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OBJECTIVES

- ◉ Introduce my research project
- ◉ Background / Rationale for study
- ◉ Overview of methodology / methods
- ◉ Share early findings - layers of interpretation
- ◉ Implications for education and practice
- ◉ Questions / discussion



RESEARCH QUESTION

- What are the experiences of practice based learning within a seven day model of working for practice based physiotherapy educators, physiotherapy students and university link tutors?

BACKGROUND

- Mandatory 1000 hours as part of degree
- Aim is to consolidate theoretical knowledge into practice
- Practice based educators facilitate, provide guidance and assess the students.
- Traditionally Mon - Fri with one educator
- More recent approaches include collaborative and team approach.
- Traditionally Mon - Fri 8-5 service with on call service
- Moving to 7/7 due to NHS plans
- 7/7 reduces length of stay, improves patient safety / choice and meets expectations of 24/7 lifestyle we lead
- Physio services are now moving to 7/7 and extended hours.

Practice based learning

Seven day working

RATIONALE FOR THE RESEARCH

- Change in my own practice
- Concerns raised by colleagues about supervision
- Limited evidence base
- Is there any benefit to students working across a seven day service?
- Will students be more employable if experienced weekend working?
- Would productivity be affected by students working weekends?
- How would supervision be provided across seven day working patterns?
- Would this increase stress for clinical educators and students?
- Are there cost implications?
- Weekend working is a different experience.
- Is it safe for the student? Is it safe for the patient?

Research in practice

Results from iCSP

PROPOSED STUDY

- **Research Question**

- What are the experiences of practice based learning within a seven day model of working for practice based physiotherapy educators, physiotherapy students and university link tutors?

