



SMALL-GROUP TEACHING

in the MScPT curriculum

WHO	Faculty and groups of 8-30 MScPT students
WHAT	Engage students in discussion and hands-on practice of core PT content
WHEN	Throughout the in-class component of the curriculum
WHERE	Small group rooms and clinical skills labs
WHY	To ensure students achieve entry-to-practice mastery of disciplinary knowledge

KEY RESPONSIBILITIES...

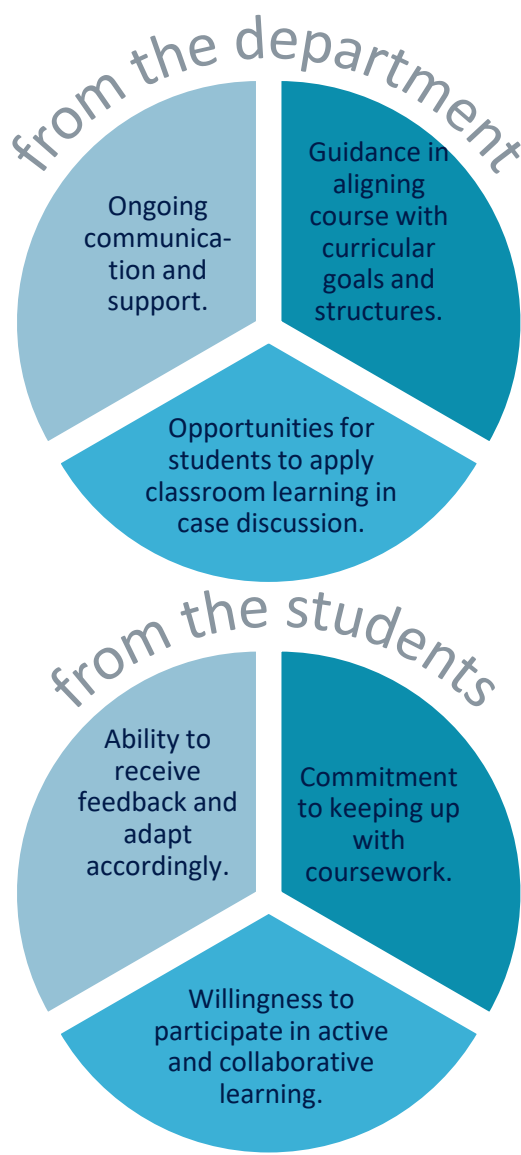
OF SMALL-GROUP FACILITATORS:

- Complement learning by providing opportunities for in-depth discussion and hands-on practice.
- Provide clear learning outcomes for student success.
- Provide opportunities for all students to actively engage with content.
- Effectively assess student learning and provide formative feedback on individual and group performance.

OF STUDENTS:

- Be active and engaged learners.
- Behave professionally.
- Be respectful, collaborative, and cooperative with peers.
- Arrive having completed assigned pre-session work.

WHAT CAN I EXPECT?





CRITICAL THINKING AND SMALL-GROUP TEACHING

In addition to clinical reasoning, critical thinking also encompasses critical appraisal and critical reflexivity. Critical appraisal asks students to engage in a systematic process used to examine research evidence in order to inform decision making. Critical reflexivity requires the examination of PT practice in light of one's own values, beliefs, perspectives, and social traditions.

STUCK? WHY NOT TRY THIS TO ASSESS CRITICAL THINKING?

In order to enhance deep analysis and knowledge transfer from labs, simulations, and discussions, consider using the [CDR Debriefing](#) model. Students can discuss in pairs or respond in writing. Their responses will give you a sense of their critical thinking skills. Following on the initial learning experience, have students:

- **Contextualize:** Discuss the knowledge and skills covered in their original context. "What did you learn about discharge planning from this specific case?"
- **Decontextualize:** Extract generalized knowledge and key principles from the specifics of the original context. "What are some general considerations when making a discharge plan?"
- **Recontextualize:** Adapt this general knowledge and key principles for use in a new situation. "How would you adapt this discharge plan if the same patient had very limited access to resources?"

INQUIRY MINDSET AND SMALL-GROUP TEACHING

Inquiry mindset asks students to take the initiative, to direct their own learning, to think creatively and flexibly, and to exhibit persistence and resilience.

STUCK? WHY NOT TRY THIS TO ASSESS INQUIRY MINDSET?

Get students involved in locating and exploring essential resources that will be useful or required for their future study using the technique of a [Resource Scavenger Hunt](#).

- Identify textbooks, journals, web sites, etc. that MScPT students should be familiar with.
- Create and distribute three types of question: 1) asking students to locate specific pieces of relevant information within these resources (e.g. "In resource A, what technique is suggested for conducting patient interviews?"); 2) asking students to go deeper with the information (e.g. "In what ways does this approach address issues of healthcare equity?"); and 3) asking students to evaluate which resource would be best for a specific task (e.g. "Before interviewing a patient with a diagnosed mental health problem, which of these resources would be most likely to help you prepare?").

Student responses will provide a window into the development of inquiry mindset thinking.

PROFESSIONALISM AND SMALL-GROUP TEACHING

Small-group settings are a great environment in which students actively practice challenging aspects of professionalism in a low-stakes environment, including core humanistic values, accountability, a commitment to excellence, and adherence to legal and ethical practice.

STUCK? WHY NOT TRY THIS TO ASSESS PROFESSIONALISM?

Invite students to adopt a [Step Inside Thinking Routine](#). Ask students to approach content, skills, or situations from the perspective of someone else (e.g., a supervisor, patient, professional organization, etc.). Try asking

- What can this person see, observe, or notice?
- What might the person know, believe, or understand?
- What might the person care deeply about?
- What might the person wonder about or question?

