

improved physiotherapy skills through online learning in case of lockdown period.

Objectives

The aim of this research is to study the feasibility of incorporating information and communication technologies (ICTs) based on the video-analysis of clinical interview skills in the clinical interview process in physiotherapy and the evaluation of the task through a checklist.

Methods

An evaluation of physiotherapy clinical interview was carried out through a checklist based on three-dimension; confident, suitable questions and active listening. We used video analysis to assess competency-based learning results. Inter-observer agreement and external validity of the checklist (12 items) used were also analyzed.

Outcomes

The confidence and active listening dimension were achieved by the 97% of the student. We also identified difficulties for suitable question dimension, only 45.7% of the student registered correctly, and for final summary to explain the patient (14% of the student developed this dimension). The video analysis allowed to obtain quick information about the learning results, and we demonstrated the external validity of the tool developed.

Reflection

The incorporation of video analysis for a physiotherapy task, sample collection as well as the use of the tool by several teachers (evaluators) was feasible. The video-recorded evaluations suppose a valid measurement tool of the chosen clinical ability identifying the deficiencies in the analyzed learning results. In addition, it could become an interesting tool to use for online learning (in a new pandemic situation) which the student can video-recorded their practice, send to teachers to be evaluated and offer a feedback of their skills and competences.

Keywords: video analysis, physiotherapy, clinical interview

ID 323 – How to adapt a one-week pre-sential workshop in a European education project: the “PETRHA+” COVID-19 experience

Alejandro San Juan Ferrer¹, Catherine Romanus², Robert Michaël², Tiina Pystynen³, Claudia Silva⁴, David García-González¹, Olivier Vossen², Maria Maljanen³, Severine Despons⁵, Emilia Fernandez⁵, Alan Le-Coniat⁵, Helene Pelegris⁵, Stephanie Saurois⁵, Hugo Couderc⁶, Sophie Alex-Bacquer⁵, Chloe Ducourneau⁵, Eric Ranvial⁵, Bruno Suárez-Luginick¹, Enrique Navarro¹, Txomin Pérez-Bilbao¹, Rui Macedo⁴, Bruno Albouy⁵

¹Universidad Politécnica de Madrid (UPM), Spain; ²Haute école libre de Bruxelles Ilya Prigogine (HELB), Belgium; ³Tampere University of Applied Sciences (TAMK), Finland; ⁴Instituto Politécnico do Porto (IPP), Portugal; ⁵Institut Régional de Formation Sanitaire et Sociale Nouvelle Aquitaine (Croix-Rouge Française), France; ⁶SimforHealth, France

Problem statement

PETRHA+ (Physiotherapy E-Training Rehabilitation) is a European Erasmus+ project (2018-1-BE01-KA203-038581) focused on the development of three intellectual outputs for physiotherapy students: (1) Clinical simulation video game (i.e. based in real patients with specific pathological content and context); (2) Clinical reasoning massive online open course (MOOC); (3) Clinical reasoning evaluation tool. The main aim of PETRHA+ is to strengthen the training of clinical reasoning skills for all the European physiotherapy students. The project started in September 2018 and will end in August 2021. In PETRHA+ participate five universities and one informatic enterprise from five European countries (Belgium, Finland, France, Portugal, Spain). We have planned five days “Summer-class” exchange with students and teachers in Bordeaux (France) in May 2020. However, the COVID-19 pandemic made it impossible.

Objectives

The aim of the project team was to continue with the development and evaluation of PETRHA+ despite the cancellation of the “Summer-class” workshop due to COVID-19.

Methods

We decided to keep the initial meeting dates and implement an adapted on-line schedule with (1) Multiple rooms (i.e. 1 Student group and 1 teacher/room); (2) Sharing sessions (i.e. Various student’s groups and teachers/room); (3) Reflection sessions (i.e. All the teachers). At the end of the five days workshop, all the students filled a technical oriented satisfaction survey.

