



SURVEY ON SELF-ASSESSED EVALUATION FOR CLINICAL LEARNING BY PHYSIOTHERAPY STUDENTS.

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Abstract

A pilot survey was done on physiotherapy students at Kolkata. The aim of the survey was to study about the pros and cons faced by physiotherapy students during clinical posting. The outcome of this survey will help to prepare educational policies for clinical training. Total 34 volunteer students were asked to reply 19 self-assessed evaluation questionnaire. It was an online survey. The researchers concluded that teachers and management should focus more on exposure of clinical learning area, engaged in new activities and learning skills. Prior to clinical posting students should be well aware about their role and responsibilities and help the slow and new learners with their own learning speed. Students should develop self-interest towards learning and self-effort to learn new skills wherever it is possible. Overall pedagogy of clinical subjects should be taught and developed for physiotherapist teachers.

Key Words: Survey, Clinical learning, Physiotherapy, Self-evaluation.

INTRODUCTION

Education is a two-way process, the teacher has to teach as well as students have to show interest to learn. In ancient Vedas it has been discussed that students can not complete education until he / she should have zeal to learn. Thus in modern education system students self-evaluation is an important component of clinical education.⁴ Brown and Harris(2013) defined self-assessment as a “descriptive and evaluative act carried out by the students concerning his or her own work and academic abilities”² The student can judge themselves about their dedication towards learning. This modality is very important for personal and professional development. The key concepts of these modalities are self-criticism, self-knowledge, self-concept, self-objectivity and the ability to constantly think over action. They will be aware of their achievements, mistakes and aspects so they can improve during the clinical practices.³

Physiotherapy is an emerging health care profession, where in India it has been recently taken seriously as a full time academic program. The development and progress are in peek. But unfortunately no one took care about the students' clinical learning and knowledge gaining strategies. Prior to taking any constructive action, as a researcher, we tried to analyse the self-evaluation report from student view. The aim of is survey was to evaluate the pros and corn of students facing during clinical learning. The significance of this study will help us to recodify self-evaluation clinical training questionnaires. The outcome of this study will definitely assist during development of new education policies.

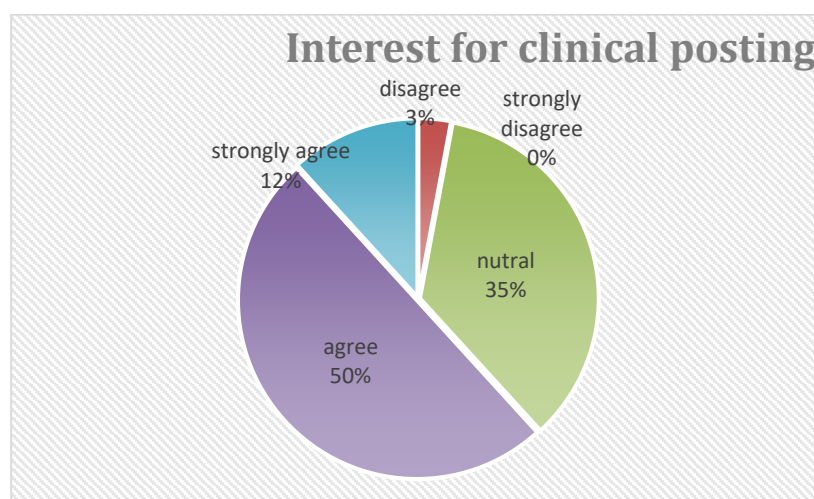
METHODOLOGY

An online pilot survey was done where physiotherapy students of Kolkata participated and responded. The survey was done from Feb- to April 2022. After analyzing several works of literature and experts' opinions we prepared a tailor-made closed-ended 19 questionnaires with limited answers option ranging from strongly agreed, agreed, neutral, disagreed and strongly disagreed. After a thorough analysis by several experts and getting confirmation, we uploaded the questionnaires in Google form. The link of this questionnaire was made and given to teachers of different colleges of physiotherapy, situated in Kolkata. Further, the teachers of respective colleges distributed to their students. Thus we got the data with the snowball sampling method. The inclusive criteria were, graduate and postgraduate physiotherapy students studying in colleges affiliated to West Bengal University of health sciences, Kolkata. At the end of the two months, 45 participants responded whereas 34 participants (15 girls and 19 boys) were analyzed which matched our inclusive criteria. The mean value age of this group is 22.42 ± 2.49 years. The students were instructed to answer as their will. The student were instructed to reply at their residence to avoid the thread to external validity such as copying each other ideas, getting influenced from peer group, peer group pressure, pressure from faculty members etc.

