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A hybrid-learning experience harnessing the four pillars of practice for physiotherapy students on an inpatient neurological-rehabilitation unit

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Theme: Workforce Transformation

Purpose

Numbers of physiotherapy learners are rapidly increasing and we need to ensure we are considering innovative ways to meet the capacity demands.

The pandemic was a catalyst for creative solutions and introduced placements considering other pillars of practice: leadership, research, and training and education.

To date, these were typically reported as pure, stand-alone experiences.

Within our neuro-rehab setting, our placements have always been centred around clinical skills. We aimed to combine clinical skills with other pillars of practice in a hybrid model to reflect strategic needs of the workforce.

Figure 1: Diagram showing the four pillars of practice within the physiotherapy profession

Aim:

To implement a hybrid-learning model for physiotherapy students to develop skills across all pillars of practice by inclusion of a peer-led project to clinical placements.

Methods

NHS Model for Improvement used to guide this iterative quality improvement project.

New structure: 75% clinical skills, 25% peer-led service development project

2 students per allocation. Peer learning project facilitated by 1 therapist.

Resource pack for students and educators to support staff/student development in skills across all pillars of practice

Projects based off current service objectives. Each cohort then gave suggestions for continuation of their work.

Each cohort fed back their findings to the team. One submitted a poster for CSP student conference (Figure 4)

They completed a pre/post questionnaire to feedback on their experience of this new approach to their learning experience.

Figure 2: QR code for INRU Student Project Feedback survey used for data collection

Results

Participants:

- 6 students (2 per project)
- 4-6 week placements over 12 months

Questionnaire results :

Pre – project	16.7% very satisfied
Post – project	100% very satisfied

Table 1: Pre and post measures for level of satisfaction of completing hybrid learning experiences

Common skills highlighted:

Figure 3: Common themes of skills gained from completing the project element of a hybrid learning experience.

100% of participants said they would prefer hybrid learning experiences as opposed to pure clinical learning experiences.

Impact

The introduction of a hybrid-learning experience, which broadly captures skills across 4 pillars of practice, was well received.

Increasing data set, trialling in other clinical settings and capturing the needs of wider stakeholders will better support conclusions and recommendations for future practice.

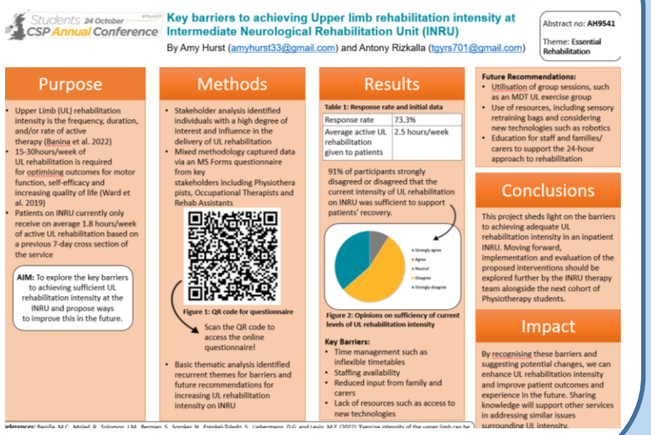
UL Intensity Project

Cohort 1 — Part 1: Literature review to define 'intensity'

Cohort 2 — Part 2: Service evaluation to measure current UL rehab intensity

Cohort 3 — Part 3: Staff survey to capture the barriers to achieving UL rehab intensity

Figure 4: CSP Student Poster Submission for Cohort 3 of the hybrid learning experience



References

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