SHADOWING AS AN EFFECTIVE LEARNING TOOL

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The Team

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Shadowing

“a work experience option where students learn about a job by walking through the workday as a shadow to a competent worker. It is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Job shadowing is designed to increase career awareness, model student behaviour through examples and reinforce in the student link between classroom learning and work requirements”

Studies examining shadowing in medical students, high school students and nursing, dentistry and library cataloging revealed that shadowing:

- Is a beneficial learning tool
- Increases student knowledge and awareness
- Eliminates misperceptions
“I had no idea that physio’s even worked in ICU, so it exposed me to a field of physio that I was completely unaware of. It was great to get the exposure so early on in a low stress environment where there was no expectations other than to watch. It really helped to have a context to put future knowledge into”

“it was good to experience a “physio” setting and learn what it may be like for placement. I found that everyone’s experience varied depending on where they were placed for shadowing”

“I found that my shadow placement was only useful in helping me realize what type of role I do not want to be in as a physiotherapist. In that sense it was helpful. Other than that, I don’t feel the shadow placement was a helpful tool in the physio program and I don’t think it should be a mandatory part of the program”
What is a model?

“Systematic guidelines instructional designers follow in order to create a workshop, course, curriculum, instructional program, or a training session

Such models state what should happen during instructions, what kinds activities teachers and learners are involved in”

Structured models & Learning

- Allows preceptors to be better informed
- Outlines key characteristics
- Students & preceptors learning objectives stated allowing both to be better prepared
- Less variability in students’ learning outcomes
- Emphasizes the importance of collaboration & support between preceptors, health care agencies, students
UBC’s Current Scheme

- **Students**: a short presentation on responsibilities, general objectives, and assignment outlines

- **Preceptors**: 2 page document regarding the objectives of the placement, the students’ objectives, and the students’ assignments
Our Objective

- Identify areas of improvement in the current UBC MPT shadow program
- Develop a preliminary model that guides planning and implementation
  - This model is meant to serve as a tool to improve the quality of the UBC MPT shadowing program
Study Design

Phase 1a: Literature Review of existing models

Phase 1b: Creation & administration of survey to current MPT students

Phase 2:
- Interviews of representatives from identified stakeholders
- Analysis of interviews to identify themes and concepts

Phase 3:
Creation of a preliminary model of Shadowing for UBC MPT program
Ethics

- This study was reviewed and approved by the UBC Behavioural Research Ethics Board
Participants/Inclusion Criteria

• There were no restrictions to age, gender, or ethnicity
• All participants were informed of the study details and agreed to participate

- current UBC MPT Student
- must have completed a shadowing placement

- affiliated with UBC
- is currently a practicing PT
- in the lower mainland
- has been a UBC preceptor within the last 2 years

- current staff of UBC’s faculty of PT
- a professor in the program or involved in student learning objectives
Convenience sample from group of consenting and included individuals from all three groups

Exact number of participants were not predetermined

Interviewed individuals from each group until point of saturation

Saturation: the point where new information is no longer being shared and one hears the same points and statements shared repeatedly
Recruitment Strategies

- Following initial recruitment method all groups were given a letter of intent to participate.
Data Collection: Tools to be used

- Semi Structured Survey
- Guided Interviews
Semi Structured Survey

- Included both quantitative and qualitative questions
- Developed and administered to all MPT students
- To aid in the identification of the strengths and weaknesses of UBC’s current shadowing scheme
Interviews

- Allowed researchers to gain another’s perspective
- Gained more specific and in-depth information
- Allowed for key stakeholders to share their thoughts and feelings of the issues surrounding shadowing and the current model
Data Collection

**Phase 1b**
Electronic survey provided to Current UBC MPT Students

**Phase 2**
Using information from phase 1:
1. Guided interviews of current UBC MPT students
2. Guided interviews of preceptors
Data Analysis

- Phase 1
  - Round table discussion to analyse survey responses

- Phase 2
  - Transcription of audio recorded interviews
  - Round table discussion to identify themes from interviews
Survey Findings

Please choose the response that best matches your experience:

- I felt that my role and responsibilities as a student on shadow placement...
- I believe shadow placements are a valuable part of my education as a...
- I felt adequately prepared for my shadow placement.
- My preceptor understood what was expected of me during my shadow placement.
- I feel that shadow placements should be a required part of the first...

Legend:
- Orange: Strongly Disagree
- Light blue: Disagree
- Purple: Neutral
- Red: Agree
- Green: Strongly agree
- Brown: Does not apply
Survey Findings

I believe the best structure for the shadow placement is:

- Orange: 1 x week, 4 hours long for 4 weeks
- Light Blue: 4 x week, 4 hours long for 1 week
- Purple: 1 x week, 8 hours long for 2 weeks
Survey Findings

I believe that the shadow placement during the first year of the UBC MPT program would be most beneficial to my learning if it occurs in:
Survey Findings

Themes identified from open-ended question

- Exposure to the physical therapy practice
- Exposure to the hospital setting
- Structure
- Bridging the gap from classroom knowledge to practice
- Solidify and acquire knowledge
- Transition from classroom to placement
Interview Findings: Students

Themes identified from interview analysis:
- Preparation
- Exposure to Practice
- Qualities of a Preceptor
- Structure of the Placement
Interview Findings: Preceptor

Themes identified from interview analysis:

- Clear Information
- Environment
- Reflections on self and profession
- Structure
- Facilitators/Barriers
**Our Model**

**Structure**

- **Students**
  - Rotation between at least two clinical areas
  - Completion of case study and reflective assignment

- **Preceptors**
  - Student to preceptor ratio 1:1 or 2:1

- **Process**
  - 4 hour time block once a week
  - 4 consecutive weeks
  - Acute care setting

**Students**

- Lectures comprised of the following will be completed prior to the first cohort
  - Interviewing
  - Charting
  - Orientation to shadow placement

**Preceptors**

- Clear written objectives will be provided at least two weeks prior to the first cohort
- Correct contact and logistical information will be supplied at least two week prior to each respective shadow cohort

- Will be provided and orientation package containing the following:
  - The students objectives
  - The preceptors objectives
  - The current courses outlines
  - Assignment criteria
  - Ideal preceptor characteristics
Discussion/Recommendations

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Limitations

- No UBC faculty involvement in creation or design of model
- Small sample size of students and preceptors
- Varying years since participation of preceptors with the shadow placements
Future Directions

- Test model with future UBC MPT students to address dependability and effectiveness
- Further develop model to include all stakeholders (students, preceptors, and faculty)
- Advance model’s scope in order for translation and application into other health care disciplines