

Perception Of Clinical Practice Among Physiotherapy Students

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Abstract: Background: Physiotherapy is a branch of medical sciences based on its knowledge, educational methods and practical application which is an important beneficial task for society. In India, there are numerous universities which impart the knowledge of Physiotherapy. Focus of Physiotherapists is to use their knowledge and clinical skills to eliminate functional limitations and disability, thus allowing the individuals to achieve the most optimal quality of life possible. Clinical teaching is believed to be different from the traditional classroom teaching as it requires one-to-one evaluation and small group management skills. Perception of Physiotherapy students during clinical practice and case presentation will reflect their interest in improving their knowledge and skills. Hence in this study Perception of physiotherapy students is assessed during clinical practice considering the hours of clinical exposure, time available for doing case presentations, application of practical skills while treating the patient and many more.

Need of study: Clinical posting is an integral part in the curriculum of Bachelors and Masters of physiotherapy. Students have to take cases for improving their knowledge and hands on skills. It is necessary to obtain feedback from the students regarding the clinical teaching and practice and to understand the perception of clinical practice among physiotherapy students. This will help in modifying and improving the quality of teaching and learning sustainably improving the learning outcomes.

Objectives: To Find the perception of clinical practice among physiotherapy students and to find the percentage of clinical skill development in clinical practice among physiotherapy students. 3rd, 4th year, interns and Post graduate students were involved in the study. Total 100 students participated.

Result & Conclusion: This study included 25%- 3rd year students, 29.9%- 4th year students, 25%- interns, 21% post graduate students who responded to the questionnaire. Overall the results concluded that clinical skills and practice is a fundamental part of education for health professionals, extending from undergraduate to postgraduates and continuing the professional education. Students understand that clinical practice is major component of the curriculum and it is best practiced with the case presentation as per the response given by the students.

Keywords: Perception, Clinical Practice, Clinical Teaching

I. INTRODUCTION

Physiotherapy is a branch of medical sciences based on its knowledge, educational methods and practical application which is an important beneficial task for society.⁽¹⁾ In India, there are numerous universities which impart the knowledge of Physiotherapy. The profession is governed by Maharashtra University of Health Sciences and other deemed universities. Physiotherapy is a four and a half years course, with six months of internship. Student is expected that on completion of the course they should be able to diagnose different diseases or disorders, know proper evaluation techniques, give appropriate reasoning for the management, decide goal setting and treatment plan for the patient.⁽²⁾

Focus of Physiotherapists is to use their knowledge and clinical skills to eliminate functional limitations and disability, thus allowing the individuals to achieve the most optimal quality of life possible.⁽²⁾ A proper education, hard work, optimal exposure to cases during the learning years and proper guidance are a few stepping stones to the success of the therapist as well as to the profession.⁽²⁾ Physiotherapy education equips students with the competencies, skills, and confidence necessary for clinical practice that helps in learning outcomes.⁽³⁾ Physical therapy is growing rapidly as it provides accurate assessment, appropriate diagnosis, planning for interventions and its execution.⁽¹⁾

Physiotherapy involves interaction between physiotherapists, clients, other health professionals, families, caregivers and communities where assessment and goals are discussed and agreed upon the knowledge and skills of the therapist.⁽⁴⁾ Physical therapists work and practice in many settings, such as governmental and non-governmental health settings, home settings, private-owned physical therapy clinics, outpatient clinics, health and wellness clinics,

rehabilitation hospitals, extended care facilities, education, and research centers, fitness centers, and sports training facilities. ⁽¹⁾

Theory and skills taught in the Physiotherapy colleges is patient problem oriented but students will understand the clinical context if they first get an clinical exposure of the diseased conditions.⁽⁵⁾ The transition from the classroom to clinical practice is stressful for many students. Clinical teaching is believed to be different from the traditional classroom teaching as it requires one-to-one evaluation and small group management skills.⁽⁵⁾ Clinical education of students is very much important to our future healthcare and is an beneficial aspect of health professions because it plays a fundamental role in shaping the students approach towards future professional practice.⁽⁶⁾