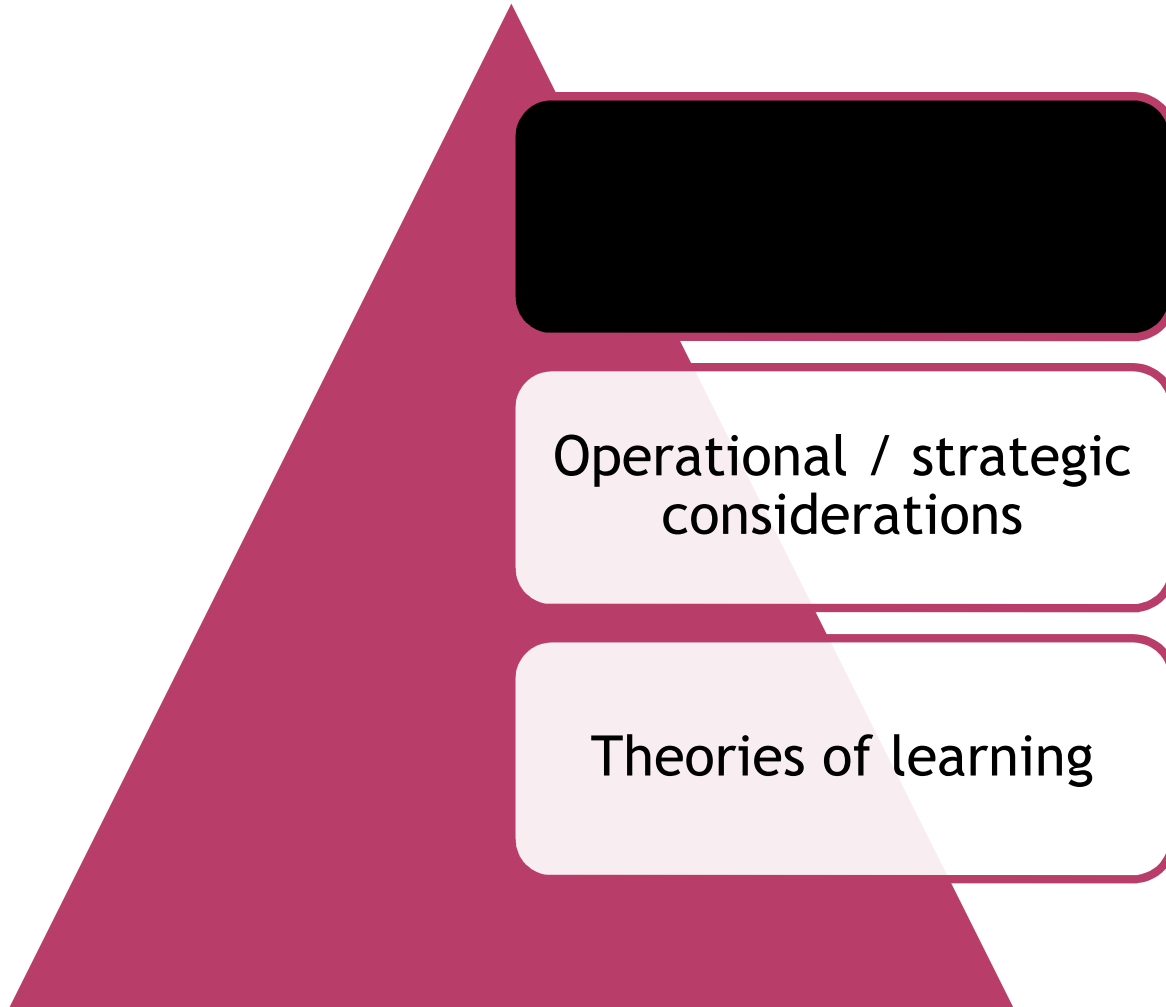
- **Research Aims**

- The aim of this study is to gain an insight and understand the lived experience of physiotherapy practice based educators and physiotherapy students' encounters of seven day working in relation to practice based education.
- The findings may provide a clearer description and deeper understanding of the implementation of seven day working on practice based education in physiotherapy, which may offer insight to other physiotherapists and health professionals and may inform future practice.

- **Research Methods**

- Using a hermeneutic phenomenological approach, six physiotherapy students, six practice based educators and three university link tutors were interviewed and asked to discuss their experiences of practice based placements hosted across
- Thematic analysis
- Utilising theoretical framework of communities of practice and social learning theory to understand meanings

LAYERS OF INTERPRETATION



CONTEXT AND UNDERSTANDING OF SEVEN DAY WORKING

- ◉ Physiotherapy students aware of the importance of service delivery in respect to patient care
- ◉ Majority of students were unaware of seven day working prior to commencing university
- ◉ Occurring in all specialities and settings
- ◉ Tends to have multiple educator approach
- ◉ Accepting that it is part of their placements, however reasons for participating are a “CV exercise”
- ◉ Not accepting that it is a long term career prospect



