

# Implementing a clinical education evaluation model for physiotherapy students and supervisors

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**AIM**

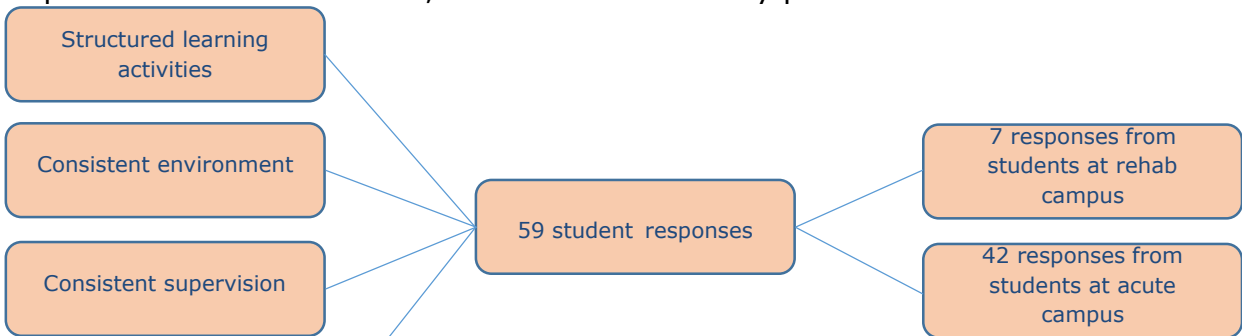
To implement an evaluation tool for clinical education within a tertiary hospital physiotherapy department; embed a culture of reflection; foster high quality education experiences for students and staff.

**METHOD**

Process evaluation approach. Paper surveys were provided to students at the completion of each placement and educators completed an electronic survey. Students reported on the learning environment and the supervision received. Staff disclosed satisfaction with supervision and factors that influenced performance. Responses were collected and analysis conducted to identify themes.

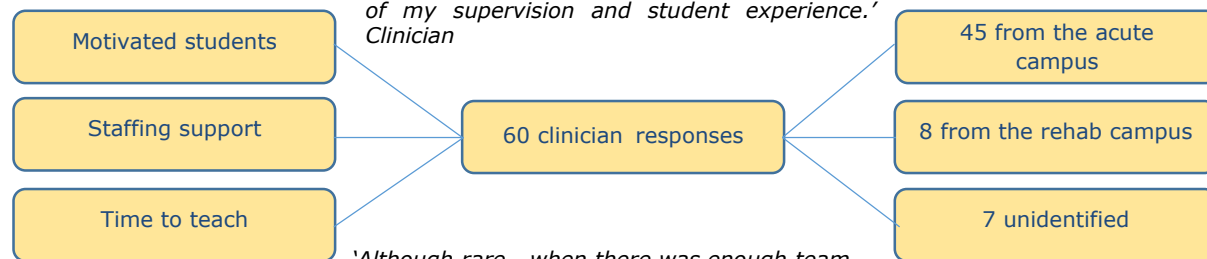
**RESULTS**

59 student surveys were collected over a period of four months. The completion rate for students at the acute campus was 91%; at the rehabilitation campus 37%. Students enjoyed structured learning activities but wanted consistency in supervisor and environment, and orientation to key processes.



*'The lack of consistency in supervision made it difficult to gage expectations of each supervisor as well as their confidence in our abilities.'* Student

*'If I had the time to devote to students without so many competing requirements I would have perceived greater satisfaction with the quality of my supervision and student experience.'* Clinician



*'Although rare - when there was enough team support to help with caseload so that student time could be used for actual teaching.'* Clinician

60 responses were received from staff, where 45 were from the acute campus, 8 rehabilitation and 7 unidentified. Staff reported satisfaction when supervising motivated students and facilitating their development however staffing shortages and time pressures had major impact. Discrepancies between the campuses in survey response rates were related to staff turnover and the project lead based at the acute campus. More staff were involved in clinical education at the acute campus suggesting greater engagement and established culture for evaluation. Time pressures on staff differed between campuses and require specific solutions.

**SIGNIFICANCE OF THE FINDINGS TO ALLIED HEALTH**

- This study outlines a process in implementing an evaluation tool and highlights differences between two campuses at one organisation.
- Cultural differences require local staff to drive implementation and embed changes in practice.
- Ongoing evaluation will inform how clinical education impacts on students and staff, and allows solutions to be identified for better experiences.