Clinical education can only be effective in a conducive learning environment with clinicians having good teaching attributes to ensure enhanced learning experiences and outcomes.⁽⁶⁾ Clinical Teaching consists of both affective and psychomotor learning objectives as it is best practiced in a setting in which administrators, directors and most importantly, teachers are willing to provide it. ⁽⁵⁾ Clinical skills are usually divided into psychomotor, cognitive and communication. Clinical teaching is enhanced by interactions, teachers can yield information on matters learned in a classroom lecture, a text, or a previous clinical teaching experience that provides the clinical teacher with an understanding of the gaps in the essential knowledge of the student.⁽⁵⁾ Nowadays Physiotherapy colleges have increased and most of the Physiotherapy institutes are attached with various hospitals for clinical teaching and training.⁽⁵⁾ The clinical setting is an opportunity for students to be exposed to common health conditions that they will be expected to manage as rehabilitation professionals. Some programmes require students to have both inpatient and outpatient experiences.

Perception of Physiotherapy students during clinical practice and case presentation will reflect their interest in improving their knowledge and skills. The third and fourth year physiotherapy students have to take much more direct responsibility for the evaluation and treatment of their patients, as well as for their own learning during clinical placements.⁽⁷⁾

Feedback from students regarding their clinical learning environment and clinical teaching attributes should be evaluated regularly to monitor students learning experiences, which can affect learning outcomes, the readiness for professional practice, and the level of satisfaction with the profession. Hence in this study Perception of physiotherapy students is assessed during clinical practice considering the hours of clinical exposure, time available for doing case presentations, application of practical skills while treating the patient and many more.

NEED OF STUDY

The first two years of physiotherapy education are focused on basic scientific and medical knowledge along with theoretical knowledge. Later in third, final year, internship and masters bedside demonstration is introduced in the curriculum.⁽⁶⁾ Clinical posting is an integral part in the curriculum of Bachelors and Masters of physiotherapy. Students have to take cases for improving their knowledge and hands on skills. According to the American Physical Therapy Association, clinical education is "a formal supervised experiential learning, focused on development and application of patient/client-centered skills and professional behaviors. It is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning entry level practice." Physiotherapist can make desirable changes in the rehabilitation of the patient. A positive perception of a student can help built patient's confidence and thus making the rehabilitation faster and easier. There are many aspects included in clinical learning that includes interest in clinical practice and case presentation, and different specialty cases observed, time required for evaluation and treatment of the patient during clinical hours, implementation of theoretical knowledge in clinical skills and many more. All these factors are responsible for improving knowledge and skills of the students in clinical practice and hence it is the necessary to obtain the feedback from the students regarding the clinical teaching and practice and to understand the perception of clinical practice among physiotherapy students. This will help in modifying and improving the quality of teaching and learning sustainably improving the learning outcomes.

RESEARCH QUESTION

Is there a perception of clinical practice among physiotherapy students?

AIM

To study the perception of clinical practice among physiotherapy students.

OBJECTIVES

1. To Find the perception of clinical practice among physiotherapy students
2. To find the percentage of clinical skill development in clinical practice among physiotherapy students.

METHODS AND DATA COLLECTION:

1. Study design :Observational study
2. Study population : 3rd, 4th year, interns and Post graduate students.
3. Study area : Physiotherapy colleges
4. Sampling method : Convenient sampling.
5. Sample size : 100
6. Duration of the study: 1 month
7. Materials required: Google form questionnaire

METHOD OF SELECTION OF STUDY SUBJECTS:**A. INCLUSION CRITERIA:**

- All 3rd, 4th year, interns and post graduate students
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Procedure

