

Pilot project to investigate and evaluate the use of video conference technology, to assist in supporting Physiotherapy students and educators whilst on clinical placement.

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BACKGROUND

Once upon a time, it was a wet autumn afternoon..

....I'd tried to contact the educator at least 4 times with no success....

...and then there was the teaching...

...and there was no time for a visit, the travel and the parking time...

...and I was trying to catch up from sickness last week....

...but I really needed to be there for the student ...

A familiar picture??????

Why is it important to achieve?

We need to investigate the use of technologically advanced methods of support in order to meet the changing demands of our student cohorts, and in order to ensure we remain current and progressive in accordance with University policies on the use of IT.

However such support methods need to ensure that:

- Student and educator needs are met
- University policies for security, quality and equality are adhered to
- Methods used do not compromise standards of existing support

A potential solution?

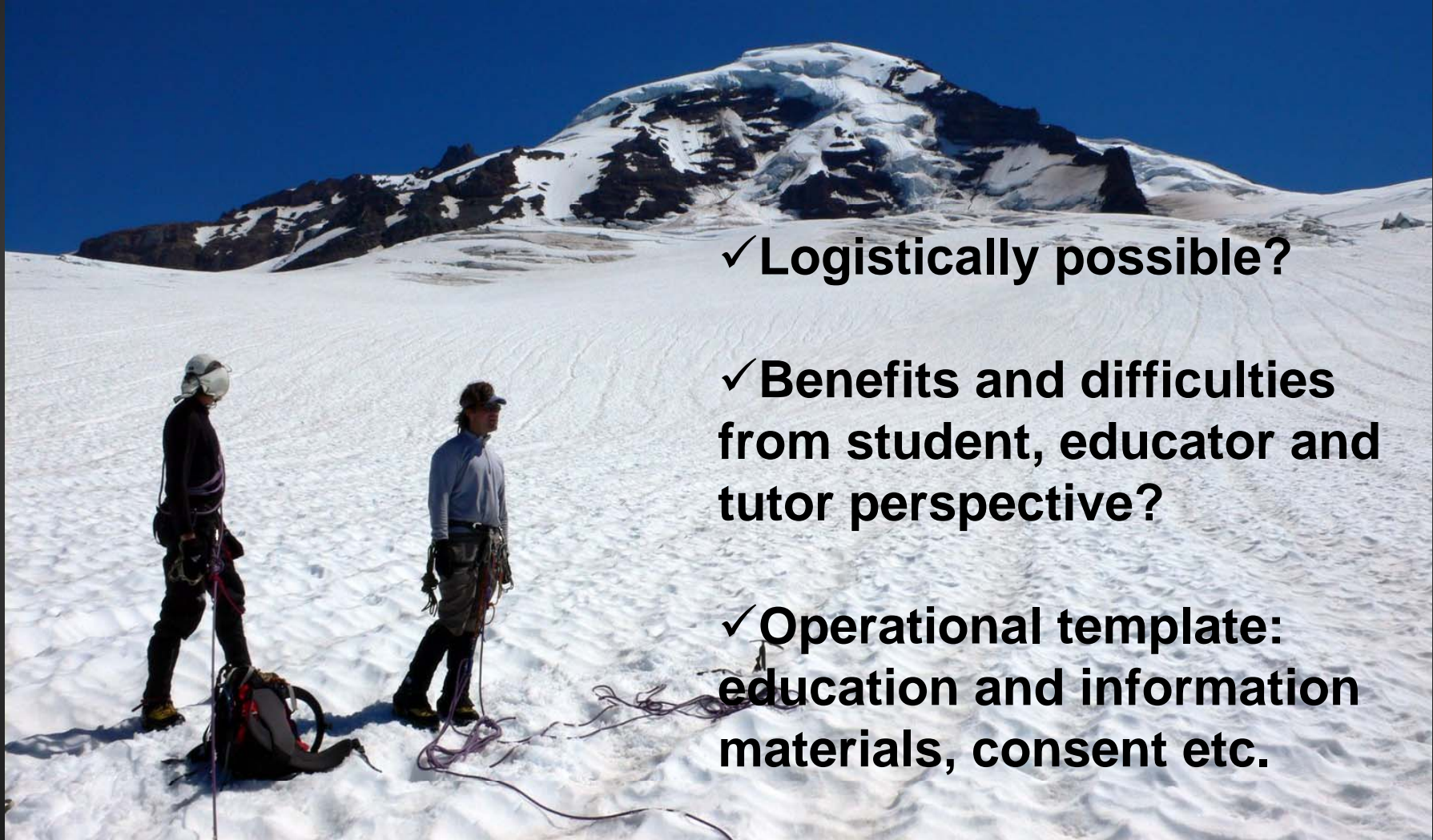
- At times of particular teaching stress, staff absence, long distance visits, difficult timetables...
- Would video conferencing offer an alternative to face-to-face visits for those times when visiting in person proved particularly difficult?
- Could it offer an additional means of support for distant placements, repeated visiting, or even electives?
- Could it be made to work well for all concerned?



The project

- A pilot project - exploring feasibility of video conferencing technology for student and educator support during placement periods.
- 5 students and 6 educators on placement agreed to participate.
- Video link used for the mid-way meeting between Northumbria staff and the placement – on this occasion, it was used to replace the normal face-to-face visit (but this was available as required).

What was the project aiming to achieve?

