



Introduction to Standardised Patients in Physiotherapy Education

Co-Organized by HKPA and HKMU

- Date & Time:** 4 March, 2024 (Monday 09:00 – 17:00)
- Venue:** 10/F, Institute of Healthcare, Hong Kong Metropolitan University
- Speakers:** **Professor Alice Jones** (Honorary Professor, School of Health and Rehabilitation Sciences, The University of Queensland. Specialist in Cardiorespiratory Physiotherapy, Australian College of Physiotherapists)
- Class size:** Maximum 20 (first come first served before the early bird deadline but in the event of oversubscription, enrollment will be determined by drawing lots.)
- Course Fee:** **Early bird registration by 21 December 2023:**
\$ 1,200 for HKPA/MPTA members
\$ 2,000 for non-HKPA/MPTA members
After 21 December 2023:
\$1,700 for HKPA/MPTA members
\$2,500 for non-HKPA/MPTA members
- CPD Points:** 5 points
- Enquiry** Dr. Doris Chong
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Tel. No.: 3970 2969

Special Weather Arrangement:

When Tropical Cyclone Warning Signal No. 8 (or a higher number) and/or Black Rainstorm Signal is hoisted, the following arrangements will apply:

For classes & examinations have not yet started

If Typhoon Signal No.8 and/or Black Rainstorm Signal is in force 2 hours before the course, the course will be cancelled.

For classes & examinations that have already started

When Typhoon Signal No.8 or above is hoisted - Classes immediately suspend.

****Please note that the course may need to be cancelled if undersubscribed by the early bird deadline****



香港都會大學
護理及健康學院
Hong Kong Metropolitan University
School of Nursing and Health Studies

物理治療學系
Department of Physiotherapy

Course Details:

Background and Overview

The aim of physiotherapy education is to prepare students to be competent practitioners who are able to deliver all aspects of the care model expected of a physiotherapist. This requires an appropriate level of assessment skills; an ability to design a plan of care tailored to the individual patient; delivery of evidence-based intervention and an evaluation of treatment outcomes using appropriate outcome measures.

Clinical placements are an indispensable opportunity for students to transform theory into practice and offers a learning environment where clinical reasoning skills, critical thinking and decision making are cultivated. However, most students find the transition to the clinical environment a stressful evolution with unprecedented pressures of uncertainty, lack of professional knowledge, a fear of committing errors, and challenges related to patient social interaction and communication. To better prepare students for the transition to clinical placement, simulation-based learning technique using high fidelity mannequins or standardised-patient (SP) models have been developed and incorporated in the entry-level physiotherapy curriculum over the past decade in North America, Australia and the United Kingdom. SP programs are structured to provide the student with a secure, confidence-building environment where they are given an opportunity to apply cognitive knowledge, practice communication and hands-on skills with standardised patients. These SP are trained to behave as authentic patients and coached to provide immediate feedback on the student's interactive skills from a 'patient's perspective. Students practice specific SP scenarios of various complexity and practice management of patients commonly (such as in the medical and surgical wards and intensive care units) and uncommonly (managing a patient who faints during mobilisation) encountered by physiotherapists across cardiorespiratory, musculoskeletal and neurological clinical settings, in a controlled environment which is safe for the SP and the student.

Engaging clinicians either as a SP or as a clinical facilitator in SP programs organised by the university further consolidates the link between academic and clinical practice and has multiple advantages. Involving clinicians in a SP program allows clinicians to become familiar with the benchmark of a global contemporary curriculum, and understand the learning objectives designed for each case scenario that mimic real clinical experience. In turn the clinician can contribute to the design of the scenario by incorporating current practice guidelines and protocols adopted by the local healthcare setting. Further, clinicians are familiar with the behaviour of actual patients and

thereby save on the costs of patient training if the clinician plays the SP role.

A well-designed SP session or program can enhance student knowledge and skills, and improve their confidence and patient communication. This simulated experience delivers both a higher and more uniform standard of care delivered by the newly graduated physiotherapist.

The one-day workshop aims to introduce the concept of SP and describe the process required to design an SP platform for an entry-level physiotherapy program. The role of the clinical facilitator and an SP will be demonstrated using a cardiopulmonary physiotherapy scenario.