RESULTS AND ANALYSIS.

Interest for clinical Posting

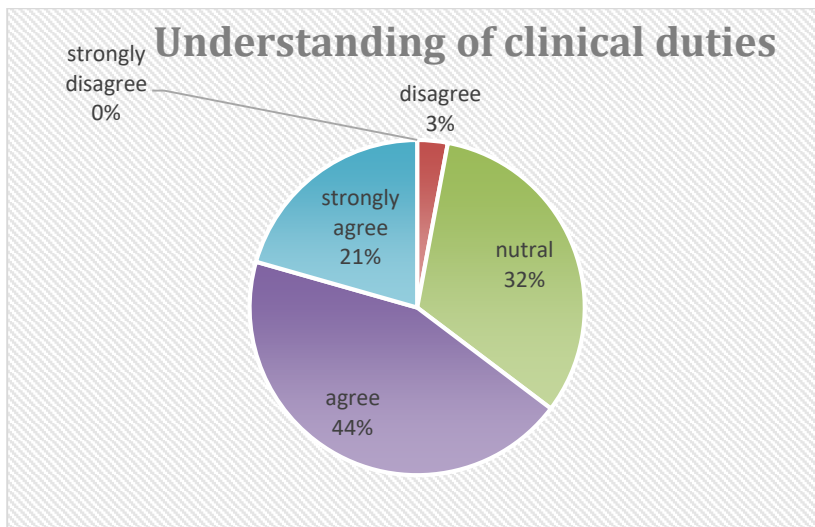
Pie Chart 1



The question was about their self-interest of work in clinical posting. The surprising point is that only 62% responded positively. The 35% of them opted for being neutral and remaining 3% have no interest for clinical posting.

