Slide 1

Queensland Health

Allied Health Student Clinical Placements:
Is the placement mix right?

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Queensland Government

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Slide 2

How do students spend their time during clinical placements?

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Slide 3

Background
Student Contribution Project (2015 – 2018)

- ↑ student numbers and placement requirements from Uni's
- ↑ Service delivery demands
- Activity Based Funding
- New graduate support requirements

- How do students contribute to service delivery (clinical care) while on placement?
  - Individual student
  - Group of students compared with HP3 & HP4
- What other activities are students undertaking while on placement?
- How do students transition into practice?
  - Individual student compared with NG
  - Perceptions of NG and experienced CEs and HPs on transition

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Slide 4

Acknowledgements
Student Contribution Project Team

Project team

- **Susan Stoikov**
  Princess Alexandra Hospital, Metro South HHS and School of Physiotherapy, Australian Catholic University, Brisbane
- **Mark Gooding**
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Acknowledgements

- This project was funded via the Directors' of Physiotherapy Services Queensland (DOPSQ) Physiotherapy Clinical Education and Training Initiative (CETI) with support from the Allied Health Professions' Office of Queensland (AHPOQ).
- Funds were generated from the Physiotherapy Pre-registration Clinical Placement Agreement which facilitates a partnership between the 16 Hospital and Health Services, Mater Health Services (Brisbane) and the 6 tertiary education providers offering physiotherapy programs in Queensland.

Ethics & Governance

- Ethical clearance for the study was obtained from the Princess Alexandra Hospital Human Research Ethics Committee: Approval No - HREC/15/QPAH/133 and HREC/17/QPAH/265
- SSAs at each participating facility

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Slide 6

Context
Clinical Training Profile for Physiotherapy

- Physiotherapy profession requires significant levels of clinical training prior to registration.
- Clinical placements involve physiotherapy students working under supervision in a specific health setting/clinical area (eg cardiorespiratory, neurorehabilitation, musculoskeletal etc).
- Clinical Training Time: overall an average of 1000 clinical training hours per student
  - in Queensland, consists of 4-6, 5-week placements
- Queensland Public Health Sector utilises a state-wide, coordinated Central Allocation Process (CAP)
- Queensland Public Health System is the major provider of clinical placements (~60% of all Queensland physiotherapy program placements each year).

Health Workforce Australia (2014): Clinical Training Profile: Physiotherapy

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How do physiotherapy students spend their time during clinical placements?

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What information do we already have?
Health Activity Hierarchy
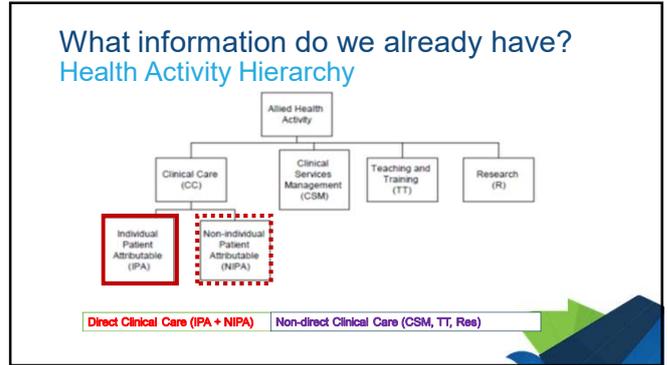
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Objectives

- To develop a data collection tool to capture student activity during student placements, including a breakdown of clinical and non-clinical tasks.

- To determine the activity profile of physiotherapy students during clinical placements, specifically identifying a breakdown of their non-clinical tasks.

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Student activity tool

- The student activity tool captured daily:
  - Clinical Care
    - Occasions of service,
    - Length of occasion of service,
    - Group clinical activity
  - Non-clinical Care / Other Activities
    - self-directed learning
    - attending tutorials/in-services
    - Peer assisted learning
    - work shadowing.
- Data was collected 'in real time'

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Student Activity Tool

- 2 purposes:
  1. Verify and improve clinical care activity data entered into the Information Management System
  2. Provide breakdown of student data that is not entered into information management systems (ie everything other than direct clinical care)

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Student activity tool

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Student activity tool (instructions)

How to complete the activity tool
1. Complete the demographic and logistical information at the top of the page
2. Please record the time you spent completing each occasion of service (treatment) against an OOS. If you treat a patient more than once you need to record both times against separate OOS (eg. your patient might be OOS 1 and OOS 10)
3. If you led group sessions please record the number of patients in the group and the time it took to complete the group session
4. Please record the total time you spent completing different types of learning activities throughout the day. Below are the learning activities and some examples to help describe the learning activity you completed. If they do not fit into those categories please record what activity in the 'other' section and time taken to complete it.