Relevance to Physiotherapists

Education is the cornerstone of the physiotherapy profession because ongoing development of the physiotherapy profession relies on quality education which will ultimately improve the standard and quality of patient care. It is essential that physiotherapy clinicians/educators are informed of contemporary and evidence-based pedagogies to optimise delivery of relevant high quality information to physiotherapy students.

Course learning objectives:

Upon completion of this course, participants will:

- Understand the concept of simulation-based learning using a standardised patient.
- Be aware of various scenarios designed to match expected learning outcomes.
- Appreciate the process required to train a standardised patient.
- Comprehend the significance of the equipment and props required for a SP session.
- Recognise the standardised instructions for clinical facilitators.
- Experience how students are prepared to manage a patient in the ICU setting.

Course contents:

Tentative Schedule		
Time	Topics	Format
9:00-10:00	Introduction to simulation-based learning using standardised patients	Presentation
10:00-10:30	Designing scenarios matching intended learning outcomes	Presentation
10:30-10:40	Short break	
10:40-11:00	Designing scenarios for student learning	Group activity
11:00-12:00	Training of standardised patients – script preparation & providing feedback	Presentation
12:00-1:00	Lunch	
1:00-2:00	Acting a scenario and providing feedback	Group activity
2:00-2:30	Facilitator’s role – briefing and debriefing	Presentation
2:30-2:45	Short break	
2:45-3:45	Facilitating student learning with a ICU case scenario	Interactive presentation
3:45-4:30	Interprofessional education using standardised patients	Presentation
4:30-5:00	General discussion and Wrap-up	

Speaker Biography:

Prof. Alice Jones graduated as a physiotherapist from the Hong Kong Government School of Physiotherapy, received her training in intensive therapy in the U.K. and obtained her MPhil from the Chinese University of Hong Kong, MSc in Education from University of Surrey in the U.K. and PhD from the University of Queensland, Australia. Prof. Jones is a Fellow of the Australian College of Physiotherapists, and was admitted as a specialist in Cardiopulmonary Physiotherapy since 1995.

Prof. Jones served The Hong Kong Polytechnic University from 1989 to early 2012. In her academic career, she has been a Clinical Coordinator, a Physiotherapy Program Leader, Acting Head of Department and Director of the Centre for East-meets-West in Rehabilitation Sciences. Her research interests are in cardiopulmonary physiotherapy and physiotherapy education. She has over 140 publications in peer reviewed journals. Prof. Alice Jones has been a visiting professor to Leeds Metropolitan University, UK, an adjunct professor at Griffith’s University Australia, and an honorary professor at the University of Sydney from 2012-2020, Australia. She was awarded the WCPT International Service Award in 2019.

Presently she is an Honorary Professor at The University of Queensland and is also a part-time Director of Physiotherapy at the Kunming Medical University. She continues to contribute to the teaching of cardiopulmonary physiotherapy in Australia and China, and remains active in the promotion of the physiotherapy profession in China.

Application Form

Name:	Dr./Mr./Ms./Mrs.	(English)
		(Chinese)
HKPA member:	<input type="checkbox"/> Yes (membership no. _____)	<input type="checkbox"/> No
NSG member:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Workplace:		
Mailing address:		
E-mail address:		
Tel. no.:	(office)	(Mobile)
Cheque no.:	(Issuing bank)
Registration:	Please send (1) application form and (2) a crossed cheque on or before <u>21 December 2023</u> for early bird deadline to the following address: Ms. Ada Tsoi Department of Physiotherapy School of Nursing and Health Studies 12/F Institutes of Healthcare 1 Sheung Shing Street, Hong Kong Metropolitan University Homantin, Kowloon. The cheque should be made payable to “ <u>Hong Kong Physiotherapy Association Limited</u> ” with course name, your name, membership number and contact phone number at the back of the cheque. Please <u>do not</u> staple the cheque.	
<u>Legal Claim Waiver Consent</u> (Please sign it before submitting your application) In consideration of HKPA Ltd. accepting my application to this course, I hereby agree to waive all my claims (howsoever accrued) against HKPA Ltd. Signature: _____ Name of Participant: _____ Date: _____		