The purpose of this document is to provide support for practice educators within their supervisory role with students via signposting to readily available resources. If you find that a link is broken please do let us know.

Other than accessing the university practice education handbook it can be difficult and time-consuming for the practice based educator to access relevant information that will facilitate learning for the students with a learning disability or who experience specific challenges.

The resources in this document are freely available. Guidance is given on what the resources are and how they can be accessed.

In addition to supporting the student the resources can facilitate the educator’s personal and professional development.

The document is sectioned under headings with reference to problems that practice educators may have and bullet points the most relevant information.

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1. Key points for practice educators to consider

Overwhelmingly it is apparent that a positive, supportive, learning environment is advocated by all resources when dealing with a student with a disability or those whom have specific internal/external factors that may inhibit learning and causing the practice educator cause for concern.

Learning contracts are an essential tool for the practice educator to establish relevant disabilities, welfare concerns, student goals and open effective communication channels, for which the placement should be based. It helps establish expectations, boundaries and may draw on the students past experiences (both clinically and outside of physiotherapy).

Each student needs to feel adequately supported.

We must ensure teaching is inclusive.

Identify potential barriers for students before they come/at induction to help minimise problems and help a smooth placement.

The role of the practice educator is pivotal to aid deeper understanding in the work place to allow students real settings in which to practice their learning.

Placement is a chance to provide opportunity for students.

All students have various strengths and weaknesses to bring to the team – it is our job to identify the weaknesses but focus on the strengths.

Don’t be tempted to overlook mistakes and assume it is to do with a student disability; they may not be aware of it and can learn from mistakes.

A tutor’s expectation is noted to have a powerful effect on student performance, therefore ensure this is realistic and transparent.

It is important to liaise with the university practice/ clinical co-coordinator/visiting tutor if the student is in difficulties to ensure appropriate support is in place.
2. Helping students with disabilities

Source: CSP (www.csp.org.uk)

The CSP has an advisory document: “Welcoming & Supporting disabled students” found at; http://www.csp.org.uk/publications/physiotherapy-welcoming-supporting-disabled-students

This is a large and lengthy document outlining the changes that educators can to help students with a variety of disabilities, for example; good practice when giving out written material.

Most useful for practice educators is from p31:
- “Disability etiquette”. If you are a clinician seeking guidance on how to behave when having a student with a disability.
- Section 2 gives guidance on specific legalities if you should need this.
- Section 4 is ‘Guidance for practice-based educators’. This includes ‘responsibilities for the practice based educator’ (for example about prior discloser), ‘accessibility’, ‘adjustments’ and ‘managing challenges in a positive way’.
- In Appendix 2 ‘Assistive devices and low tech technology’ there is information on the types of equipment a student may have access to.
- In Appendix 4 are ‘Factsheets- information relating to specific disability’ – dyslexia (p155), visual impairment (p159), mental health difficulties (p163), deafness and hearing loss (p167), Long term health conditions and physical disabilities’ (p171)

Physiotherapy and students with ADHD

Source: SCIPS
http://www.scips.worc.ac.uk/uk/subjects_and_disabilities/physiotherapy/physio_adhd.html
This is a short document outlining the main points that these students may have difficulties with. It gives specific teaching strategies that target attention skills, organisational skills, memory and raising self-esteem. It points out that although specific focus is something more challenging they can be successful with the right guidance and if given sufficient time with their practice educator. The educator may also need to think about the format of specific written information, for which information is given in this document.

Physiotherapy and students with hearing difficulties

Source: SCIPS
http://www.scips.worc.ac.uk/uk/subjects_and_disabilities/physiotherapy/phys_hearing.html
A brief summary giving teaching strategies which may be helpful on placement.

http://www.scips.worc.ac.uk/uk/subjects_and_challenges/physiotherapy/phys_auditory.html
This gives tips about group work, practical work and receiving information during lectures which is also applicable when working with these students on placement.

http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/casestudies/physiotherapy/physio_auditory.html
This is a case study written by a student about her experiences throughout university and gives some recommendations for change. Some key points are that
- A variety of accents can be difficult for a lip-reader
• Positioning is important for lip-readers, especially within teaching sessions
• New medical terminology may be particularly challenging
• They may be particularly worried about ward placements; communication with neurology patients and auscultation were mentioned
• The author particularly liked the use of books/journals as learning tools rather than group work

Physiotherapy with visual difficulties
Source: SCIPS
http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/phys_visual.html

http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/casestudies/physiotherapypysio_visual.html
This is a short case study written by a student. It highlights that she felt her main problems were feeling patronised and lack of educator understanding, and usefully points out that she liked to be used as a model in teaching sessions.

