

Engaging in and enhancing practice learning: students' reflections on the use of placement passports.

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The health service continues to experience unprecedented demand and there is a huge pressure across the sector to provide a successful 7 day a week service. Understandably there is still real concerns on the impact on quality, staffing and education of our future health professionals. Practice placements play a key role in physiotherapy students' professional development with an increasing emphasis on a person-centred approach. It is essential to engage students in their own learning (Healey, Flint & Harrington, 2014). Placements can be a time of difficulty and recognising this challenge for both educators and students is key for success. The development of the placement passport has encouraged students to share, be honest and be engaged in their own learning.

Working in a more person-centred and caring way does place a different set of demands on health care professionals (HCP) It requires them to be excellent listeners, have adaptable communication styles and be flexible in their response to the person's individual needs, (Coulter & Oldham, 2016).

I found it really hard to write my first passport...what did I want to say, what did they need to know to best support me... how did I want to come across...I kept it factual and related to my exam results which worked for that first placement as I was doing MSK and could include specifics about how I had done on that module, what I didn't say though was how scared I was about getting it wrong, hurting a patient, saying the wrong thing.

Research into the characteristics that make HCPs successful regarding their ability to be truly person centred (Kayes et al, 2015) found the focus was on the characteristics of rehab practitioners & little focus was given to 'the way we work, who we are, or how we think may influence outcomes' with patients

Student reflections on using placement passports

the passport I have always felt allows me to say what I would really like from the placement, it also gives me a chance to be honest about what I struggle with, especially as I don't find it easy to talk about my anxiety. I want to do well, I don't want my anxiety to shadow my performance but just knowing she knows about it and knows what strategies I used, she was able to pick up on when things weren't good and managed it around me..didn't make me feel embarrassed

My ed helped me to think about what would have been useful for her to know about me for future placements. We referred back to my learning contract and really drilled down into what we thought my strengths were, I am a good communicator but actually only when I feel confident in what I am doing and saying...

It was so useful when my educator actually referred to my passport and said things like you have had that experience before so lets try and build on that here... help you develop, help you progress in your marks.

Campus and practice curricula are designed to develop criticality that fosters independence, however demonstrating this in an appropriate way to educators to get the most from practice learning experiences may be challenging. The placement passport is a facilitatory tool.

Healey, Flint & Harrington (2014) Engagement through partnership: students as partners in learning and teaching in higher education The Higher Education Academy.
Coulter & Oldham (2016) Person centred care: what is it and how do we get there? Future Hospital Journal Vol 3, NO 2:114-6
Kayes, Mudge, Bright & McPherson (2015) Whose behaviour matters? Rethinking Practitioner Behaviour and its influence on Rehabilitation outcomes in McPherson et al, Rethinking Rehabilitation Theory and Practice