Learning Activity Classification

Student directed learning
  • Clinical reasoning tasks
  • E-learning modules
  • Reading
  • Research regarding patient condition etc.
Receiving supervision / feedback from supervisor or other HP which includes
  • Formal feedback (ie APP)
  • Informal feedback (ie feedback after an assessment or treatment)
Attending inservice / tutorial
  • All staff in-service physio or other HPs
  • Workgroup inservice
  • In-service/tutorial provided by your clinical educator
Work shadowing peer
Work shadowing physiotherapist
Work shadowing other HP
Quality activity
  • Developing/reviewing patient education information
  • Developing and providing staff and other students with inservice
  • Service development activity (ask your educator if you are unsure)
Stats
Inter-professional learning activity
  • Peer learning session
  • Multidisciplinary peer learning session
University required tasks
Other eg. theatre visit, attend clinic etc

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The Data Set

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Results

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Profile of student clinical & non clinical time

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Student average time/day: non-clinical tasks

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Student average time/day: clinical vs non-clinical tasks – all clinical areas

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Student average time/day: clinical vs non-clinical tasks – Musculoskeletal OPD

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Student average time/day: non-clinical tasks

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Student average time/day: non-clinical tasks
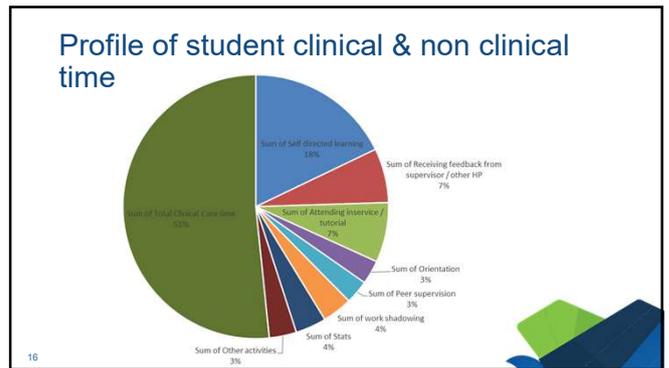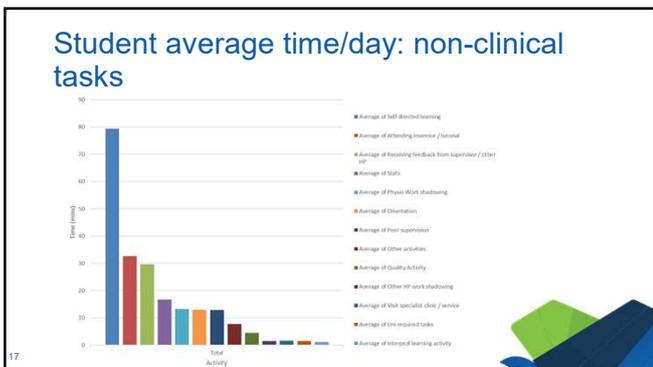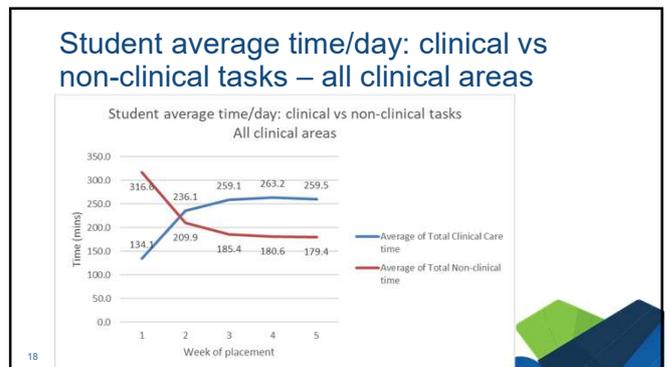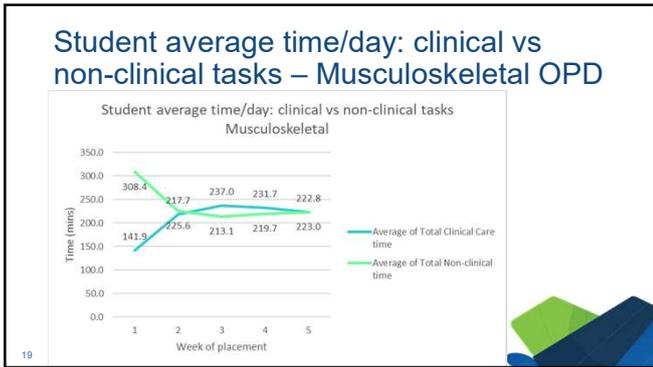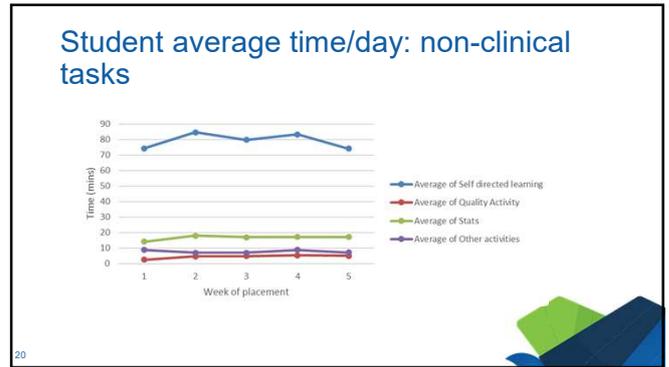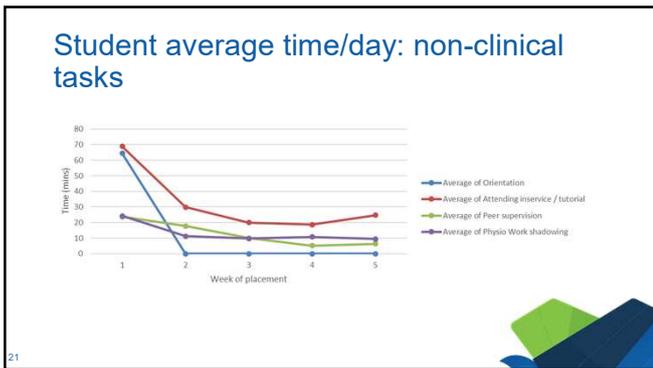
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Summary