- Consent from ethical committee was taken.
- Consent from the participants was taken and they were recruited as per the inclusion criteria.
- Detailed information about study was provided to all participants.
- Google form questionnaire was circulated among the participants.
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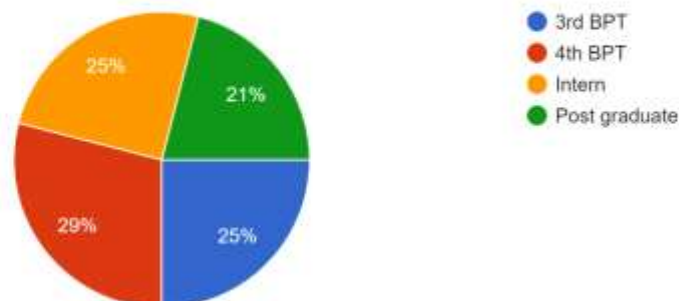
Result

- **Google form questionnaire**

1. You are studying in which year

- There were 25%- 3rd year students, 29.9%- 4th year students, 25%- interns, 21% post graduate students who responded to the questionnaire

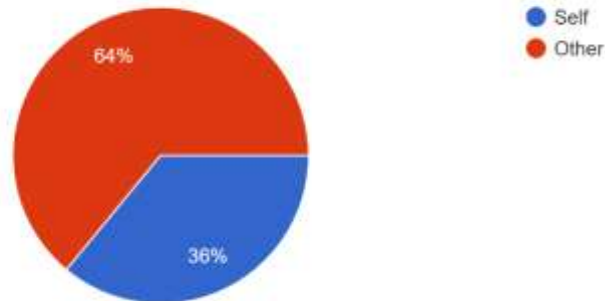
You are studying in which year
100 responses



2. Your college is attached to _____ hospital?

- Among the responded participants 64% of institutes are attached to other hospitals while 36% have self-attached hospital of the institute.

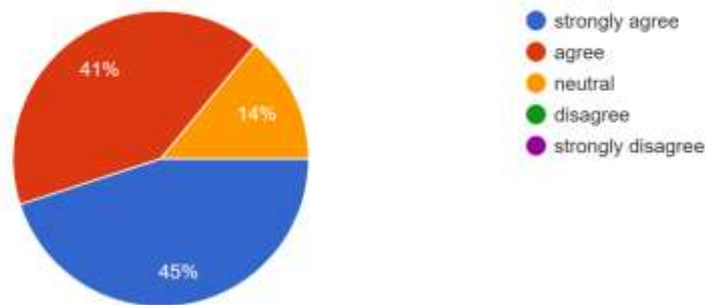
Your college is attached to _____ hospital
100 responses



3. You are interested in clinical practice and case presentation

- 45% students strongly agree, 41 % students agree while 14% students have neutral response for clinical practice and case presentation

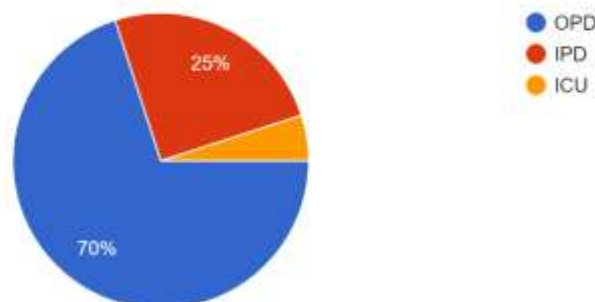
You are interested in clinical practice and case presentation
100 responses



4. Which posting is most helpful for clinical learning?

- 70% students- OPD, 25% students- IPD, 5% students- ICU

Which posting is most helpful for clinical learning?
100 responses



5. Which specialty cases you often see?

- 55% Musculoskeletal cases, 20% Neurological Cases, 7% Cardiovascular Cases, 13% Community Cases, 46% Responded for all type of specialty cases.

Which specialty cases you often see?