INITIAL THEMES - OPERATIONAL

Stop; unable to
move forward

- BARRIERS TO PRACTICE BASED EDUCATION IN A SEVEN DAY MODEL OF WORKING

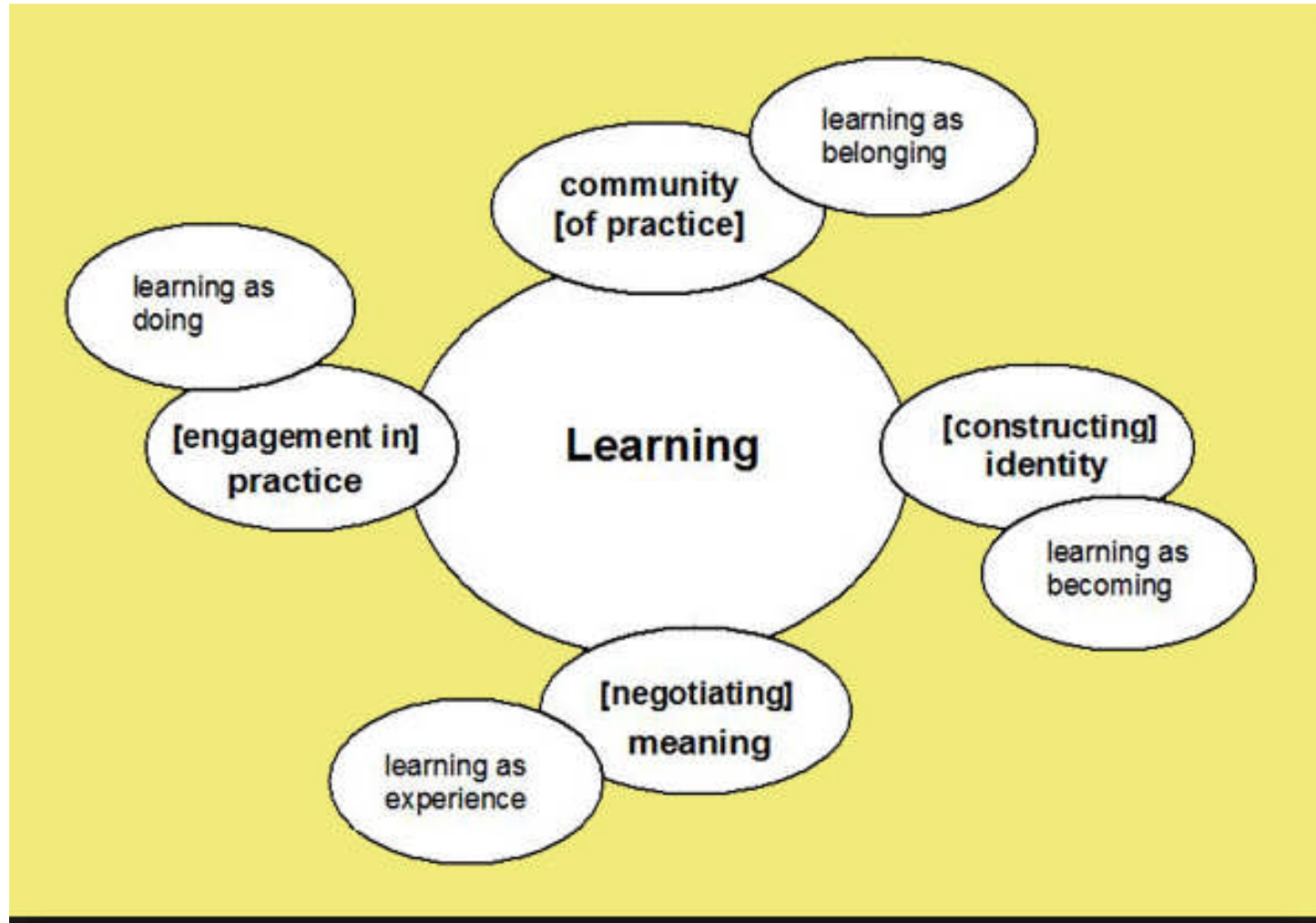
Proceed with
caution

- CHALLENGES FACED IN PRACTICE BASED EDUCATION BY PHYSIOTHERAPISTS IN A SEVEN DAY MODEL OF WORKING

GO; Driving
forward

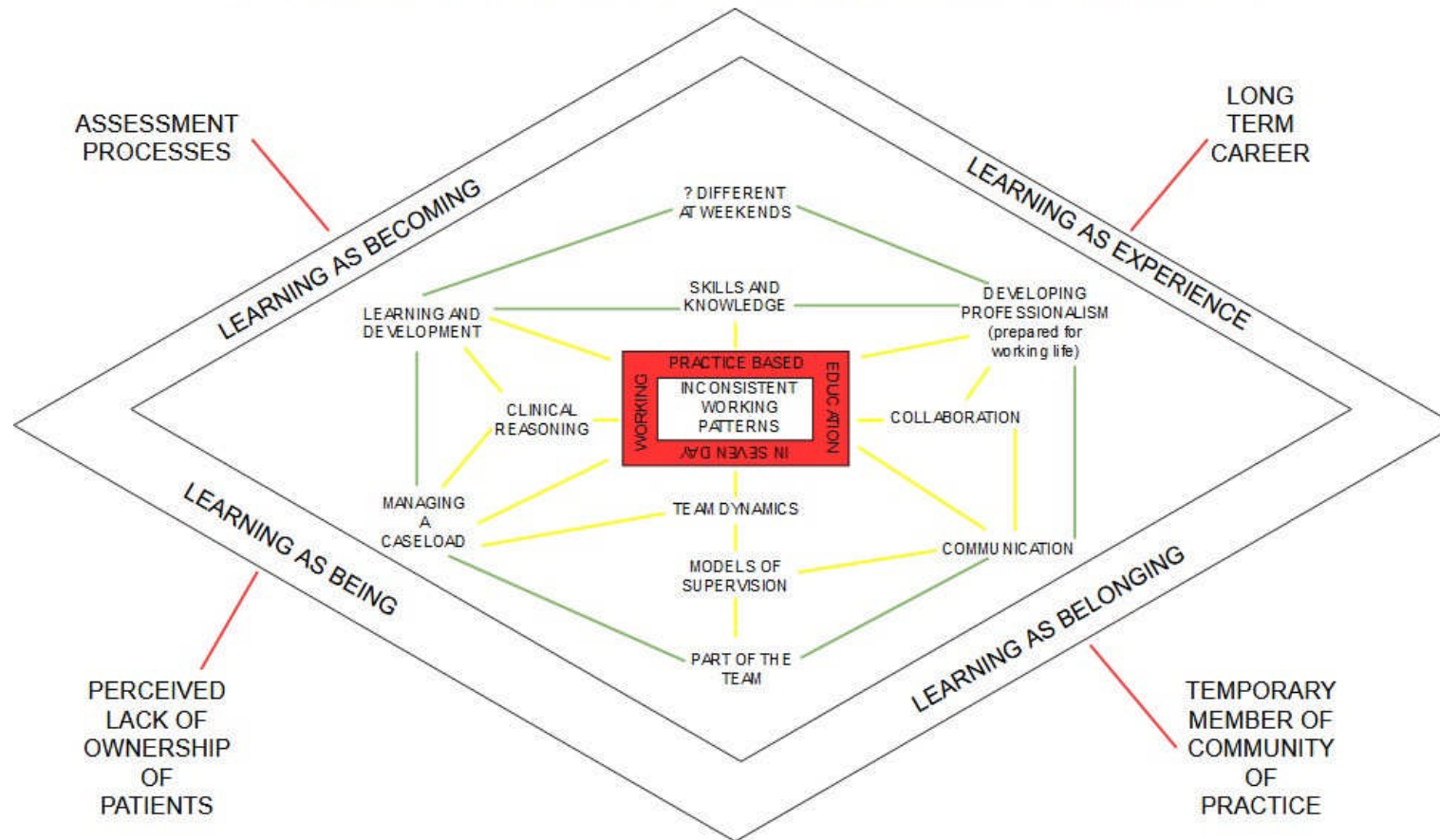
- CHANGES UNDERTAKEN IN PRACTICE BASED EDUCATION BY PHYSIOTHERAPY DURING THE TRANSITION TO A SEVEN DAY MODEL OF WORKING

