



## **Student Transitions: Example of transitions practice: Glasgow Caledonian University**

### **Student Transitions: Example of transitions practice**

**Title:** Supporting student transitions to real clinical decision-making situations in cardiopulmonary practice

**Transition(s) the practice supports:** Support towards transitions to clinical placements, particularly in the acquisition of skills in clinical decision making, with a focus on a neglected and 'unglamorous' aspect of physiotherapy practice

**Abstract:** This project has ensured greater support for physiotherapy students in their transitions towards clinical placements, particularly in the acquisition of skills in clinical decision making, through the learning mode of clinical decision-making environments. A 'flipped classroom' approach has enabled students to access all the information around a topic before coming to class and applying it in a practical manner. This new way of working provides students with opportunities to explore a topic in a number of different ways, and allows them time to synthesis the information before applying it in class.

**Description:** Over a period of two years, it was becoming apparent to teaching staff in physiotherapy that students were not engaging willingly with respiratory physiotherapy, a notoriously 'unglamorous' area of clinical practice. Students would often display a lack of knowledge and poor clinical reasoning with these patients. The delivery model for modules in this area had made extensive use of 'traditional' lectures, and there was limited hands-on application of knowledge and skills. This observation was reiterated during Student Staff Consultative Group meetings, in which students requested a greater focus on practical tasks.

A complete redesign of delivery followed. In the new model, students were given two reading weeks at the beginning of the module. In these weeks, they were provided with a number of learning units through the VLE, containing all the key information on the theory of respiratory physiotherapy. The learning materials drew upon a variety of sources including YouTube videos, textbooks, previous lecture slides (narrated and non-narrated), journals, handouts and quizzes.

When the students attended their first tutorial in the third week, they took part in a simulated clinical reasoning panel, during which they were questioned about their new knowledge in relation to a patient case study. This was complemented by classes in the clinical simulation area where the students were encouraged to use mannequins (and each other) to practice

their assessment and treatment skills. Students received feedback from both peers and tutors via a video stream to the clinical debriefing rooms.

In summary, the way in which the module team now delivers this module has changed considerably, with a focus on enabling students to access all the information around the topic before coming to class and applying it in a practical manner. This new way of working provides students with opportunities to explore the topic in a number of different ways, and allows them time to synthesis the information before applying it in class.

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