

Placement profile

Names and roles Christie Robinson, Placement Lead

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Placement overview

In November, the University of Plymouth ran a 2-week Technology Enhanced Care Services (TECS) - PEEP (Peer Enhanced E- Placement) for our cohort of third year students. The placement used the PEEP model and built on this adding real-time interactions with local clinicians and simulated patients. The aim of the placement was to recover some of the placement hours lost during the first lock-down and to prepare students for the changes in clinical practice relating to TECs. Students worked online in small groups on clinically driven activities and interactions developing their knowledge and understanding of TEC and adapting their clinical skills for this new mode of delivery. The activities within the 2-week placement were mapped against the standard placement LO's around communication / interpersonal skills, assessment, interventions / management, EBP, time management etc. In a usual day students logged onto the online 'placement' for a morning daily brief with the placement lead who outlined the plan and their required group output for the day - a bit like a morning handover. Groups then worked in breakout rooms on the allocated tasks and had contact with their University placement facilitator every day. Each day ended with a group debrief. The students developed TECs infographics for patients, 'how-to guides' for clinicians, reviewed digital apps via the CSP App library, undertook remote assessment of simulated neuro and MSK patients (played by Physiotherapy colleagues and students from the University of Winchester), developed patient management plans, completed remote individual interventions and patient documentation packs and action plans, participated in a remote balance class and delivered their own group based interventions to peers and clinicians. Throughout the placement students had regular interaction with local clinicians from across the South West from a range of specialities to explore their clinical reasoning and application of Physiotherapy skills to paper patients/scenarios and to discuss their experiences of delivering TECs during the pandemic. Students also participated in a journal club reviewing relevant the relevant evidence base and feeding back to peers and discussing how they could apply this to their practice and our local South West CSP Professional advisor delivered a session on digital inequality and the implications for Physiotherapy practice. The placement finished with an online debate around the challenges and opportunities for Digital Physiotherapy with a live audience including clinicians, managers, regional AHP leads, CSP & HEE representatives. Through the course of these activities the students developed a group portfolio which was then assessed alongside an individual reflection with an action plan for how they will apply learning to their future practice. All students had to demonstrate professional and safe practice throughout in order to pass the placement block.

Supervision: 5 or more :1; peer learning, remote supervision

Lessons learnt:

1. Students really benefited from the time to explore the concept and understand the scope of TECs / Digital Physiotherapy and to be able to practice and apply this knowledge to practice
2. The value of peer learning and feedback to support reflection
3. Need to adapt communication skills for online Physiotherapy delivery!

Top tips for others:

- "Mapping against traditional Placement Learning Outcomes Planning - lots of it to maximise learning opportunities"
- "Value of simulation "
- "Regular patient / clinician involvement"