

CSP2023: 330 The implementation of practice based learning in research for physiotherapy students: a student-led quality improvement project [abstract only]

BATTY, Helen, PATEL, E. and MEPPEM, G.

Available from Sheffield Hallam University Research Archive (SHURA) at:

<https://shura.shu.ac.uk/33862/>

This document is the Accepted Version [AM]

Citation:

BATTY, Helen, PATEL, E. and MEPPEM, G. (2024). CSP2023: 330 The implementation of practice based learning in research for physiotherapy students: a student-led quality improvement project [abstract only]. *Physiotherapy*, 123 (Supp 1), e182-e183. [Article]

Copyright and re-use policy

See <http://shura.shu.ac.uk/information.html>

The implementation of practice based learning in research for physiotherapy students: a student-led quality improvement project.

Batty H.¹, Patel E.², Meppem G.²

¹Sheffield Hallam University, AHP, Sheffield, United Kingdom, ²Sheffield Hallam University, Physiotherapy, Sheffield, United Kingdom

General abstract data

Preferred presentation location: England - 1st of November

Theme & Methodology: Workforce Transformation - service evaluation & improvement

Please explain how your work fits with the conference theme you have chosen Research is a key skill for physiotherapists. Practice based learning in research will bridge the gap between theory and practice to create a physiotherapy workforce with research understanding and capabilities ensuring best practice for service users, a culture of research and innovation and the emergence of early career researchers.

Abstract text (maximum 500 words)

Purpose:

The AHP Research and Innovation Strategy (Health Education England, 2022) highlighted a gap in AHP graduates' understanding and knowledge base in research. Using research evidence to inform practice is a key skill for physiotherapists. Practice based learning (PBL) across all four pillars of practice is advocated by the CSP (CSP, 2022). PBL in research can bridge the gap between theory and practice ensuring graduates have the research skills and capabilities needed to deliver best practice. However, few physiotherapy students have a PBL experience in research and no consensus exists as to the best model for these placements.

The aim of this student-led project was to investigate best practice for PBL in research to enable implementation into the pre-registration curriculum at Sheffield Hallam University.

Methods:

A quality improvement project was conducted. A gap analysis was undertaken, and literature was scoped. Qualitative data was collected through semi-structured interviews and focus groups with physiotherapy course leaders, research educators, researchers, lab technicians, a public involvement research group, students involved in research placements and staff from the Advanced Wellbeing Research Centre at Sheffield Hallam University. The interviews and focus groups were analysed, with emerging themes discussed and agreed upon.

Results:

A key theme identified from the literature, interviews and focus groups was the benefit of PBL in research to students, educators, researchers, patients and the future workforce. It was agreed that physiotherapy students could be involved in any part of the research process, and were able to contribute valuable time, ideas, and different perspectives to research projects. The best experience for students was provided by models of supervision involving students working together; a minimum of 2 or 4 students working with a research educator or research team. A 1:1 model was not recommended. Students felt that peer support was essential for their development. A long arm supervisor could be used if students were involved with projects led by researchers who were not HCPC registered. Roles & responsibility of the research educator were established. Recommendations were developed for a model of PBL in research and resources developed for students, educators and researchers. Findings and recommendations were presented to relevant stakeholders and via a national webinar.

Conclusion(s):

This project identified the benefits of PBL in research to students, educators, researchers, patients and the future workforce, and should be included in the pre-registration physiotherapy curriculum.

Students can be involved in any part of the research process and are an asset to researchers and research teams.

Impact:

The inclusion of PBL in research within the physiotherapy pre-registration curriculum is essential to develop a research ready workforce in line with the AHP Research and Innovation Strategy (HEE, 2022) and CSP principles of practice-based learning (CSP, 2022).

Creating a physiotherapy workforce with research understanding and capabilities will ensure delivery of best practice for service users, a culture of research and innovation and the emergence of early career researchers.

PBL in research has been implemented as part of the normal placement pathway for physiotherapy students at Sheffield Hallam University.

1st Keyword: Practice Based Learning

2nd Keyword: Research

3rd Keyword: Pre-registration curriculum

Funding acknowledgements: None

Work funded: No

Ethical Approvals

Ethics approval: No

Ethics details: This was a student-led quality improvement project and did not require ethical approval.

Publication

Publication: No

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

Do you consent for your presentation to be recorded and made available on the CSP Annual Conference 2023 websites? Yes