Source: Royal National Institute for the Blind
www.rnib.org.uk
Charity website with further resources and information relating to the blind.

Physiotherapy and students with dyslexia
Source: British Dyslexia Association
http://www.bdadyslexia.org.uk/
Comprehensive general website outlining information about dyslexia.

Physiotherapy and language/comprehension difficulties
Source: SCIPS
http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/phys_language.html
A very useful short list of bullet points, which gives specific guidance on preparation for clinical placement for any student with language or comprehension difficulties.
3. The underperforming/unprofessional student

**Physiotherapy and the ability to emphasise**
*Source: SCIPS*
http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/phys_empathy.html

An article on empathy and how this can be used to engage people and communicate information. It can encourage reflection and problem-based learning. You may wish to refer to this article if you feel your student has trouble empathising.

**Physiotherapy and anxiety/stress**
*Source: SCIPS*
http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/phys_anxiety.html

This helps guide educators who have a student that they feel is placing excessive demands on them. It is a short article which gives information and strategies on preparing for placement and when students give presentations. Highlighted is that good planning, preparation and information can reduce anxiety and enhance the placement experience.

**Physiotherapy and information processing**
*Source: SCIPS*
http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/phys_ip.html

This refers to any student who you see has trouble with the ability to process information required to complete a specific task or problem (this may include students with learning difficulties). Discusses the difficulty associated with performing tasks simultaneously and gives strategies to help this.

**Physiotherapy and memory/recall difficulties**
*Source: SCIPS*
http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/phys_memory.html

If your student seems to have trouble with memory, especially with medical terminology, placements may be particularly stressful. It may be something they have identified in their initial induction, or you pick up on. A prompt sheet in this instance is particularly useful. A short paper with some strategies are discussed that may be useful if you want to direct a student to this information to help improve their memory recall.

**Physiotherapy and motivation**
*Source: SCIPS*
http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/physio_motivation.html

This article highlights that students learn best when incentives for learning satisfy their personal motives for undertaking the course. We should encourage students to be active in learning; 8 characteristics are listed which contribute to student motivation. There is clear guidance under a variety of headings including: ‘helping students set realistic goals’, ‘avoiding creating competition among students’, ‘tell students what they need to succeed’, ‘be enthusiastic about the subject’, ‘work from student’s strengths and interests’, ‘use varied teaching methods’, ‘emphasise mastery and learning rather than grades’, and ‘respond to students work’.

Supporting Clinical Educators in Practice: E-resources 2013-14
School of Rehabilitation Sciences, Faculty of Health, Social Care and Education
Physiotherapy and organisational difficulties

Source: SCIPS
http://www.scips.worc.ac.uk/subjects_and_challenges/physiotherapy/phys_org.html

Short basic tips on helping students with organisational difficulties including breaking tasks into smaller pieces and writing tasks down.

For reference the clinical educator may wish to look at the HCPC professional code of conduct: http://www.hpc-uk.org/assets/documents/10000DBCStandards_of_Proficiency_Physiotherapists.pdf
4. For the overconfident student

http://www.ppims.co.uk/downloads/Study%20Day%20Files/Overconfident%20student%20flipchart1.pdf

(Please note this link is being reviewed and currently does not work)

This is a simple flow chart which gives direct tips for dealing with the overconfident student.

Please also note from discussion with the student, or practice educator observation, it may be relevant to see information and guidance under headings above “the under-performing/unprofessional students”.
5. How to improve the clinical educators ability to facilitate student learning

“Strategies to help students learn effectively”, April 21/vol18/no32/2004 Nursing Standard. (http://www.ashfordstpeters.org.uk/attachments/457_Strategies%20to%20help%20students%20learn%20effectively.pdf)
A useful article that brings theoretical ideology to teaching and learning and applies them to nursing examples to highlight student issues (anxiety & dyslexia, age, social & family commitments, lack of self-belief, surface learning); very relevant for physiotherapy clinical mentors to be aware of. There were several particular points of relevance:

