



Investigation of how students could  
promote Evidence Based Health Care  
during their clinical placements

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# Clinical Education in the UK

## - - - Physiotherapy

- Undergraduate students are required to complete 1000 hrs of clinical practice
- Supervision is undertaken by physiotherapy staff who undertake the role on top of their clinical workload -

### *Clinical Educators*

- The clinical workplace provides opportunities for students to put theory into practice - experiential learning
- Students should have opportunities to share their personal knowledge with clinicians.

*Ladyshewsky 2002*

*Bennett 2003*

# Benefits of students within the workplace

## Method

- In-depth interviews with 13 physiotherapy managers
- Results coded and analysed and matched against results from questionnaire returned by 67 clinical educators

## Methodology

This is part of an ongoing explanatory building study of clinical education.

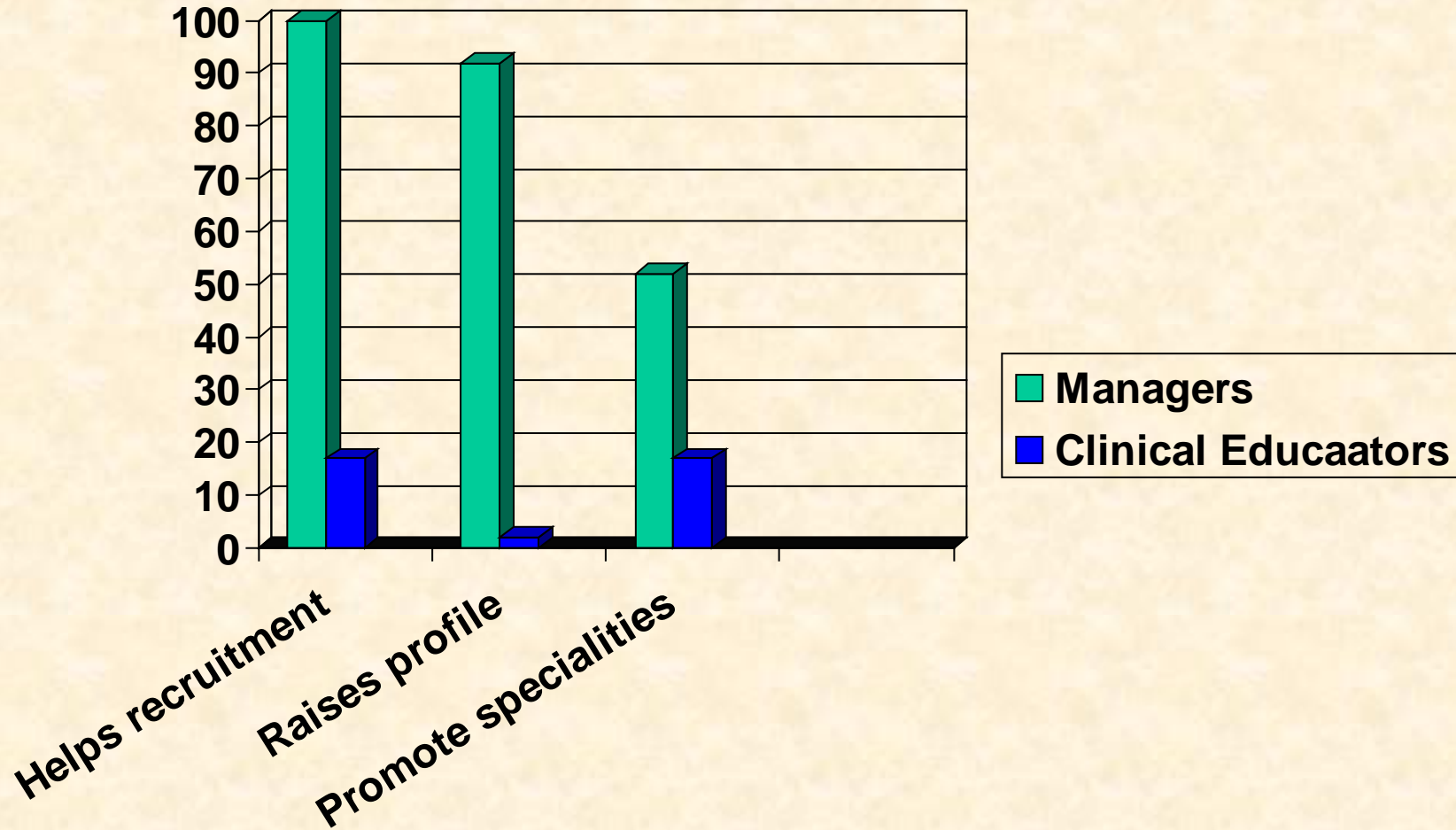
*Yin 1994*

*Strauss & Corbin 1998*

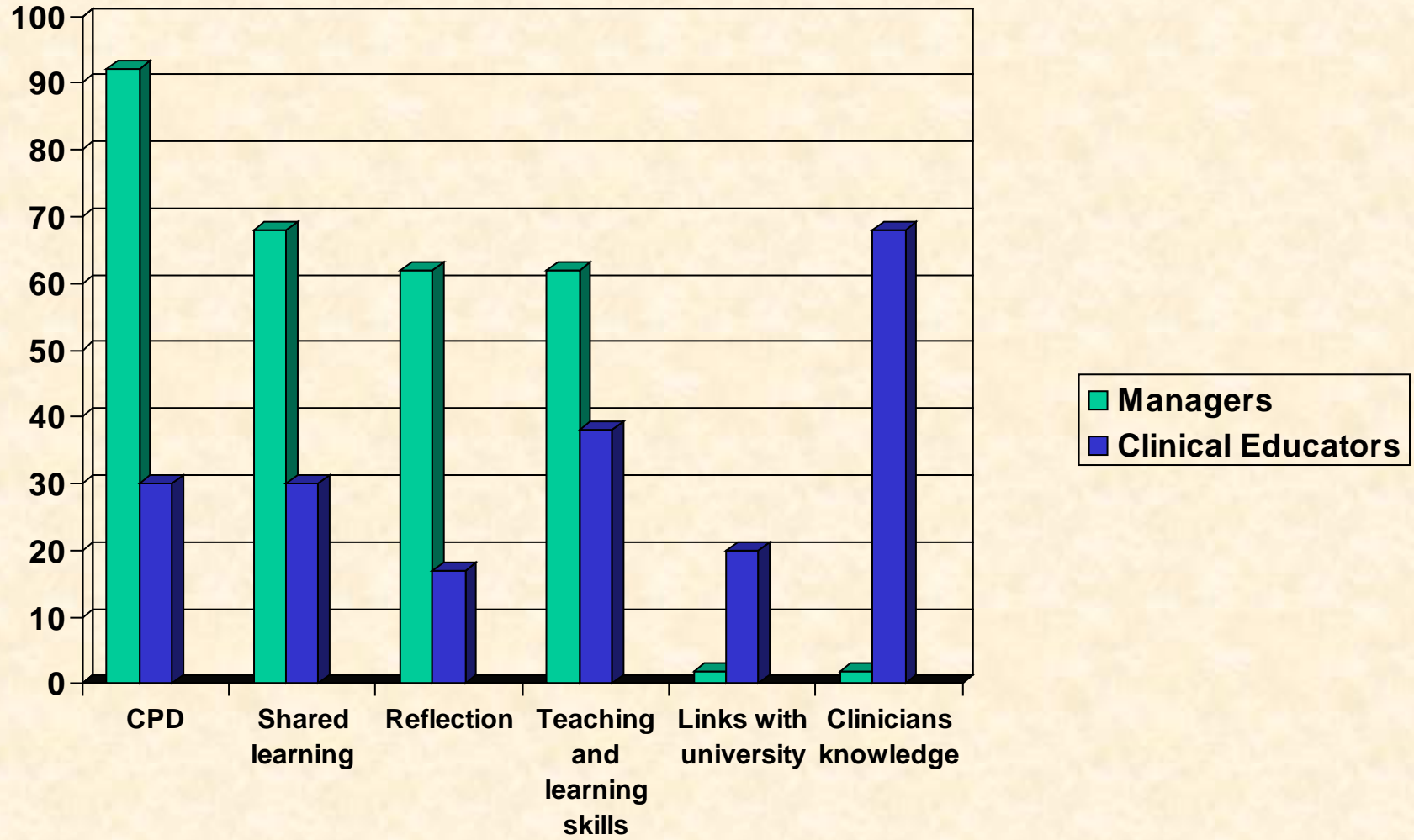
*Saunders et al 2000*

# Results - Benefits to department

Views of managers and clinical educators



# Promoting evidence gathering



# Conclusions

- Students are valued by managers and clinicians within the physiotherapy workforce.
- Students can share evidence based theoretical knowledge with clinicians. ◆◆
- Clinical educators can share clinical expertise with students. ☑☑
- Students have more time than clinicians to explore patient values.
- Combining knowledge through shared learning should promote Evidence Based Health Care

*Sackett et al 2000*

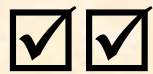
◆◆ Students gain evidence based knowledge within a curriculum that includes :-

- Problem Based Learning.
- Introduction of critical appraisal within first year of degree course.
- Small group work that facilitates shared learning.
- Requirement to cite relevant journal papers in assignments.
- Evidence based seminar presentations

*Green & Ellis 1997*

*Finkel, Brown et al 2003*

If more clinicians become clinical educators there is increased opportunity to develop EBHC



- Clinical educators identified as needing to become involved as educators and not supervisors *Cross 1994*
- The majority of CEs choose to adopt the role *Bennett 2001*
- CEs helped to adopt the role by HEIs offering regular courses
- Important that Clinical Educators have a knowledge of teaching and learning theory
- Facilitating learning is perceived to improve clinical knowledge *Baldry-Currens 2002, Bennett 2003, Ladyshewsky 2002/3*
- (Accreditation of CEs)