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The changing landscape of practice education in physiotherapy: An investigation into the educator and student experience of rotational placements.

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Testing **ANOTHER** new approach!

- Coaching
- Role emerging
- Virtual
- Research/project
- All of these have been tested against the traditional approach to placement supervision/delivery
- Practice and practice education is changing (thank goodness)

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The language

Contemporary practice learning should be an open and flexible system within which the student pursues meaningful learning experiences that are person-centred and span health and social care services and beyond in ways that reflect the service-users' experience.

It is suggested, that the term 'practice learning experience' reflects a different perspective and ultimately a different type of learning experience for the student than the term 'placement'.

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Rotational placement – Why?

- As the number of physiotherapy programs has increased over recent years, there is a corollary need to explore all means of ensuring there are sufficient clinical placement opportunities. As well as meeting capacity requirements, it is vital that the quality of clinical education remains high.
- One area of clinical placement provision not widely used in physiotherapy is 'placement rotation', whereby students complete several placements in different clinical areas within one trust. This concept is well established throughout nursing programmes.
- The local recruitment requirements (University Hospitals Morecambe Bay Trust – UHM/MT)
 - Discussions with the trust on what their current needs are and what current barriers are.

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What we investigated and evaluated

Aim: To investigate if this method can be applied to student physiotherapists.

Explore:

The student experience of supervision through a rotational model of placement.

The educator experience of supervising students on rotational placement.

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Methodology

Student sample:

- Student participants will be identified by nonprobability purposive sampling, conducted by Sarah Smith, the UoC Physiotherapy Placement Lead.
- Sample size: N = 6 participants, with the expectation that all students are from the postgraduate physiotherapy course of both genders. Students will be over 18 years of age and attending the University of Cumbria.
- Exclusion Criteria: Students that have previously completed rotational placements.

Clinical Educator sample:

- The clinical educator sample will again be identified by nonprobability purposive sampling, conducted by Elizabeth Law who is a full NHS employee.
- Sample size: N = 6 participants, working within Morecambe Bay Hospital Trust and directly involved in physiotherapy placement supervision. The age and gender of the participants will be governed by the nature of the sampling technique and dependent on the clinical educators undertaking the approach.

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Methodology cont...

- Students - Notes of interest (first come first served)
- Educators – Selected by clinical lead
- Final year MSc students – 3 placements
 - Level 5 (6 weeks)
 - Level 6 (6 weeks)
 - Elective (level 6, 5 weeks)
- All rotations were pre-planned inpatient (rehab/medical, stroke and orthopaedics)

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Recruitment

- 1. Students were asked to raise expressions of interest following an invitation via official two-step authenticated UoC email. Students wishing to volunteer to be included in the pilot were contacted by the placement lead (Sarah Smith) directly via email. The volunteers were sent the Participant Information sheet
- 2. Clinical educators were recruited by Mrs Elizabeth Law. Educators were identified through existing educator networks and were emailed information on the pilot. Educators were contacted by Mrs Elizabeth Law directly via email. The volunteers were then sent an email from a secure account with the participant information and consent form

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Data collection

- Data was collected via by semi structured interviews with both the clinical educators and students. These took place remotely via Microsoft Teams following completion of the final placement. The interviews with clinical educators were conducted exclusively by Elizabeth Law, and those with students were conducted by Sarah Smith.
- Raw interviews were recorded in MS Teams itself, and subsequently transcribed by a member of the nominated team. Transcripts were redacted of all personal identifiers (such as proper names, places and exact dates), and securely stored on the University of Cumbria's two-step authenticated OneDrive. Once transcription is complete, the original media files were securely and permanently deleted.

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Results and thematic analysis

Students

- Major Themes:**
 - Induction of placement
 - Inclusion within the clinical team
 - Peer support
 - Guaranteed and breadth of clinical experience
- Minor Themes:**
 - Locality (positives and negatives)
 - The elective placement
 - Band 5 experience

Students would recommend this approach

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Breadth of experience

- Students also reported that they volunteered for the pilot to be guaranteed placements during Covid and that they felt they would be guaranteed experiences such as placements in an acute setting and completion of their core rotations
- On the whole, students felt they gained a good breadth of experience doing the rotational placement

"A massive factor was the security of knowing I was definitely going to get those three placements and they would be in the core areas."

"So yeah, I felt like I had a very, very wide breadth of experience. So I definitely got enough experience to jump into full time work anyway."

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Induction

- IT/SMART Cards
- Reduced anxiety

"You can just go straight into the placement and start your learning without having to worry about how this works. Being set up on the IT system, and so I thought it might be a way to accelerate learning in that sense to be able to get straight on with the practical stuff"

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Inclusion

- Students reported that they were able to quickly assimilate into the team during their 2nd and 3rd placements.
- The students reported that they felt like fully integrated members of the team during the pilot.

"...I feel like I was a valued member of the team..."

"They treated me like I was a member of staff rather than as a student"

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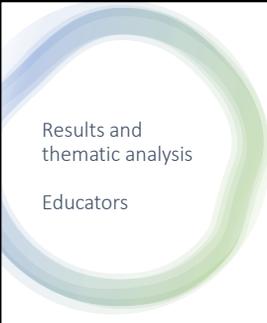


Peer support

- The students reported that they benefited from completing the pilot with other students and enjoyed working alongside other members of their cohort
- They reported that, going through the pilot together reduced stress, allowed them to help each other and was comforting and beneficial.
- They said they benefited from the peer support

"But I definitely did find that having at least one or two other people [students] there was always, yeah, helpful."

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Results and thematic analysis

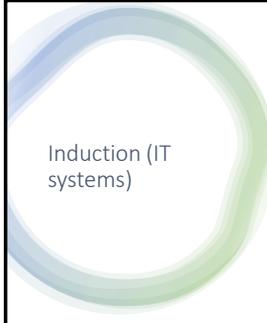
Educators

Major Themes:

- Induction (IT access)
- Time efficiency
- Patient contact sooner
- Integration

Educators would recommend this approach.

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Induction (IT systems)

Once access and training was given at the beginning of the pilot it did not need to be repeated

"It was nice not having to go through the notes systems and wait for access, which can hold up the placement progressing"

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Integration

- Worked better as a team of educators
- Students integrated into the clinical team easier

"As educators we worked more as a team"

"The students seemed like they were more of the team as opposed to being students"

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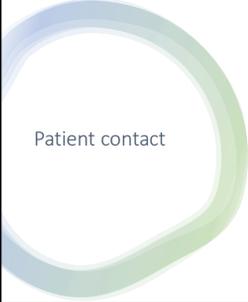
Time efficiency

- Less time doing repeated trust inductions and 'show arrounds'
- Less time spent waiting for IT system access

"I felt that the students were able to hit the ground running"

"The students seemed more confident to get on with their own learning"

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Patient contact

The educator felt that students were able to see patients sooner in their placement

"This approach was great for patients as the students were already familiar with the wards and hospital which makes the more competent"

"Having a student that already knows more about the wards it definetly going to benefit the patients"

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