- Factors that inhibit learning may be internal or external in nature (e.g. time/workload pressures, lack of support, underachievement, fear of further learning
- Teachers should adopt a facilitative role to allow students freedom of expression for learning to be meaningful and rewarding
- We should promote independence and a self-directed approach to learning in all adult learners
- An interest in student welfare promotes learning - giving students the opportunity to discuss any relevant welfare issues, perhaps especially at the beginning stages to aid learning
- Learning contracts are beneficial to bridge the gap between practice and theory and transfer knowledge to clinical practice (why placement is so necessary and imperative)
- Adults learn best when not under threat
- Concentrate on the positive aspects of learning and developing action plans for any identifiable problems
- “A good mentoring relationship is a dialogue between two people committed to improvement”
- Be aware there are deep learners and superficial learners, be aware, and help the students be aware, of the differences
- Regular positive re-enforcement and encouragement and praise could help self-motivation
- Reflection helps facilitate the learning process to make it as active as possible. Students may need help and guidance with this to reflect on their clinical experiences
- If students possess a feel-good factor about themselves they are more likely to learn effectively
- Students should feel effectively supported as adult learners and feel they have some control over their learning experiences to give the most positive outcomes

Reflection of physiotherapy students in clinical placement:
This article emphasises the importance of student reflection in the form of a diary, including reflection on their professionalism to develop self clinical-reasoning and critical appraisal. Useful to read if the educator should wish to find out a bit more on the importance of reflection and about this particular approach used in Malaysia in getting students to use a reflective diary.
6. Web-based resources

‘The clinical teacher’ app – is written for physiotherapy clinical/ practice educators and is a free app to download. Articles from there are at a small charge and are summarised below.

- **Authentic Learning**: This discusses learning theories applied to practice educators, such as ‘situated cognition’, where teaching is about modelling the behaviour we expect to see in students. Very useful article to help improve how you can help students in the way we teach on placement and understand more of the theory behind this. Explains why tools such as reflection are key and gives ideas on how to best apply learning principles in the work place. It touches on students that may display anger and frustration if they are used to more passive learning strategies and how to help manage this.

- **Small group teaching**: Explains the benefits of effective small group learning with clear descriptions on how this can be achieved. There is an 8 minute video on how to be an effective group facilitator which highlights key aspects of small group learning/facilitation. (NB not physio/healthcare specific). Helps those especially who aren’t ‘passive learners’. Includes suggestions for improvement

- **Peer review of teaching**: Short guide to peer review of teaching practice more directed to university lecturers in class but some ideas are relevant if you ask students to evaluate and feedback on the placement/you as a practice educator in any way. Includes a 13min video (from US) gives practical demonstration. Although it seems this may not be directly relevant, it is something that you can learn/use as a self-development tool by watching your colleagues and how they educate/lead students and therefore can be useful. If you want advice on exactly how to effectively feedback tips are given relevant for feeding back to students having done an observed physiotherapy assessment

- **Assessing clinical competence with the mini-CEX (mini clinical evaluation form)**: a method of assessing competence of students and giving feedback. Competencies are in: history taking, physical examination, professionalism, clinical judgement, communication skill, organisation/efficiency, overall clinical care. Feedback should be given immediately. It claims it is a useful form to be used in any clinical setting i.e ward versus outpatients and provides a sound structure for feedback. (Please note you can also downCharload the “mini-CEX” (developed in Leeds) app for free, which can be used with students. It should be noted that without further formal approval from the university it is an idea for feedback only at this point and not the suggested marking system.)

**CSP website** ([www.csp.org.uk](http://www.csp.org.uk))
The CSP website – most learning and development papers were removed in 2011 for updating and the CSP are now posting on ‘gateways’ which is a more interactive version designed to support personal learning & development needs:

- [http://www.csp.org.uk/webfolio](http://www.csp.org.uk/webfolio). This is a confidential and free to CSP members but you need ‘Flash 9’ for it to install and work. Go to the e-portfolio link from the CSP home page once logged in. It is for personal documentation of CPD and could be
used for your experiences as a practice educator. There are downloadable forms to help with reflection and there are links to CPD pieces in Frontline

- There will also be a new interactive resource to support practice education but at the moment this is most applicable for universities as links to the learning and development principles for physiotherapy programs in the UK. [http://www.csp.org.uk/professional-union/careers-development/career-physiotherapy/learning-principles](http://www.csp.org.uk/professional-union/careers-development/career-physiotherapy/learning-principles)

- **Equality and diversity toolkit:** [http://www.csp.org.uk/publications/equality-diversity-toolkit](http://www.csp.org.uk/publications/equality-diversity-toolkit). This is a long document, which is not directly relevant but comprehensive if you should have any queries relating to any aspect of equality or diversity in the workplace