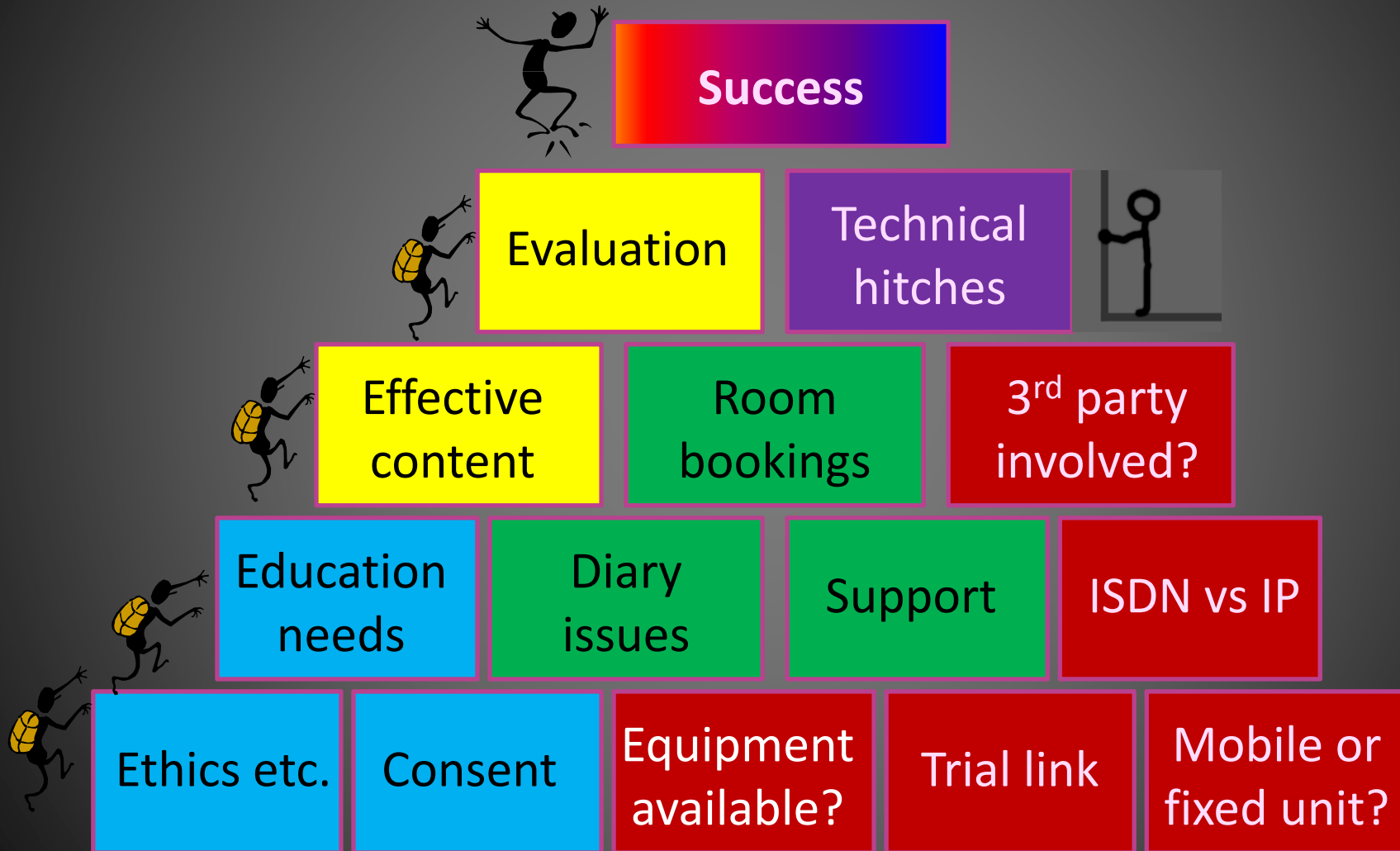


✓ Logistically possible?

✓ Benefits and difficulties from student, educator and tutor perspective?

✓ Operational template: education and information materials, consent etc.

Expedition to establish Base Camp
















Evaluation – staff perspective

- Saved time and cost.
- Logistical headache.
- Easy to use but has an impact on conversation.
- Content of “visit” transferred to video medium but will need adapting for maximum potential.
- Surprise at response of educators and students:

“If a placement is going well, it’s a quick and modern tool to address and evaluate issues re: learning outcomes and CPD..”

Student and Educator evaluation

	Educator	Student
Logistics of use	 → 	 → 
Feelings following link	 → 	
Ease of conversing		
Content vs. face-to-face		
Useful?		

Video conferencing: Fit for purpose?

Establishing the role

- *Investigating the perceived value, purpose and content of existing clinical visits in providing support*
- *Educators and students perceptions – Ensuring equity and quality of support!*

Establishing fitness for role

- *What is a conversation in the context of clinical visits?*
- *Video conferencing: value added or value subtracted?*
- *Maintaining power dynamics with an altered medium*

Making it work

- *Training needs, alteration to practice? Evaluation*

What now?

Pilot Project

Establishing the role

Fitness for purpose?

Making it work

Phase 2:
Perspectives re:
value, purpose
and content –
qualitative
study.

Phase 3:
What is a
conversation?
Proposed
multiprofessional,
dual-centred
project

Phase 4:
Video
conferencing:
Evaluation –
multiprofessional
“role out”