

# Evaluation of an undergraduate Student Mentorship Programme (SMP) within a national specialist centre

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2. Sarah O'Brien, Student Physiotherapist
3. Graham Nelson, Student Physiotherapist
4. Emmie Peck, Student physiotherapist
5. Claire Fieldus, Physiotherapist
6. Anthony Gilbert, Research Physiotherapist
7. Jennifer Fulton, Clinical Specialist Physiotherapist

# 1. Background

- Anecdotal evidence initially.
- Review of student feedback questionnaires
- Verbal feedback from my own students
- Verbal feedback from clinical educators



# 1. Background

Differences in expectation

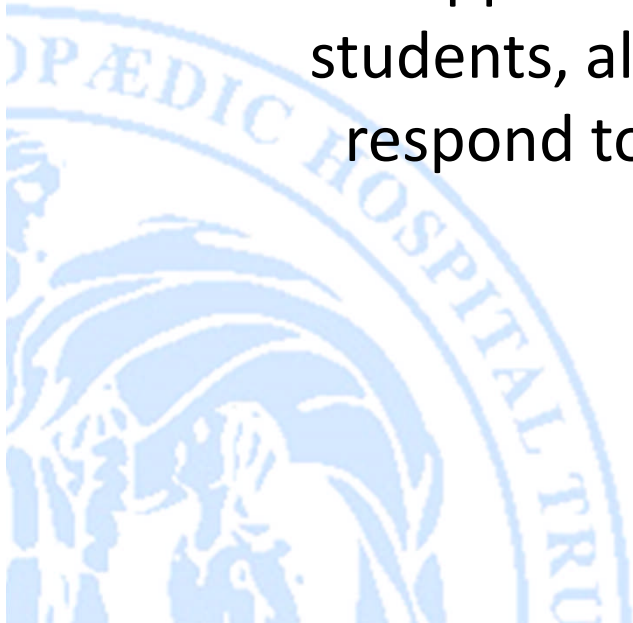


# 1. Background

*Our Vision:*

*'To provide the best undergraduate student experience in the NHS'*

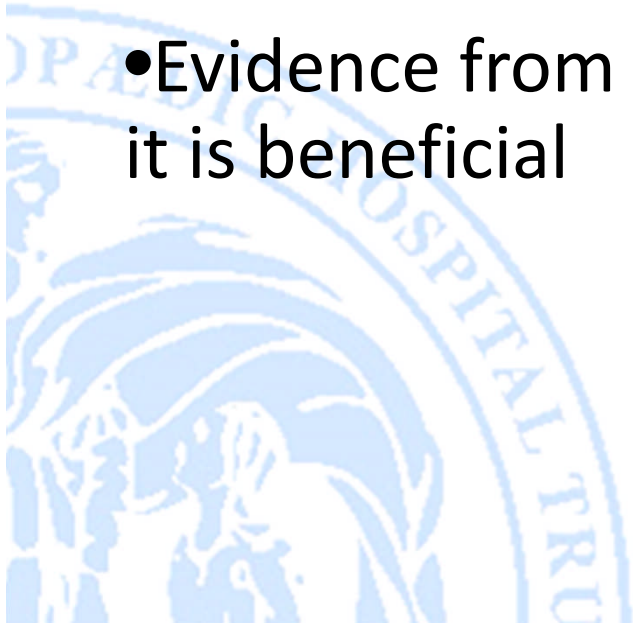
To support our staff to allow the supervision of students, allow teams to take more students and respond to the changes in the funding of pre – graduate course



# 1. Background

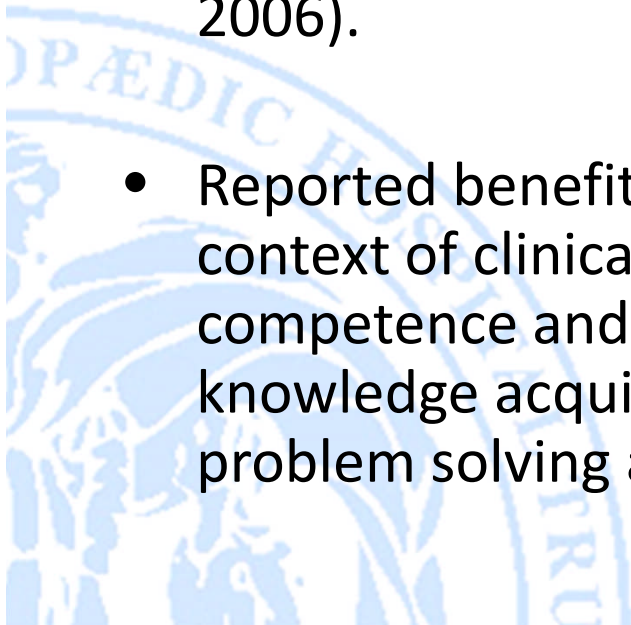
- There does not appear to be a mentor support programme for physiotherapy undergraduate students on placement in the UK.