- If you wish to look up on-line resources through the CSP and do your own search this can be found at [http://www.csp.org.uk/professional-union/library](http://www.csp.org.uk/professional-union/library)

- **iCSP:** [http://www.csp.org.uk/icsp](http://www.csp.org.uk/icsp). No direct, relevant, conversations found, however may be a useful resource for clinical educators to ask questions of their peers
7. Summary of key links and resources

<table>
<thead>
<tr>
<th>Problem</th>
<th>Resource</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Students with ADHD</td>
<td><a href="http://www.scips.worc.ac.uk/uk/subjects_and_disabilities/physiotherapy/physio_adhd.html">http://www.scips.worc.ac.uk/uk/subjects_and_disabilities/physiotherapy/physio_adhd.html</a></td>
<td>Helpful document with useful strategies.</td>
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<tr>
<td>Students with hearing difficulties</td>
<td><a href="http://www.scips.worc.ac.uk/subjects_and_disabilities/physiotherapy/physio_hearing.html">http://www.scips.worc.ac.uk/subjects_and_disabilities/physiotherapy/physio_hearing.html</a></td>
<td>Brief summary of teaching strategies on placement</td>
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<td><a href="http://www.scips.worc.ac.uk/subjects_and_disabilities/physiotherapy/physio_auditory.html">http://www.scips.worc.ac.uk/subjects_and_disabilities/physiotherapy/physio_auditory.html</a></td>
<td>Tips about group work and lectures applicable for teaching</td>
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<td></td>
<td><a href="http://www.scips.worc.ac.uk/subjects_and_disabilities/physiotherapy/casestudies/physiotherapy/physio_auditory.html">http://www.scips.worc.ac.uk/subjects_and_disabilities/physiotherapy/casestudies/physiotherapy/physio_auditory.html</a></td>
<td>One students experiences and opinions which the clinical educator may wish to consider</td>
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<td>Students with visual difficulties</td>
<td><a href="http://www.scips.worc.ac.uk/subjects_and_disabilities/physiotherapy/physio_visual.html">http://www.scips.worc.ac.uk/subjects_and_disabilities/physiotherapy/physio_visual.html</a></td>
<td>Short document for placement preparation</td>
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<td>Case study highlighting one students main experiences</td>
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<td><a href="http://www.rnib.org.uk">www.rnib.org.uk</a></td>
<td>Royal National Institute for the Blind website</td>
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<td>Students with dyslexia</td>
<td><a href="http://www.bdadyslexia.org.uk/">http://www.bdadyslexia.org.uk/</a></td>
<td>Website outlining information about dyslexia</td>
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<td>Short list on specific guidance for students with language or comprehension difficulties</td>
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<td>Article to give guidance on the importance and ability to empathise</td>
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<td>Comprehensive advice and information on appropriate strategies for managing stress or anxiety.</td>
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<td>Short paper with strategies for students with memory/recall difficulties</td>
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<td>Good article giving strategies to help those students lacking in motivation</td>
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<td>Simple chart with guidance on dealing with these students.</td>
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<td>Self improvement for clinical educators</td>
<td><a href="http://www.ashfordstpeters.org.uk/attachment_s/457_Strategies%20to%20help%20students%20learn%20effectively.pdf">http://www.ashfordstpeters.org.uk/attachment_s/457_Strategies%20to%20help%20students%20learn%20effectively.pdf</a></td>
<td>Article addressing a range of teaching ideas and points for educators that may help maximise the quality of the placement.</td>
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<td>“The Clinical Teacher” app for interactive phones: Article: Assessing clinical competence with the mini-CEX (mini clinical evaluation form) (69p)</td>
<td>A method of assessing students and giving feedback in the practical setting. Useful guidance and strategy for feedback. However not to be used with the formal marking system as not approved form the university.</td>
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<td>CSP e-portfolio if you wish to log a record of your CPD as a clinical educator.</td>
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<td><a href="http://www.csp.org.uk/professional-union/library">http://www.csp.org.uk/professional-union/library</a></td>
<td>If you wish to search through the CSP’s online resources.</td>
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<td></td>
<td><a href="http://www.csp.org.uk/icsp">http://www.csp.org.uk/icsp</a></td>
<td>No previous useful links, but can be used by clinical educators to ask questions of peers.</td>
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