Facilitating effective methods of physical therapy student learning during shadow experiences
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INTRODUCTION & RATIONALE
Shadow placements have been identified as valuable learning experiences that help students become more comfortable in the clinical setting, and subsequently more effective learners in the classroom. Shadowing for the purpose of learning provides students with the opportunity to access and observe leadership behaviours and characteristics demonstrated by practicing therapists. For many students this shadowing experience represents their first exposure to the clinical setting. A highly effective and satisfying shadow placement that socializes the student to the profession, and increases comfort in the clinical environment is currently not well identified. In this study, student perspectives were evaluated using post-shadowing experience surveys and focus groups to explore attitudes towards, and satisfaction with, the shadowing experience. Preceptors contributed their perspectives in a focus group addressing themes identified through student surveys, and faculty members involved in facilitating clinical practice experiences for health profession students at UBC participated in interviews.

PURPOSE
The purpose of this study was to identify essential characteristics of effective shadow placements from students, preceptors, and faculty members at the University of British Columbia, in order to develop recommendations to optimize this educational opportunity for all stakeholders.

SELECTED REFERENCES

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This study was approved by the Institutional Review Board at the University of British Columbia (UBC) in Vancouver, British Columbia. All participants signed an informed consent prior to involvement.