- Evidence from universities and overseas show that it is beneficial



# 1. Background

- Enable physiotherapists to adapt to the changing health system, advance patient care and develop the profession (Ezzart et al, 2012)
- This can have a positive impact on the quality of physiotherapy service and our future as a profession (Naidoo, 2006).
- Reported benefits applicable to peer mentorship in the context of clinical PT education, including enhanced clinical competence and participation satisfaction, improved knowledge acquisition, higher level reasoning, creativity in problem solving and social support (Quesnel et al, 2012)



## 2. What's the question?

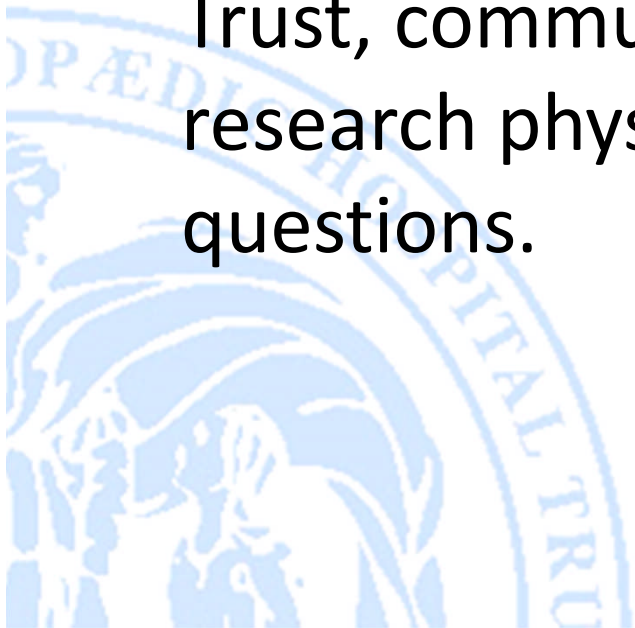
What is the effectiveness of the physiotherapy student mentorship programme at the Royal National Orthopaedic Hospital?





### 3. What did we do?

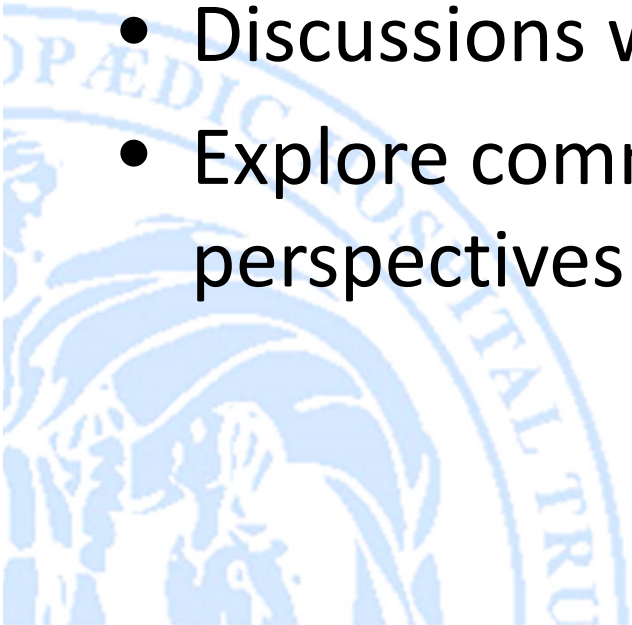
- Students attending the hospital for undergraduate placements were enrolled in the SMP.
- The SMP consisted of introduction to the Trust, communication skills, 'difficult patients', research physio discussion and interview questions.





### 3. What did we do?

- Students were invited to explore their experiences.
- Students were offered the choice of a face to face, phone or SKYPE discussion.
- Discussions were audio recorded
- Explore commonly occurring themes and perspectives on the SMP.