Understanding of clinical duties

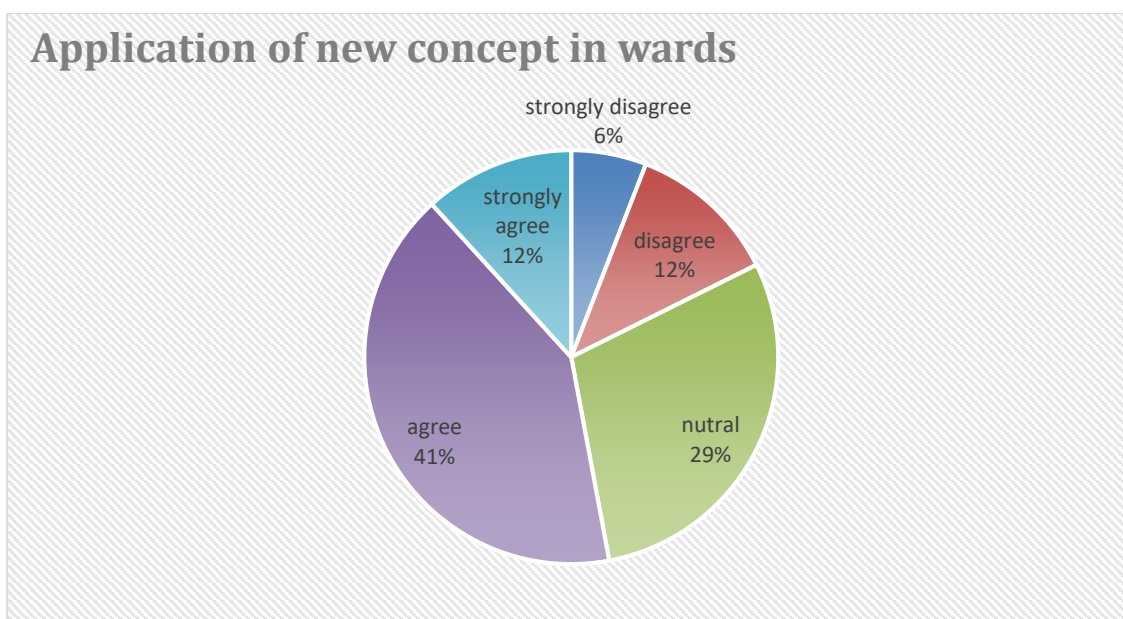
Pie chart 2



The next question was about the understanding of clinical duties and responsibilities. 65% of them understand and 32% of them preferred to be neutral.

Application of New Concepts

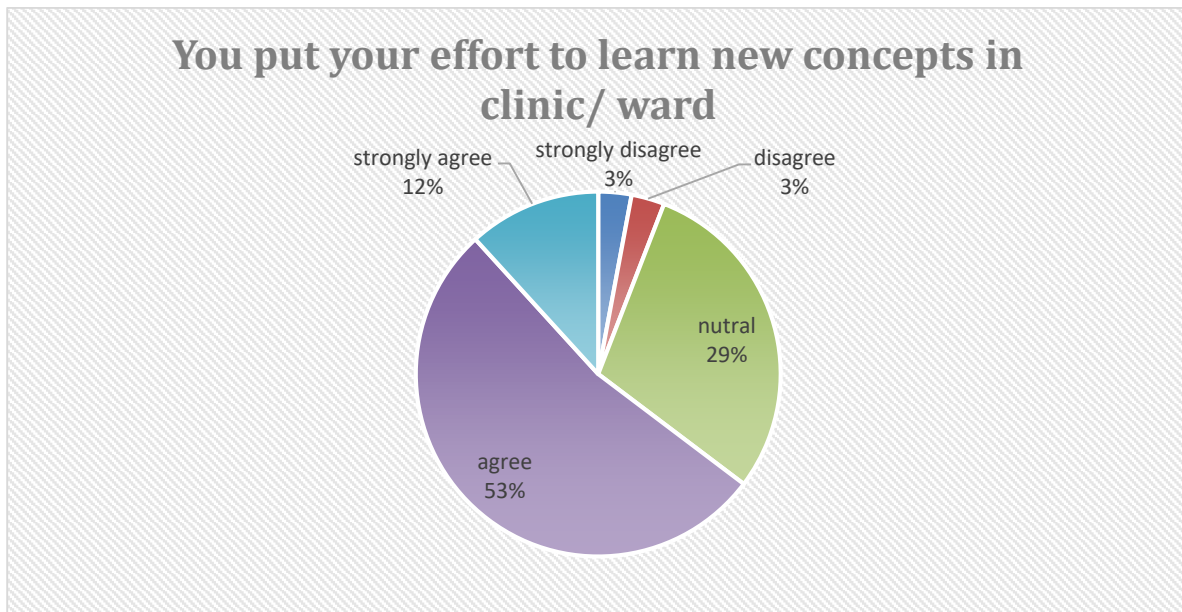
Pie chart 3



On enquiring whether they were allowed to try new concepts and techniques in wards, which they have learnt during workshops, seminars, training programs. 53% of them were positive where as 18% disagreed.

Self-Effort for Learning of New Concepts.