Outcomes

Thirty-one European physiotherapy students and 12 teachers participated in the adapted online workshop. The amount of work hours during the five days was 30 hours. The participation data were improved by ≈300% for students and 240% for teachers and the amount of work hours were equal compared to what was initially planned for the face-to-face meeting. We found in the satisfaction survey the students reported that distance learning was a good replacement for pre-sential learning in this COVID-19 context (score ≈88/100).

Reflection

In PETRHA+ project the adapted on-line educational workshop due to COVID-19 has enhanced the students and teachers participation and has achieved the objectives and quality initially planned. Moreover, it has diminished the costs related to travel (e.g. Flight, accommodation, support, personal time, and ecological print).

Keywords: COVID-19, on-line education, physiotherapy

ID 331 – Delivering an In-House Physiotherapy Clinical Placement During Covid-19 – The Challenges, Innovations and Student Perceptions

Caroline Nichol, Helen Edwards, Victoria Pearsall
School of Allied Health Professions, Keele University, United Kingdom

Problem statement

During the COVID-19 pandemic, the Chartered Society of Physiotherapy advised that first year undergraduate students should continue their studies by distance and virtual learning, pausing clinical placements the academic year. Students due to undergo their first three-week placement were unable to gain valuable hours and experience in the usual clinical environment. The challenge was to design an innovative alternate method of online teaching and assessment providing students a simulated and comparable to the intended practice education.

Objectives

The aims were to design an in-house module that delivered teaching and assessment strategies that were constructively aligned to the intended learning outcomes of the first year clinical placement.

Methods

The clinical placement and opportunities this provides were replicated in the academic environment over the placement duration using innovation and technology to include simulation, video cases, synchronous and asynchronous online learning, role play and peer group working to emulate MDT working, communication, professionalism, patient assessment and management and record keeping.

An online questionnaire was designed and implemented evaluating anonymized student perceptions of the in-house placement. Seventy-nine students were invited to complete the questionnaire.

Outcomes

Overall students reported that it replicated placement experience and gave opportunity to progress skills for the future and aided in academic progression. Overall students agreed that it allowed them to develop skills and knowledge in professionalism, communication theories and application in the clinical setting, personal

development, patient assessment and management and MDT working. Although student evaluation was positive overall, there were some challenges in fully replicating experience in practice such as record keeping.

Challenges for staff and students included timeframes for design and approval, students confidence and competency with technology and learning in a virtual environment and time zone differences for student engagement and group working.

Reflection

Whilst delivering an in-house placement does not replace experience clinically, students reported benefits to the innovative approach that will prepare them for future practice.

Keywords: practice education, innovation, technology

ID 338 – Evaluation of two models of remote physiotherapy placement in technology-enhanced care services

Laura Smith, Lorna Johnson, Kate Bazin
Kings' College London, United Kingdom

Problem statement

As the UK went into lockdown in March 2020 140 Practice Education placements were required by the KCL Physiotherapy department for students to either graduate or progress into their final years of studies. Several students were not able to opt-in in the Health Education England face to face placement scheme; either for personal shielding reasons, shielding family, care responsibilities or because they had traveled internationally to return to their family homes.

Objectives

To explore Physiotherapy student and Practice Educator experiences and satisfaction rates of two novel remote placement models within Musculoskeletal technology-enabled care services (TECS).

Methods

Model A: 'Traditional' Remote placement, 4 students, 5-week placements. One hundred percent remote working using MS Teams and Attend Anywhere consultation software.

Model B: 'Project-based' Remote placement. Forty-five students, 170 hour flexible working placement, 100% remote working using MS Teams, Facebook live and teleconferencing platforms.

Phase 1: Students and educators surveyed pre and post placement exploring, satisfaction, preparedness and feedforward planning for subsequent student cohorts.

Phase 2: Focus groups

Outcomes:

Phase 1: Data collection ongoing

Model A Students: