

Development of a framework for supervision in physiotherapy practice-based learning

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Practice-based learning (PrBL) issues

- 1000 clinical hours accrued through 8 clinical placements
 - Increasingly difficult to source
- CSP (2016) reported we needed 500 more student places each year
 - HEI's increasing student numbers on physiotherapy programmes
 - New programmes
- Impact on placement team and practice providers
 - Many HEI's competing for placements in same area



How can we
increase
placement
capacity...



...whilst
maintaining
quality practice-
based learning ?



Guidance from professional bodies

- CSP campaign and key messages (2017)
- HCPC Standards of conduct, performance and ethics (2016)
 - “You must continue to provide appropriate supervision and support to those you delegate work to”
- HEE Quality Framework 2019-2020
 - “Providers must ensure that learners have an appropriate level of supervision at all times by an experienced and competent educator... ”

A definition of supervision

- Dictionary definition
 - “the action, process, or occupation of supervising, *especially* : a critical watching and directing (as of activities or a course of action)” (Merriam-Webster, 2019)
- CQC definition
 - ...provides an opportunity for staff to: reflect on and review their practice; discuss individual cases in depth; and change or modify their practice and identify training and continuing development needs (Care Quality Commission, 2013)

Defining supervision in physiotherapy PrBL

- “...supervision on placements is focused on providing students with individual support in what they currently need in order to improve their therapeutic skills. It is about transferring and applying knowledge and facilitating reflective and evidence-based practice. Supervision implemented in this way also activates the supervisor’s reflective skills”
(Lahteenmaki, 2005, p.27)

Aim of my study

- To understand how practice educators perceive supervision of undergraduate physiotherapy students undertaking practice-based learning from University of Nottingham

My study

- Semi-structured interviews
 - 11 practice educators from a range of NHS/non-NHS organisations
- “Tell me/talk me through how you would supervise undergraduate physiotherapy students when they are on clinical placement with you”
- Interviews transcribed and analysed using a phenomenographic approach

Phenomenography

- “...phenomenography is a research method for mapping the qualitatively different ways in which people experience, conceptualise, perceive, and understand various aspects of, and phenomena in, the world around them.”
(Marton, 1986 cited by Stenfors-Hayes, Hult and Dahlgren, 2013, p.262)
- Used initially in education to explore approaches to learning
 - In healthcare to explore how patients understand their illness
- Thematic analysis resulting in ‘categories of description’ which form a single ‘outcome space’ (set of themes)