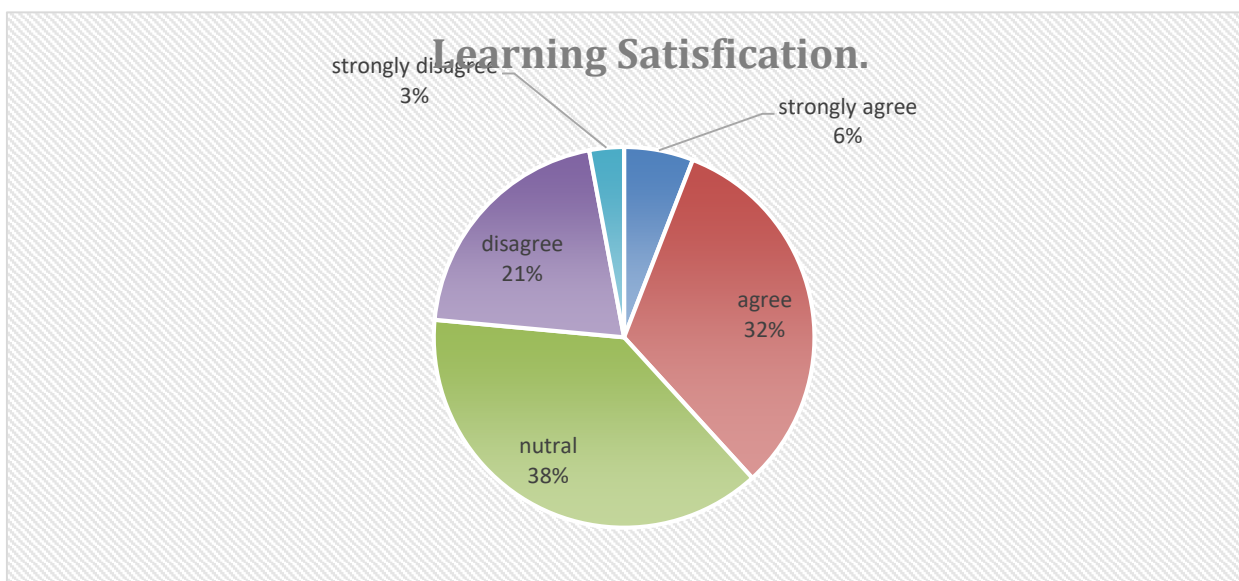
Pie chart 4



On asking question about the self-effort for learning new concepts from teachers during clinical and ward posting, 65% show positive sign where 6% accepted for not opening themselves for learning new things, and remaining were just neutral as they are unaware of learning new or old concepts.