- Majority of student non-clinical time was spent in self directed learning with minimal change in time allocation over the duration of placement
- High demand for orientation & inservices / tutorials early in placements, but decreased over time
- Peer supervision and work-shadowing decreased over the duration of the placement
- Other activities remained constant throughout placement

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So have we got the placement mix right?

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What have we learnt from other studies?
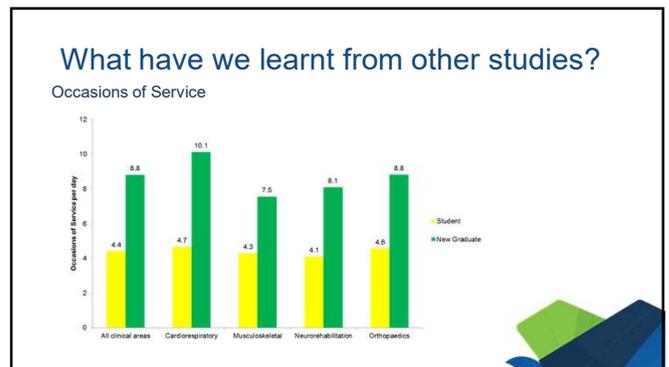
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What have we learnt from other studies?

Length of Occasion of Service
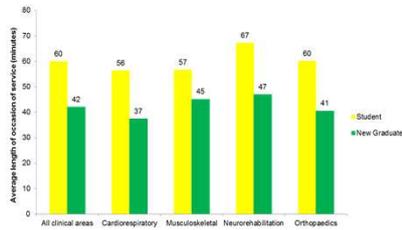
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What have we learnt from other studies?

% Direct Clinical Care
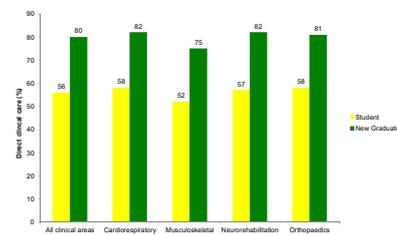
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What have we learnt from our qualitative studies?

The transition from student to new graduate is challenging

- Large increase in workload & complexity from student to new graduate is difficult and at times leaves new grads feeling unprepared for their roles
- Students are typically protected from realistic workloads

Clinical placements play an essential role in preparing students in becoming a new graduate.

- Supporting students to have realistic physiotherapy practice experience including both clinical and non-clinical tasks may assist the transition from student to new graduate.
- Stakeholder collaboration is essential to enhance the student transition to new graduate.

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What can we learn from teaching and learning literature?

- Learners need to develop 'the capacity to evaluate evidence, appraise situations and circumstances astutely, to draw sound conclusions and act in accordance with this analysis' (Boud, 2007, p19).
- Learners need to develop their evaluative judgment (Tai et al., 2017)
- Encourage learners to judge their own performance and the performance of others
  - Engage learners in peer assessment or work with near peers
- Elicit from learners their understanding of their performance
- Engage in a feedback dialogue that enables them to refine their evaluative judgment abilities

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Practice points

- ? Shift some non-clinical care time to clinical care
- ? Re-distribute time allocated to non-clinical tasks?
  - e.g. shift some 'student self-directed learning' time towards Peer Assisted Learning and Work-shadowing of CEs or near peers
    - Facilitate development of students' evaluative judgement abilities
    - increase student exposure to higher volume caseload
    - Increase student exposure to higher complexity
- Non-clinical demands will be higher early in placement and then plateau
  - Staffing / resourcing should support this

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References

- Stoikov S., Shardlow K., Gooding M., Kuys S. (2017) Clinical activity profile of preregistration physiotherapy students during clinical placements *Australian Health Review* http://dx.doi.org/10.1071/AH16181
- Delany, Molloy (2018) *Learning & Teaching in Clinical Contexts*: Chapter 18 pages 253 – 272; Chapter 19 pages 273 - 289
- Susan Stoikov, Mark Gooding, Kassie Shardlow, Lyndal Maxwell, Jane Butler & Suzanne Kuys (2019): Changes in direct patient care from physiotherapy student to new graduate, Physiotherapy Theory and Practice, DOI: 10.1080/09593985.2019.1628138

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