The Outcome Space

Supervision of undergraduate
physiotherapy students

Teaching & facilitating learning

Establishing &
maintaining an
environment for
learning

Facilitating
student personal
& professional
development

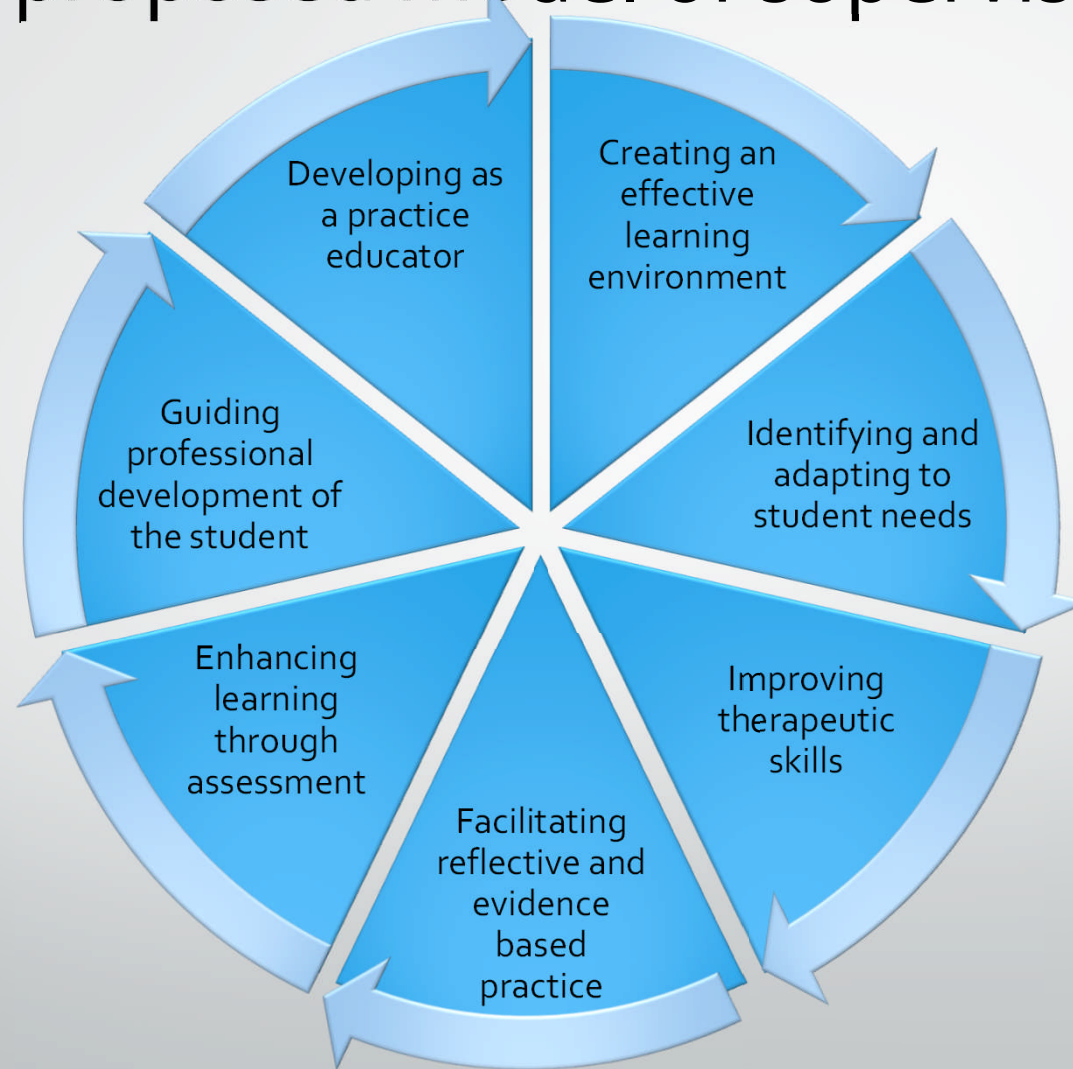
Enhancing
learning through
assessment

Developing as a
practice educator

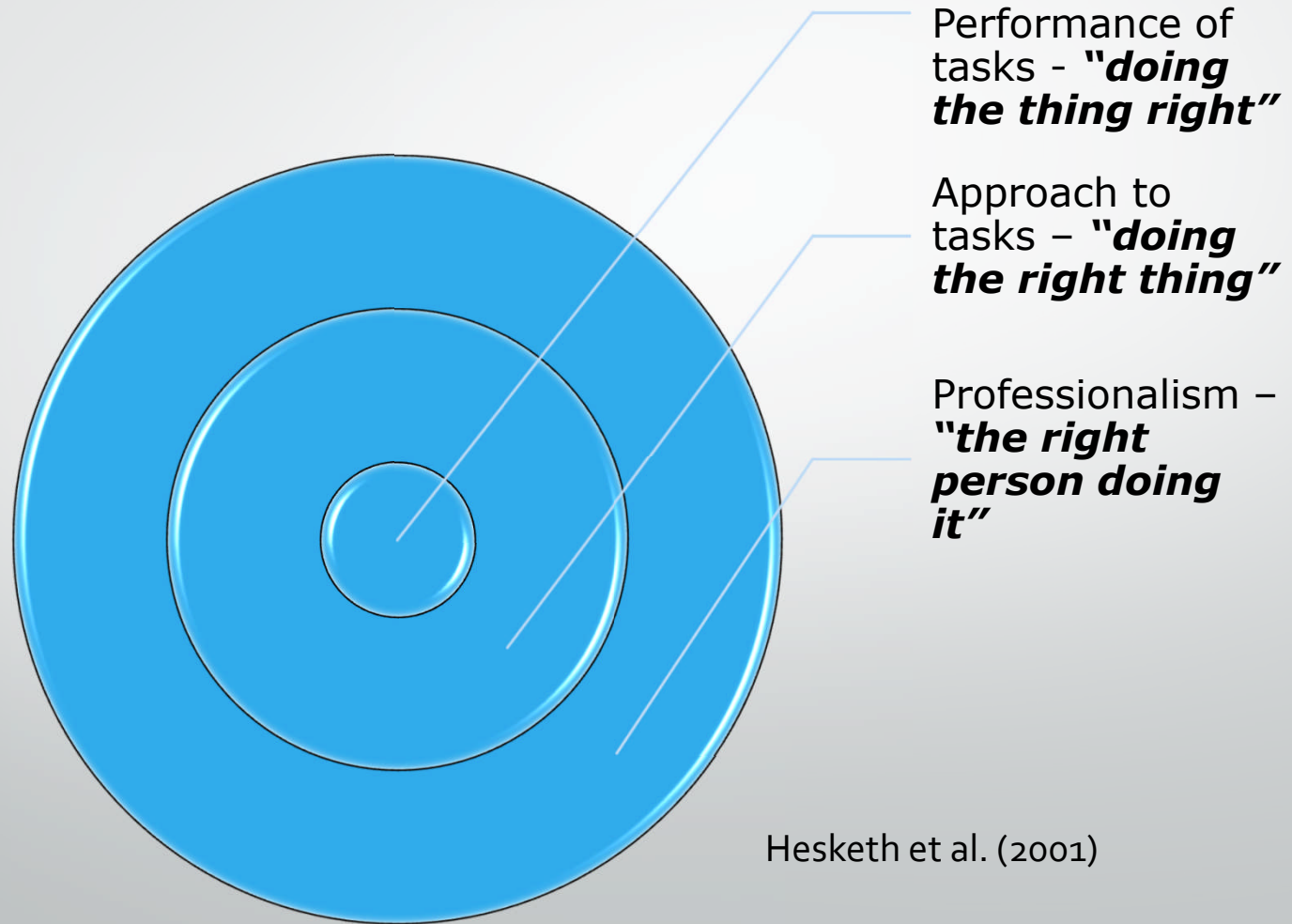
Supervision: definition revisited

- “...supervision on placements is focused on ***providing students with individual support in what they currently need*** in order to ***improve their therapeutic skills***. It is about ***transferring and applying knowledge and facilitating reflective and evidence-based practice***. Supervision implemented in this way also ***activates the supervisor’s reflective skills***”
(Lahteenmaki, 2005, p.27)

A proposed model of supervision



The three-circle model (based on Harden, 1999)



Hesketh et al. (2001)

A framework for supervision in physiotherapy PrBL

Framework Level	Expectations of Practice Educator
Level 1 – “doing the thing right”	Basic expectation of appropriate supervision – what everyone should be doing
Level 2 – “doing the right thing”	Building on experience of supervision – observing differences in students and responding to this in their approach
Level 3 – “the right person doing it”	Developing as a practice educator – recognising their role in education and their organisation and developing themselves as an educator

Identifying and adapting to student needs

Level 1 – “doing the right thing”	Level 2 – “doing the thing right”
<ol style="list-style-type: none">1. Pre-placement discussion<ol style="list-style-type: none">a. Identify the student/s prior experienceb. Identify the student/s perceived strengths and weaknesses2. Identify student/s preferred ways of learning<ol style="list-style-type: none">a. Determine prior placement experienceb. Identify any learning needsc. Identify any strategies for assisting learning	<ol style="list-style-type: none">1. Open communication2. Collaborative approach to planning and goal setting3. Inclusive environment4. Allow time and space for the student/s to learn and develop