Learning Satisfaction

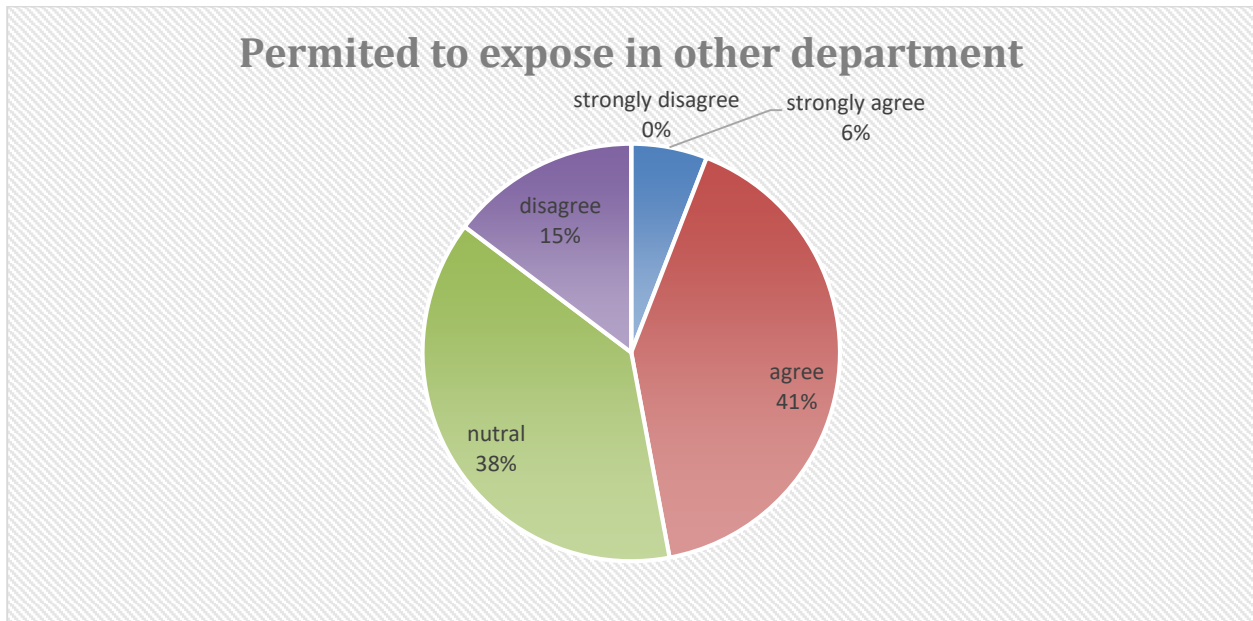
Pie chart 5



Asking about the satisfaction towards learning in clinic, we got a mixed responses, only 38% shown positive responses, 24% were dissatisfied and remaining were just neutral. This is an alarming sign towards professional progress.

Exposure to allied health care department

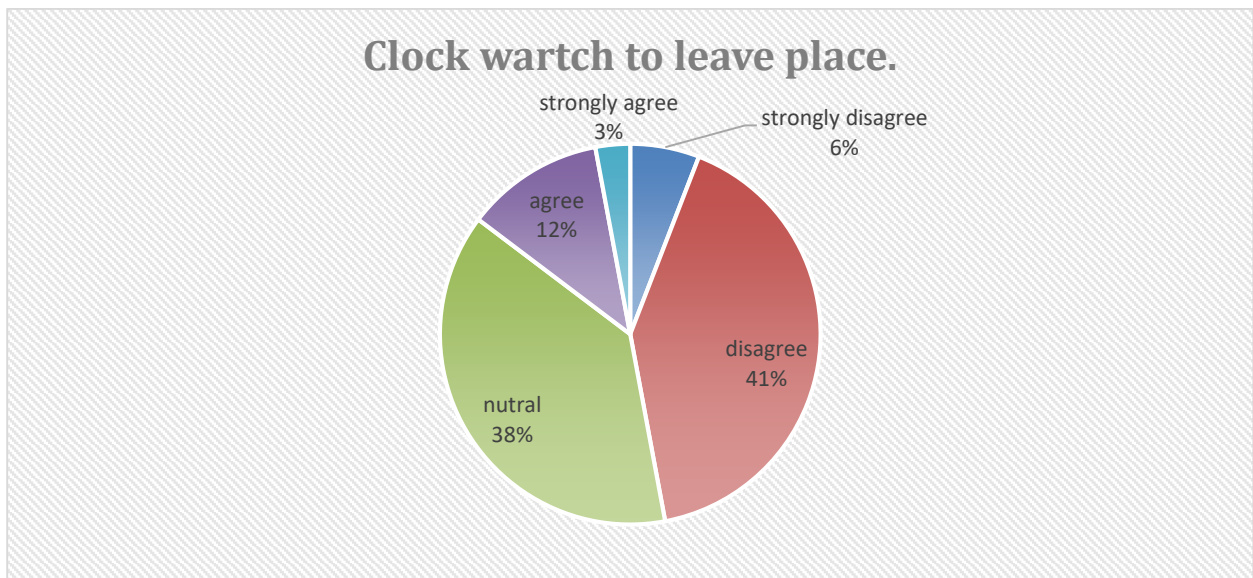
Pie chart 6



On asking about whether they are permitted to visit other departments for learning or else confined to physiotherapy dept., 47% shown positive reply where 38% of them preferred to stay neutral and 15% of them expressed dis-satisfaction.