100 responses

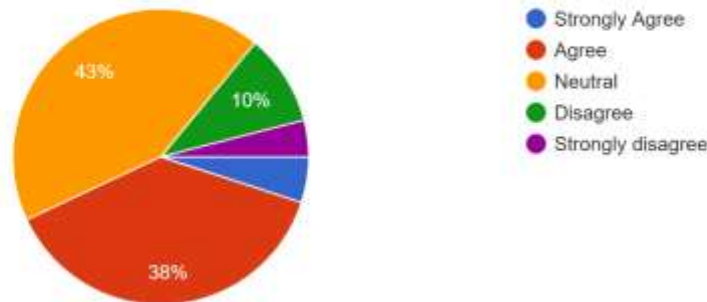


6. You have enough time for patient evaluation and treatment during clinical hours

- 5% Strongly agree, 38% Agree, 43% Neutral, 10% disagree, 4% Strongly disagree

You have enough time for patient evaluation and treatment during clinical hours

100 responses

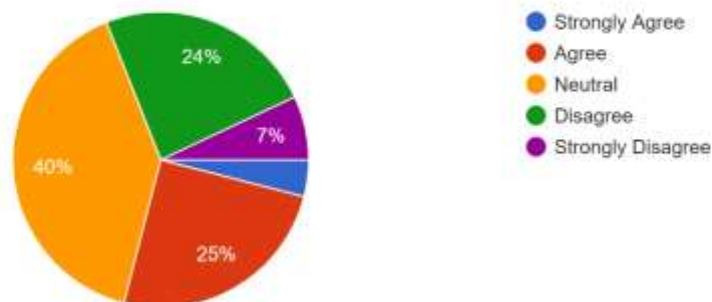


7. You are able to present enough cases to teachers during clinical hours

- 4% Strongly agree, 25% Agree, 40% Neutral, 24% disagree, 7% Strongly disagree

You are able to present enough cases to teachers during clinical hours

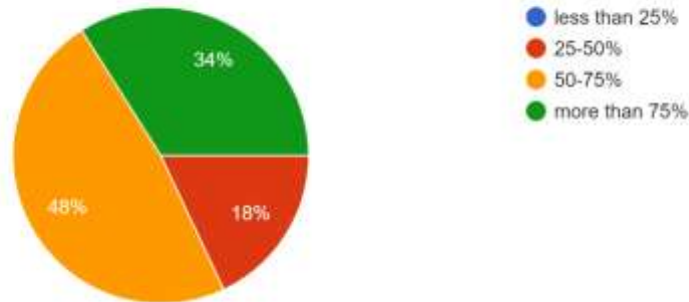
100 responses



8. How much clinical skills do you develop during clinical postings

- 18% (25-50%), 48% 50-75 %), 34% (more than 75%)

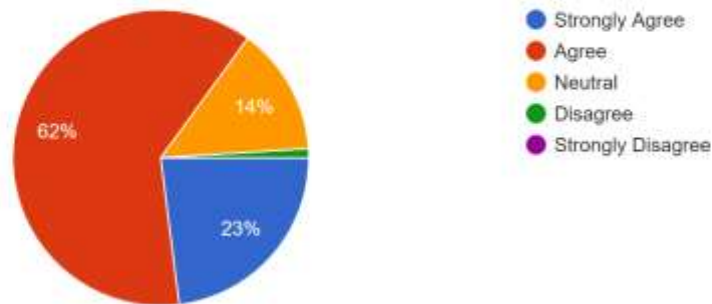
How much clinical skills do you develop during clinical postings
100 responses



9. You are able to implement theoretical knowledge in your clinical skills

- 23% Strongly agree, 62% Agree, 14% Neutral, 1% disagree

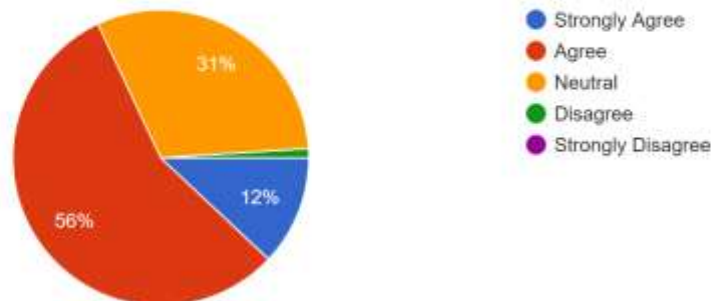
You are able to implement theoretical knowledge in your clinical skills
100 responses



