

Refining professional development programs for clinician-educators using clinician-educators' conceptions of teaching and learning

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Background:

Physiotherapy clinician-educators are vital for physiotherapy student learning during clinical placements. Clinician-educator beliefs and conceptions of teaching and learning affect their teaching and receptiveness to professional development.



Aims:

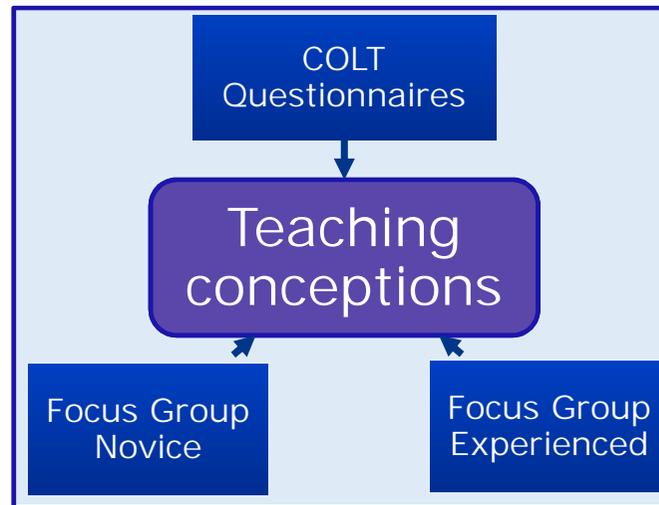
1. To explore Physiotherapy clinician-educators' teaching and learning beliefs to inform the professional development programs at St Vincent's Hospital, Melbourne.
2. To examine the impact of clinician-educator experience on these conceptions.
3. To identify some of the barriers and enablers to the development of clinician-educator expertise.

Method:

Teaching and learning beliefs were explored using:

1. The Conceptions of Learning and Teaching (COLT) questionnaire
2. Two focus groups discussed teaching beliefs
 - a) Novice educators: less than 5 years,
 - b) Experienced educators: 5 or more years.

Descriptive and thematic analysis was performed by two independent researchers.



Results:

40/55 educators completed the survey and 18 participated in two focus groups.

Most clinician-educators believed student learning was enhanced by:

- Clinical placement experiences
- Teaching using a student-centred approach
- Following logical processes

Clinician-educators held differing views on:

- Common teaching practices
- Their identity as clinician-educators

Preferences for professional development:

- Novice clinician-educators valued mentoring and workshops
- Experienced clinician-educators valued peer reflection and experiential learning

Conclusion:

Effective professional development programs for clinician-educators should be informed by their teaching beliefs, specific learning needs and preferences and contextual influences such as past experience and workload demands.

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