# 4. What did we find?

## What did students think?

‘It was a good opportunity for me to reflect and consider things that you might not have considered; it’s an eye opening programme which gives you the opportunity to discuss anything. ‘ (student three)

‘I think on some placement when you arrive you can feel nervous and a bit apprehensive about how its going to go and you may not feel your particularly gelling with the team or anything so having a meeting that is dedicated specifically to the student makes your feel more welcomed..’ (student one)

# 4. What did we find?

## What did students think?

'It was an informal discussion about what was going on, what you learnt, what you could take forwards, what you could do to continue your professional development, all of those things and the job thing was really good, we had another one at uni after, but it was amazing!' (student three)

'I thought that it was really open and it was a good space and that no-one was judging anyone else, and you could just talk freely and people could give you advice and sympathise with you ' (student one)

# 4. What did we find?

## Where could the SMP be improved?

'All the MDT students are going through that together, they are going through the same experiences so having more people there sharing and adding to the discussion would definitely be more helpful'  
(Student one)

'Maybe having the educator there would have shown them a bit more about what goes on'  
(Student Three)

'Definitely having it as close to date as the person arrives as possible is a good idea' (Student one )

# 4. What did we find?

## Where could the SMP be improved?

'I think that the first session was two weeks in, maybe having in the first week would have been nice I know that your still settling in but if your settling in and having any problems it might be nice.'  
(Student Three)

'You could do it so the third years take over a bit and say a bit more so the first years can ask us questions.'  
(Student one)

'I quite liked having it every other week, having it every week might take too much time out of actual being on the wards and doing the clinical side of things' (Student Two)

# 4. What did we find?

## Beneficial in other settings?

'This was the first time I have experienced it and I think it would have been really useful on other placements. I had one really tricky one and I feel like if I had had the support of a mentor, who wasn't my educator, it would have helped me through that and help me cope a bit better'  
(Student one)

'It would have been good to have some sort of student mentor programme in other placements, but that's a trust thing, which I know I can't influence but I thought, yeh, it would have been useful for me in other placements.'  
(Student three)

'I think it would be good if it was in other places, to be honest, because there is always lots of different students at one trust and it is nice to feel linked to them and other people going through the same thing and any advice from the other students.'  
(Student one)

# 4. What did we find?

## Beneficial in other settings?

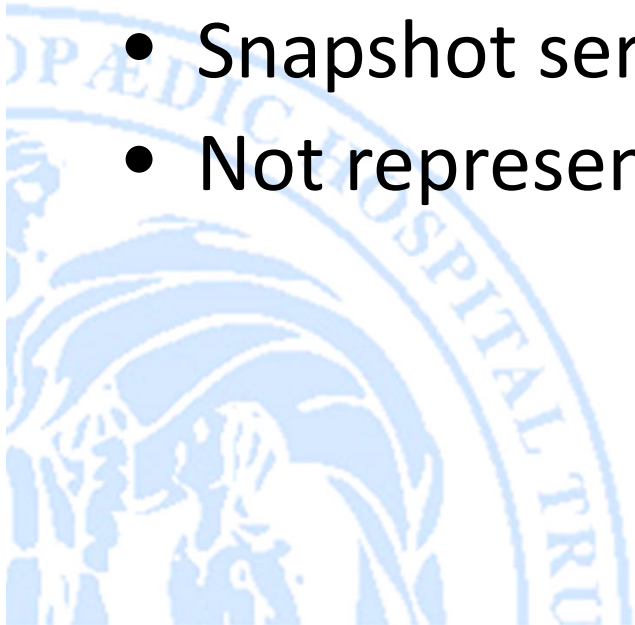
'I think it would be good if it was in other places, to be honest, because there is always lots of different students at one trust and it is nice to feel linked to them and other people going thought the same thing and any advice from the other students.' (Student one)

'Not on the Stanmore placement I did but on a previous placement I did, I didn't get on with my educator so well, so I found it harder to ask questions during that and I feel if I'd had something like the student mentorship on that placement, I might have been able to voice those questions that I had, that I felt I could not ask my educator there, because it felt like quite a safe environment' (Student two)



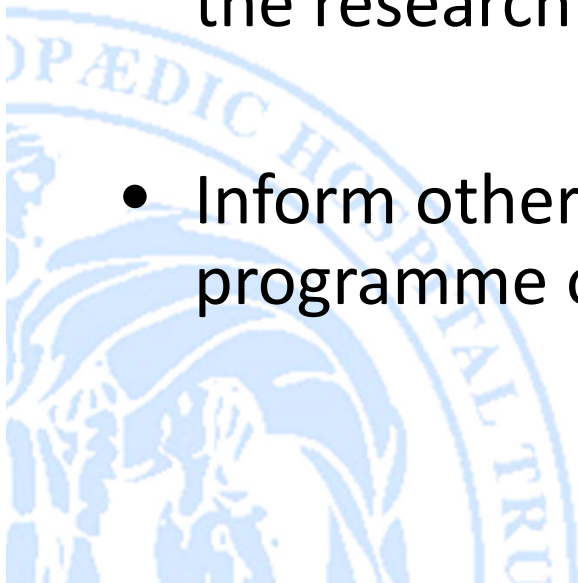
# 5. Limitations

- Small sample size
- Convenience sample of students
- Researcher completed the semi structured interviews – bias?
- Snapshot service evaluation
- Not representative ?