10. You use standardized evaluation tools during daily clinical postings

- 12% Strongly agree, 56% Agree, 31% Neutral, 1% disagree

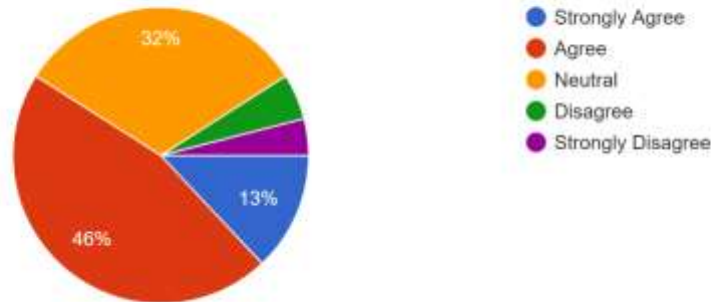
You use standardized evaluation tools during daily clinical postings
100 responses



11. Your teachers are available frequently for case presentations

- 13% Strongly agree, 46% Agree, 32% Neutral, 5% disagree, 4% disagree

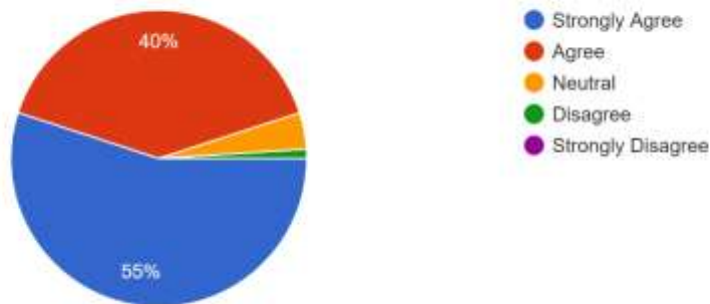
Your teachers are available frequently for case presentations
100 responses



12. Case presentations are important for improving clinical skills

- 55%- strongly agree, 40% agree, 4% neutral, 1% disagree

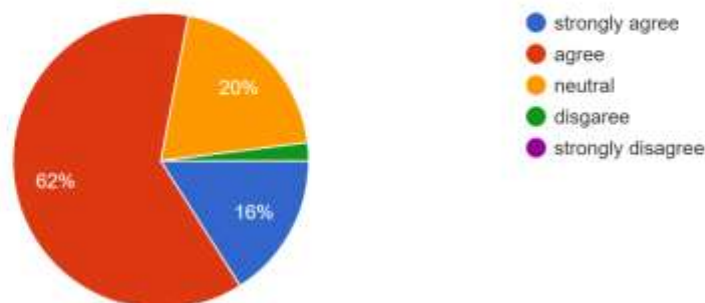
Case presentations are important for improving clinical skills
100 responses



13. you use appropriate outcome measure during evaluation

- 13% Strongly agree, 46% Agree, 32% Neutral, 5% disagree, 4% strongly disagree

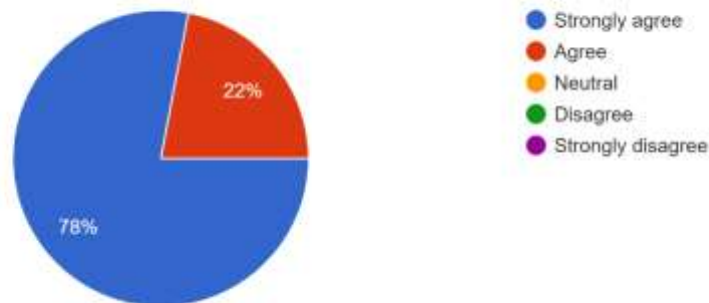
you use appropriate outcome measure during evaluation
100 responses



14. Communication skills are important while clinical posting and case presentation.

- 78.4% - strongly agree, 21.6% agree

Communication skills are important while clinical posting and case presentation.
100 responses



Discussion

A skill is defined as the ability to perform a task through application of knowledge and experience, while clinical skill is usually divided into psychomotor, cognitive and communication. The aim of the study was to get an insight into the students perception towards their clinical practice and case presentations. This study included 25% - 3rd year students, 29.9% - 4th year students, 25% - interns, 21% post graduate students who responded to the questionnaire. Among the responded participants 64% of institutes are attached to other hospitals while 36% have self-attached hospital of the institute. 45% students among the respondents are interested in clinical practice and case presentation while 14% have neutral response, this shows that students are interested in clinical practice and case presentations.

