

CSP2023: 177 The impact of a practice based learning experience in education on graduate skills for practice: a qualitative study [abstract only]

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The impact of a practice based learning experience in education on graduate skills for practice: a qualitative study.

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General abstract data

Preferred presentation location: England - 1st of November

Theme & Methodology: Workforce Transformation - qualitative

Please explain how your work fits with the conference theme you have chosen Practice based learning across all four pillars of practice is advocated by the CSP, yet practice based learning in education is rare. This study provides evidence to support the integration of practice based learning in education within the pre-registration curriculum to enhance graduate skills for practice.

Abstract text (maximum 500 words)

Purpose:

Physiotherapists must develop skills within all four pillars of practice to deliver high quality patient-centred care (CSP 2022). Pre-registration physiotherapy practice based learning (PBL) has traditionally been focused on the clinical pillar, with PBL across all four pillars of practice becoming more commonplace. Educating others is a key skill for physiotherapists and is integral to service delivery and quality improvement (HEE 2022). Despite this, PBL opportunities within the education pillar are rare and little evidence exists to support PBL within this pillar.

The aim of this study was to evaluate the perceptions and experiences of students following an eight week PBL experience in education and investigate the impact on their graduate skills in clinical practice.

Methods:

A qualitative study was designed to evaluate the perceptions and experiences of those involved in an eight week PBL experience in education. Ethical approval was gained from Sheffield Hallam University. Two focus groups were conducted with the same group of participants; one immediately following the PBL experience and another as graduate physiotherapists after employment for between 8-10 months. Two graduates were interviewed separately, using the same topic guide as the focus group, as they were unable to attend the second focus group. Results were analysed using thematic analysis (Braun and Clarke 2014).

Results:

A key theme from the initial focus group was the development of a wide range of professional skills for practice. Participants agreed they enhanced their skills in teaching, communication, leadership, presenting, organisation and using their own initiative and knowledge. Participants recognised the benefits of collaboration and the value of peer support. They felt disadvantaged compared to their peers who had completed a clinical PBL experience.

As graduates they identified the PBL had given them 'key skills to be a good clinician'. The PBL had enhanced their skills in communication, teaching, independent working, leadership, using research, and collaborative team working. They reflected on the value of understanding their own learning styles to directly influence their continuing professional development and their role as an educator in practice. They acknowledged the added value this PBL experience provided for job interviews.

Conclusion(s):

A PBL experience in education aids the development of a range of professional skills which are key skills for clinical practice. Graduate reflections highlighted the significant impact, transferability and added value of these skills to their clinical practice and employability. This PBL experience facilitated understanding of participants' own learning needs which they recognised as fundamental for their continuing professional development in contemporary healthcare practice.

Impact:

The delivery of PBL in education has significant value to the clinical practice and employability of graduate physiotherapists and should be included within the pre-registration physiotherapy curriculum. This study is the first to investigate the impact on graduate skills of PBL in education. It provides evidence to support the CSP PBL principles which highlight the need for PBL across all four pillars of practice. Integration of these principles throughout the pre-registration curriculum will ensure a flexible workforce capable of delivering high quality patient-centred care and able to drive the Physiotherapy profession forwards.

1st Keyword: Practice Based Learning

2nd Keyword: Education

3rd Keyword: Pre-registration curriculum

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Ethics details: Ethical approval was gained from Sheffield Hallam University on 21/11/20.

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Member

Member: Yes

Affirmation

I have read the submission guidelines and agree to the terms above Yes

Transfer of copyright of the symposium abstract/s presented at CSP Annual Conference 2023 Yes

Consent to publication: Yes

Other

Did you undertake this research while you, the presenter, were an undergraduate, pre-registration student at a CSP accredited physiotherapy programme, and graduated in 2022 or are due to graduate in 2023?: No

Do you consent for your abstract presentation (slides and/or poster) to be published on the CSP Annual Conference 2023 websites? Yes

Do you consent to your submitted abstract being published by Elsevier as part of a special post conference supplement in the CSP journal Physiotherapy?: Yes

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