Time Utilization

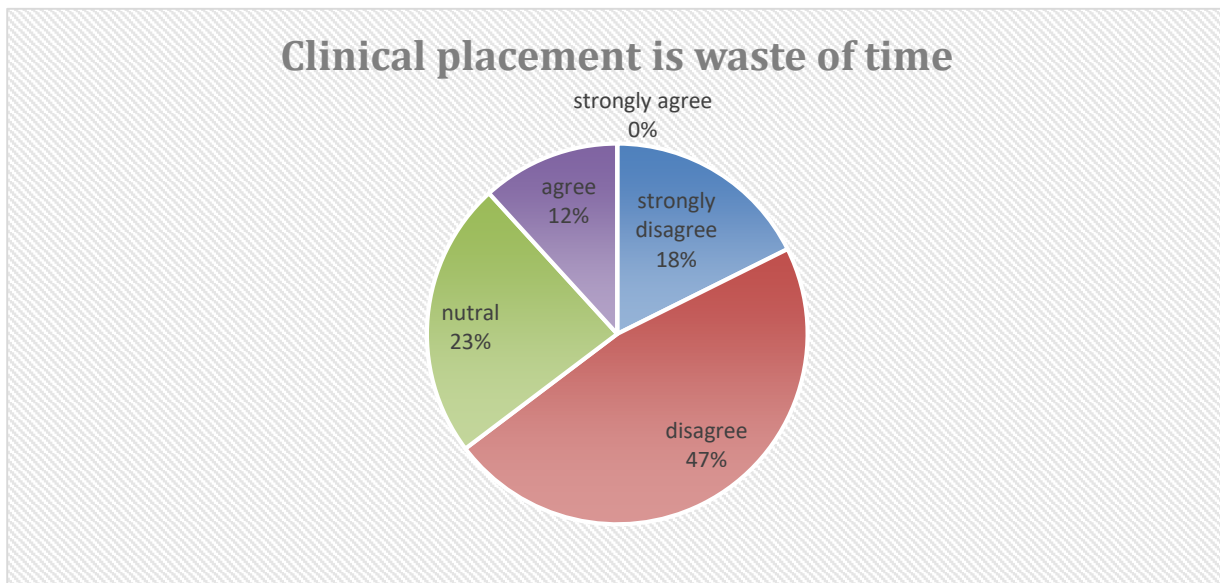
Pie chart 7



To know more about the working interest, we have asked whether they work with interest or just wait and watch to leave the place. 47% of them shown their interest, where as 38% of them depend on time and situation where as 15% of accepted they just watch the clock to depart from clinical posting.

