ Each subgroup will present a situation by playing it. Students just indicate where the scene takes place. If possible, they don't explain anything else, unless necessary. The scene stops when the problem occurs.

b/ At this moment, the different questions are:

- What happens here?
- What do you think about this situation?
- How would you have reacted? ("knowing that it is always easier being witness than experiencing the situation")
- Has anybody experienced a similar situation?
- What possible outcomes can you think of?

The public can try to guess who has experienced this situation in real life.

c/ Then, the student has to explain the situation as it happened so that their colleagues ask them how they felt then and how they feel today, reflecting individually on the situation. This will be confronted to models of learning and activities used in the curriculum (patient alliance, organise an assessment, empathetic posture) to translate these experiences into competencies that are listed and explained in their portfolio.

5. **Evaluation & Feedback:**

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| This format increases student satisfaction is high and a second session can be proposed optionally<br>No mark is attributed to this class. It is imagined as a transformative learning experience where student reflect on emotions and relationship difficulties in or out of the workplace |

6. **Challenges & Solutions:**

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| Short time for that class and possible split group<br><br>Teachers can be co-organising and co-presenting this session<br><br>Students may not volunteer in acting<br><br>Letting emotions surface again may create an incomfortable class situation for students, if such events happen student can return to the teacher and discuss the lived situation further.<br><br>Avoid judgemental behaviours. |

7. **Impact & Sustainability**

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8. **References & Supporting Materials:**

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**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**