ANALYTICAL LENS

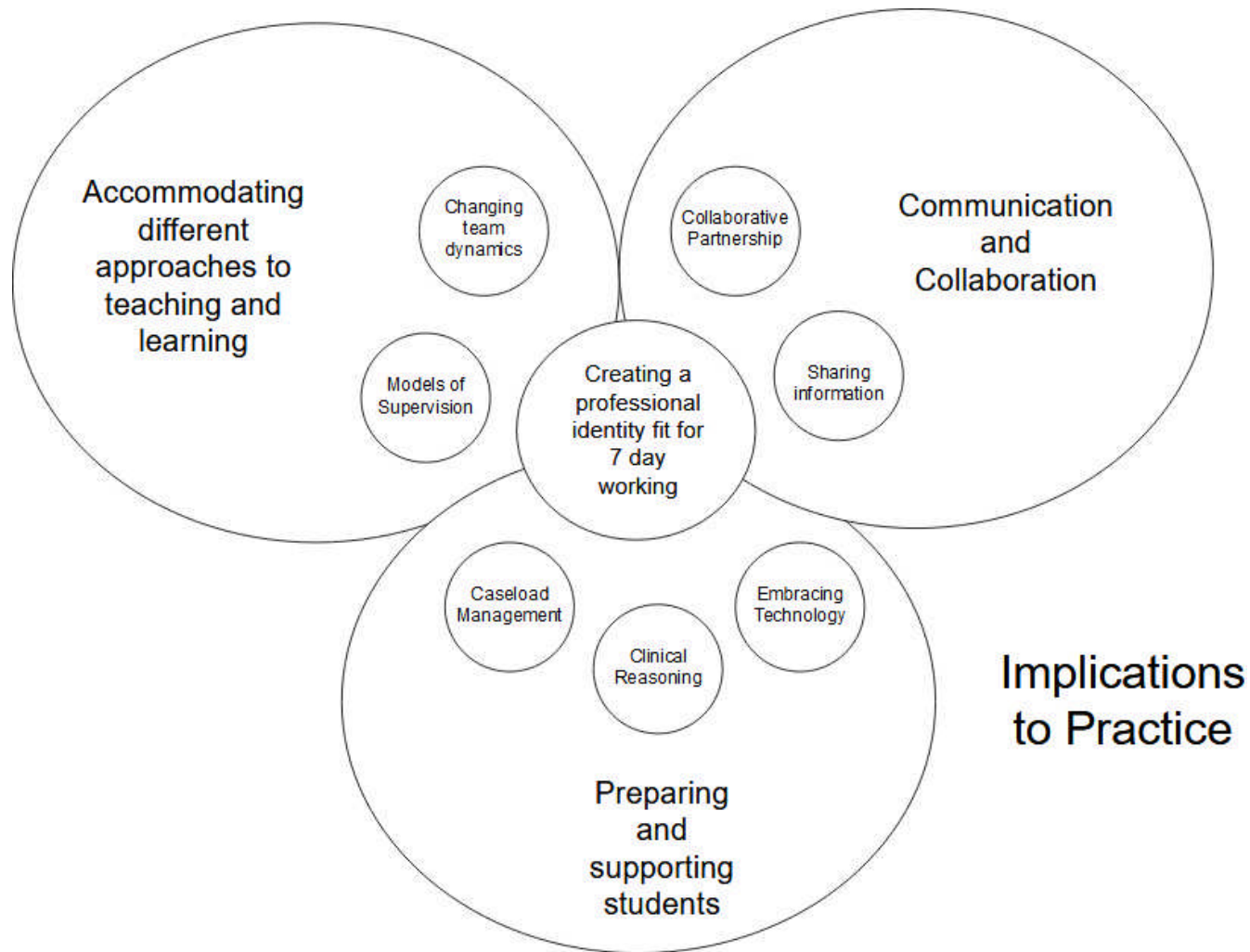


UTILISING COMMUNITIES OF PRACTICE AND SOCIAL LEARNING THEORY TO FIND MEANING

Concept map to identify links between findings and theoretical framework



IMPLICATIONS TO PRACTICE



QUESTIONS?

