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Evaluation of a University Peer Exercise and Community Activity Placement (PECAP) model

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Introduction

Gilligan (2014) indicates the most memorable learning occurs on placement, where students integrate and apply knowledge, skills, attitudes, and values to real situations facilitating re-scaffolding of knowledge and deep learning. Challenges in providing adequate practice-based learning experiences were reported prior to the COVID-19 pandemic which has worsened the situation. This has led to the development of a University Peer Exercise and Community Activity Placement (PECAP) model which has been supported by Scottish Government Funding.

Aims:

- To evaluate the effects of the PECAP model on student confidence.
- To investigate student experiences of the PECAP model.



iSimulate being used in a ward Simulation session

Method

The PECAP model was designed to include community outreach, specialist projects (such as the NHS Walking Programme) and Student-Led Exercise Groups, exposing students to core areas of practice with the addition of development of clinical resources and attending Master Classes including Simulation. Students rated their confidence in core clinical competencies at the start and end of the placement using a questionnaire with

Example of Pre/Post Evaluation

Pre-Assessment	Questionnaire	Post-Assessment
4. Fairly confident	Communicate effectively with patients verbally	5. Very confident
4. Fairly confident	Communicate effectively and professionally with other clinicians (eg writing reports, letters, etc)	4. Fairly confident
2. A little underconfident	Write effective SOAP / medical notes	4. Fairly confident
3. Undecided	Provide effective written information for patients	5. Very confident
4. Fairly confident	Conduct an efficient and thorough subjective assessment	5. Very confident
3. Undecided	Conduct an efficient and thorough physical assessment	4. Fairly confident
2. A little underconfident	Accurately interpret my assessment findings to make a clinical hypothesis	4. Fairly confident
3. Undecided	Set appropriate goals in collaboration with the patient	4. Fairly confident
2. A little underconfident	Select appropriate treatment / interventions as a result of my assessment and hypothesis	4. Fairly confident
3. Undecided	Performing treatments & interventions	5. Very confident
3. Undecided	Progressing interventions appropriately for a particular patient	5. Very confident
5. Very confident	Identifying safety hazards in a particular clinical situation	5. Very confident
5. Very confident	Responding quickly and appropriately to safety hazards	5. Very confident
5. Very confident	I feel confident that I am aware of my own limitations	5. Very confident

Reference

Gilligan, C., Outram, S. & Levett-Jones, T. Recommendations from recent graduates in medicine, nursing and pharmacy on improving interprofessional education in university programs: a qualitative study. BMC Med Educ 14, 52 (2014). <https://doi.org/10.1186/1472-6920-14-52>

Likert scales. A separate survey about their experience is completed at the end of the placement.

Between September 2021 and May 2023, 9 placements have run with a total of 66 students indicating this model is a cost-effective method for delivering high quality placement learning experiences.



Students carrying out exercise classes at a Local Community Centre

Results

Self-reported confidence has been reported and analysis indicates improvement across the placement. Students reported development of professional skills and a better understanding of managing a variety of projects and benefiting from expert clinician's feedback.

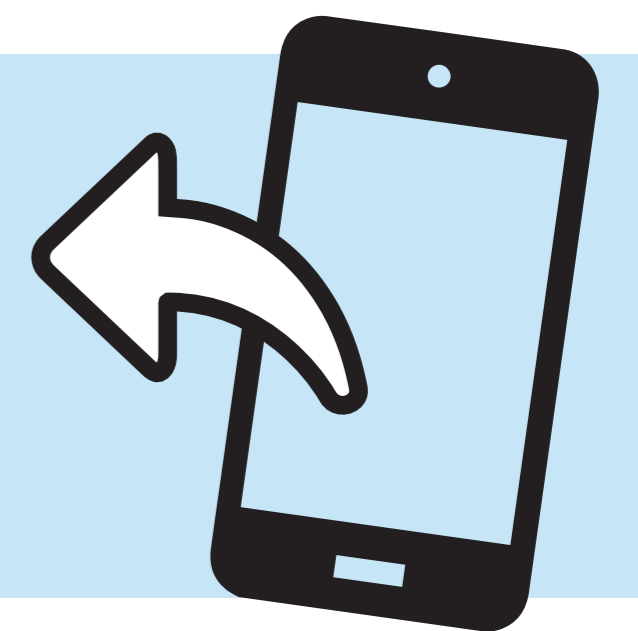
PECAP increases confidence in physiotherapy students in core clinical competencies. This provides a model for developing and enabling Physiotherapy students to attain clinical competence and confidence and transferable skills in a non-traditional setting. This initiative provides opportunity for the development of the wider skills required of clinicians and could be adapted across other healthcare professions.



ARI Walking Group Pilot - September 2022

Impact

- Creation of a Teen Gym referral pathway receiving patients from NHS Grampian paediatric service and then transitioning them to RGU Sport Class for ongoing maintenance when appropriate.
- Inclusion of RGU Pulmonary Rehabilitation Class in the official NHS Grampian referral pathway.
- Old Torry Community Centre initiative has been highlighted in Scottish Government Parliamentary debate - see QR Code



Conclusion

Successful placement model in non-traditional settings using:-

- PAL model
- Hybrid model
- Simulation
- Long arm supervision
- Supervision from DPT Students

The running of an 'in-house' has the advantage of creating another local placement for students which helps with the cost-of-living crisis currently being experienced.



Students at Old Torry Community Centre



Implications for the Future

Further research development:-

- Focus groups to gain more qualitative data from students.
- Individual group research e.g. Pulmonary Rehab and Old Torry Community Centre

There is also ongoing collaboration with the NHS, Local Authorities and the 3rd Sector to further develop the groups and to develop new groups in the local community.