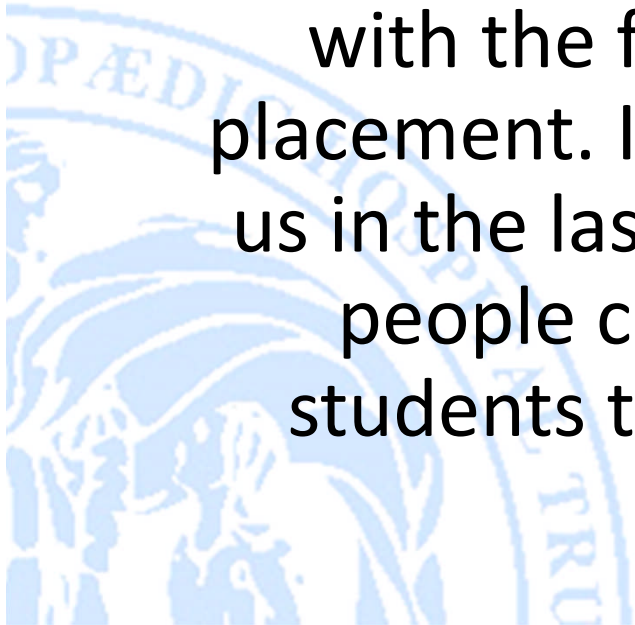
## 6. Impact

- Rolled out to students of other professions.
- Changed the structure of the sessions.
- The students are asked if they would like to talk to the research physio at RNOH
- Inform other Trusts with the aim to role the programme out to other relevant areas



## 6. Impact

‘Its definitely something I think that other Trust should do even if its not for as long. It was really helpful, and like I said a lot of other students that weren’t at Stanmore were like, its really amazing that they are helping you with the future rather than just that one placement. I copied those notes that you gave us in the last sessions, like 10 times and gave people copies so you are helping more students than you think!’ (Student Three)



# 7. Conclusion

- Students appear to find the programme beneficial
- Changes have been suggested and implemented as able
- Share experiences with other Trusts.



# 7. Conclusion

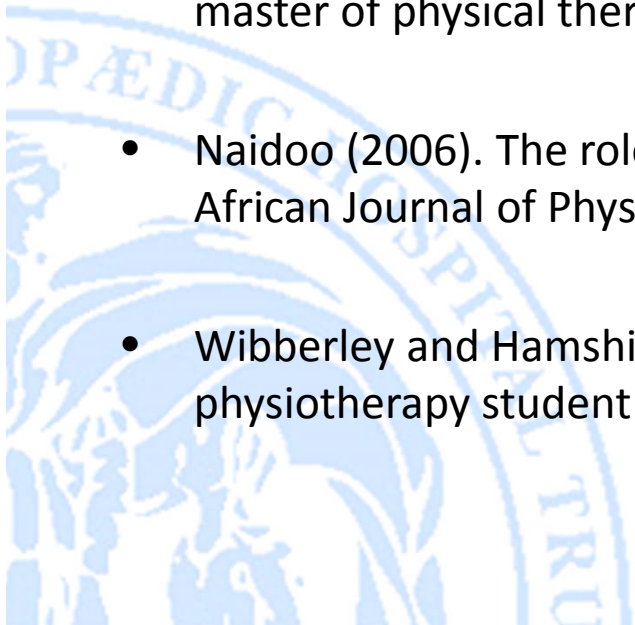
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• 'He didn't have to help us, tell us how he does things (Research Physio, Anthony), you didn't have to do the mentorship programme and offer us that support but everything at Stanmore just stands out a little bit in comparison to other places and every member of staff there was willing to go that little bit extra, that extra mile when they didn't have too. And often as students people will just help you with things that you need to learn and they will support you but if you ask them something that takes them half an hour or 45 mins to do they might not do that for you, whereas everyone at Stanmore, they were willing to inconvenience themselves to help the students to learn, which was refreshing and amazing for us as students to get a placement there.' (Student Three)

# References

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# Thank you for listening!

- Over to you...
- Any questions or ideas would be welcomed.



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