As it is observed that various varieties of patients come to outpatients departments on daily basis so 70% students experiences that OPD posting is more helpful, 25% students experiences that IPD posting is more helpful, 5% students experiences that ICU posting is more helpful. As musculoskeletal cases are more than other specialities in number and so 55% students treat more of Musculoskeletal cases, 20% students treat Neurological Cases, 7% students treat Cardiovascular Cases, 13% students treat Community Cases, 46% Responded for all type of speciality cases. As the prevalence of different faculties varies there is variation of cases observed by the students and hence the difference in the percentage response.

5% Strongly agree, 43% responds Neutral, 4% Strongly disagree that they get enough time for evaluating and treating patient during their clinical practice. This might be because of lesser time for clinical posting and more number of patients coming to the OPD, wherein it is also expected from the students to evaluate the case according to the assessment proforma which is difficult to achieve in short duration for more patients.

Omkar Samant, stated in his studied that Primary role of clinical skills training is that it fills the gap between theoretical knowledge and clinical practice.⁽⁸⁾ For clinical practice students are expected to present cases for their better understanding and learning of the conditions. During clinical hours due to more number of patients and less time for clinical hours students don't get enough time for complete proforma based assessment and treatment. Students are divided into large groups during demonstration sessions, but only a few of them have a chance to supervised practice of skills. This can be solved by subdividing the group and repeating the session. Hence 4% Strongly agree, 40% responds Neutral, 7% Strongly disagree that they get enough time for case presentation during clinical hours.

With the clinical hours posting, observation, hands on practice and communicating with different patients and case presentations everyday 18% students responds that their clinical skill is developed around 25-50%, while 48% develops their clinical skill by 50-75 %, and 34% develops for more than 75%. This shows that according to students perception level they develop their clinical skills with clinical postings also.

23% Strongly agree while 62% Agree that they are able to implement their theoretical knowledge during clinical hours to improve their clinical skills. Students learn to correlate their theoretical knowledge with the clinical practice and observing, assessing and treating various patients with various conditions.

Diane U jette concluded with his study that during clinical practice a therapist should use various standardized assessment scales and tools for standardized results or outcomes.⁽⁹⁾ 12% Strongly agree while 56% Agree that they use standardized evaluation tools during daily clinical postings. This helps students to explore more authentic and standardized tools for assessment and bring them in regular use for assessment and diagnostic pupose of patients.

Dawn Best stated that, in clinical practice it is necessary to observe and supervise students as they are in their learning phase.⁽¹⁰⁾ Case presentations are a part of curriculum and needs to be assessed by teachers 13% Strongly agree, 46

Agree 4% disagree that their teachers are available frequently for case presentations. The increased demand of teaching staff resulting from administrative and research duties, competing pressure, work load as well as increase in number of students it becomes difficult to supervise and give immediate feedback to students.

Fabian Bizama in his study concluded that, Clinical teaching which is done by case presentations is the essence of all physiotherapy education because it helps teachers facilitate students to acquire knowledge and skills in the real practical setting to become competent and skilled. It helps in developing skills and the ability to make decisions and solve problems, 55% students strongly agree while 40% agree that Case presentations are important for improving clinical skills.

13% students Strongly agree while 46% students Agree that use of appropriate outcome measure during evaluation. An outcome measure is a tool used to assess a patient's current status and it provide a score, an interpretation of results and at times a risk categorization of the patient. This helps the students to appropriately diagnose the patients condition.

Communication skills help build rapport and trust, ease tensions and increase patient and professional satisfaction, 78.4% students strongly agree while 21.6% students agree that communication skills are important while clinical posting and case presentation.

CONCLUSION

Clinical skills and practice is a fundamental part of education for health professionals, extending from undergraduate to postgraduates and continuing the professional education. Students understand that clinical practice is major component of the curriculum and it is best practiced with the case presentation as per the response given by the students.

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