Facilitating reflective and evidence-based practice

Level 1 – “doing the right thing”	Level 2 – “doing the thing right”
<ol style="list-style-type: none">1. Guided reflection<ol style="list-style-type: none">a. Skilled questioning and discussions to probe student/s to reflect on patient interventions and tasks2. Facilitate student/s to self-reflect<ol style="list-style-type: none">a. Identify areas of strength and areas to improveb. Adapt goals to student/s current needs	<ol style="list-style-type: none">1. Allow the student/s time to reflect and process new information2. Stepping back to allow space for the student/s to assimilate new knowledge and reach decisions on next steps

“the right person doing it”

Level 3

1. Aware of own strengths and weaknesses as a clinician
2. Aware of own strengths and weaknesses as a practice educator
3. Aware of how own personal experiences, values and beliefs can impact on supervision
4. Learn from other practice educators, novice and experienced
5. Reflect on feedback from students and colleagues on supervision
6. Adapt and modify approach to supervision as required to facilitate student/s learning effectively
7. Recognise and accept support from colleagues, trust and HEI when needed
8. Accept different approaches to working between practice educators
9. Identify training needs as a practice educator and seek to remain current with educational and clinical topics
10. Understand how clinical education fits with role of physiotherapist within organisation
11. Accept supervision and clinical education is part of the job and encourage this within organisation, involving all professions in education
12. Collaborate with HEI to ensure right skills and knowledge acquired for the changing needs of health service

How can we use this?

- Communicating expectations of supervision
- Practice Educator training
- Identifying individual learning needs
 - Individually and/or through annual appraisal process
- Quality assurance

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Thank you

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