Time Utilisation in Clinic

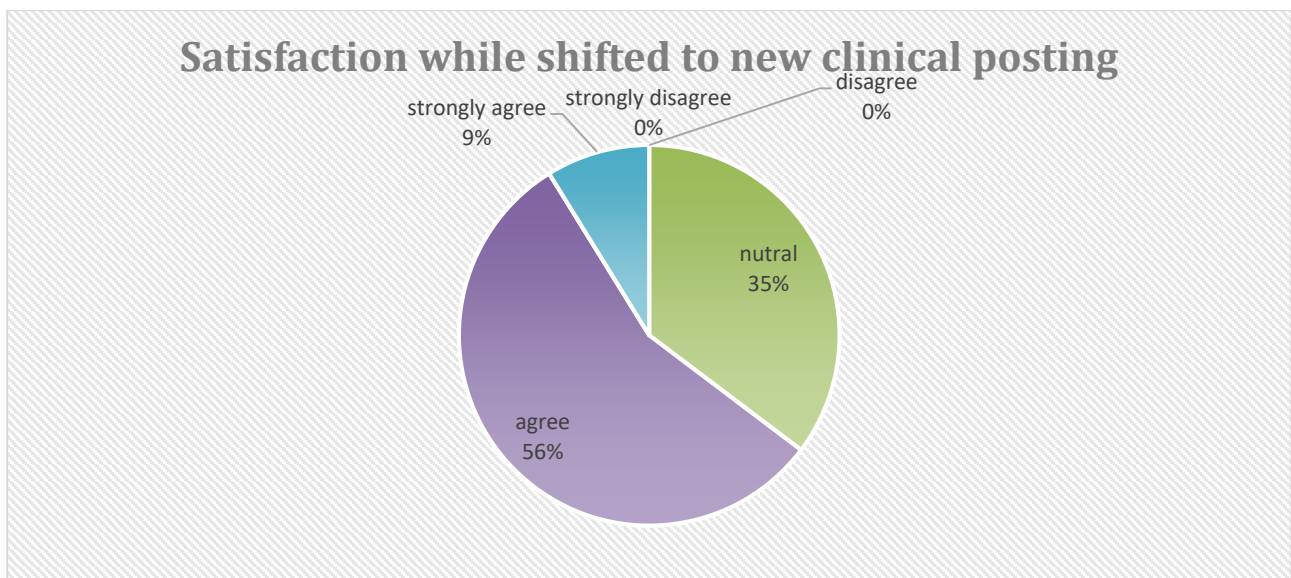
Pie chart 8



Further to know about the feeling on time utilisation in clinic, we asked if the clinical placement is just a time waste or has any benefit. 65 % of them agreed on benefits where 23% where neutral. They said it is not regular, but depends on time and situation and 12 % said it as waste of time.

Satisfaction on Rotational Clinical Duties

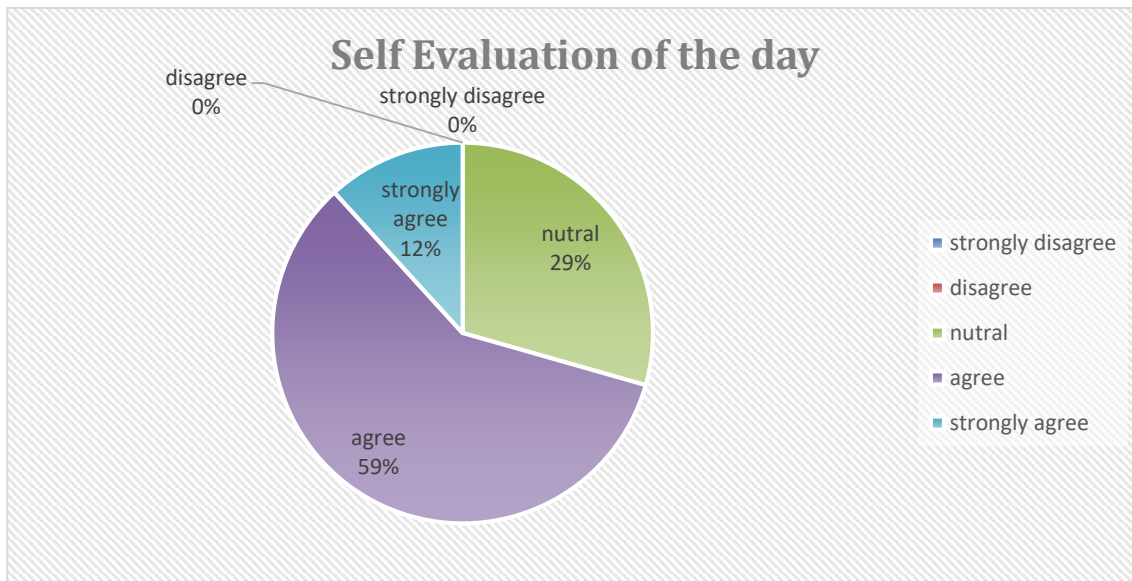
Pie chart 9



The next question was whether they enjoy the clinical rotational work, i.e. working in other ward or clinical sectors. We got single vibe answer as saying 'Yes'. Out of those 35% states that it depends on which the ward or how and on the quality of the clinical faculties are.

