

# Clinical education supervision model for the Acute Neurosciences Physiotherapy Team

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**Background:** The Acute Neurosciences Physiotherapy Team at The Royal Melbourne Hospital evaluates its clinical education program annually, according to feedback from students. In 2014, this process evolved to include the experiences of educators. Following this evaluation, evidence from the literature was utilised to design a new supervision model. The finalised model involves one clinical educator supervising two students during morning sessions throughout a placement. The afternoons were dedicated to observational and learner driven sessions with other members of the team.

**Method:** The new model was implemented in two phases. Phase 1 involved two students with one educator while Phase 2 involved four students with two educators. A mixed method qualitative and quantitative evaluation occurred between the phases, where feedback was sought. The clinical educators also participated in semi-structured interviews to expand on themes surrounding the quality of supervision provided. Evaluation was repeated following the completion of Phase 2. Feedback and interview responses were thematically analysed.

**Results:** The qualitative findings supported the use of this new model. Greater ownership of the students' learning was reported by the clinical educators. Communication and planning were strong features that supported the delivery of education. Students reported that the placements enhanced their learning and were flexible to meet their needs.

**Conclusions:** A supervision model involving one educator with two students associated with a team teaching approach results in an improved learning experience. Continual evaluation and reference to evidence will assist in designing placements. This method may inform other areas in the delivery of clinical education.