Self -Evaluation of the day

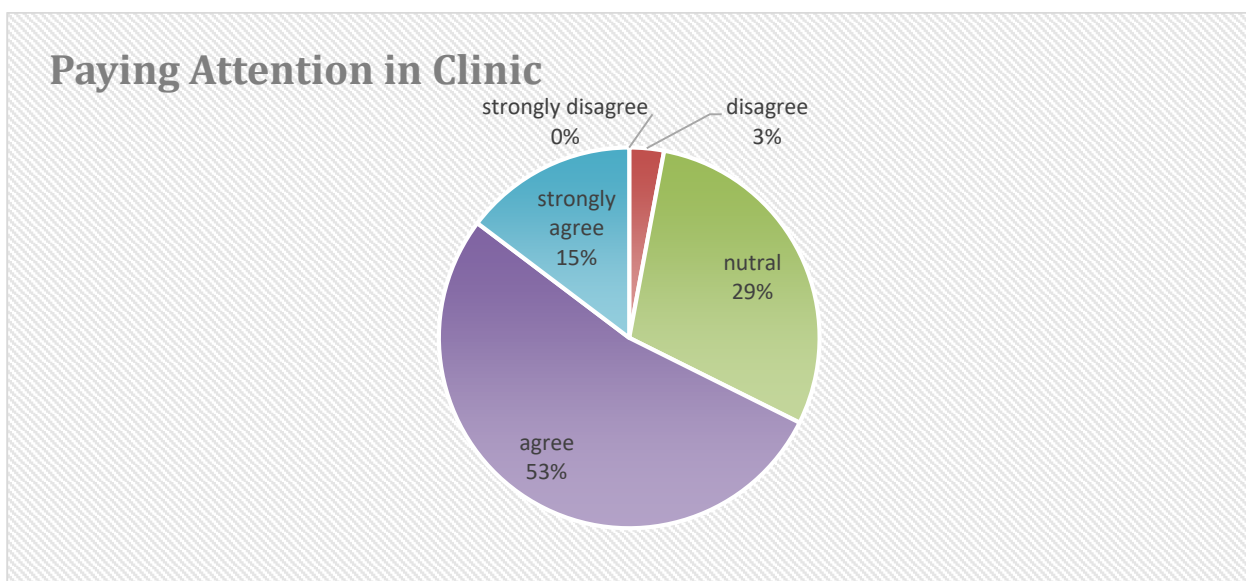
Pie Chart 10



The next question was whether they do self-evaluation at the end of the day. 71% of the students agreed, and remaining 29% of the students preferred to stay neutral.

Paying Clinical Attention

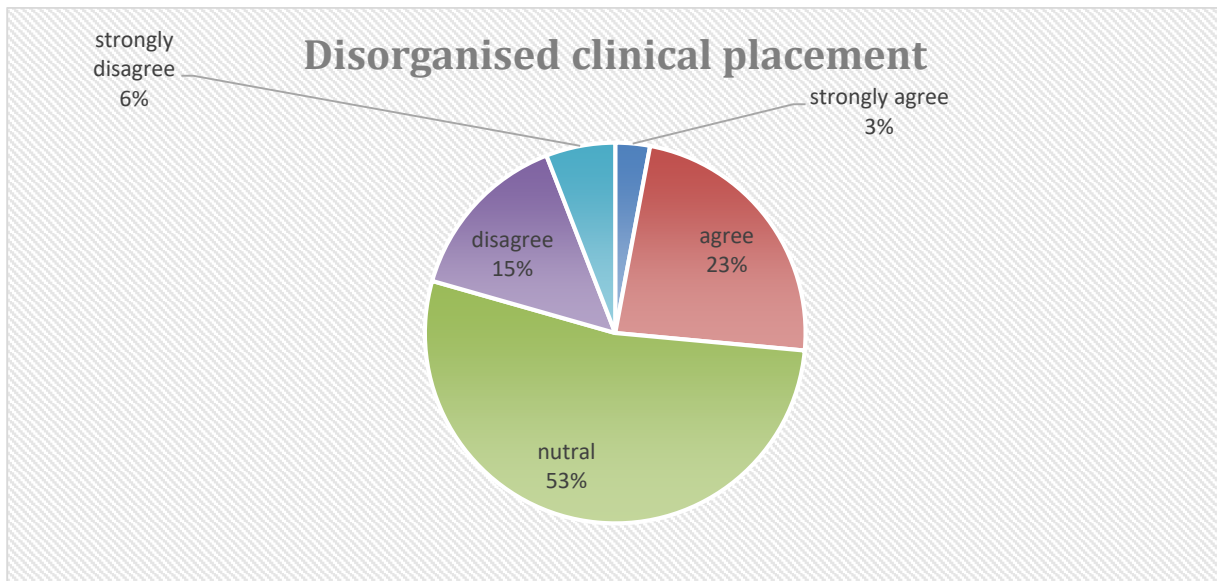
Pie chart 10



We asked whether they pay attention on teachers / clinical instructors' instruction during clinical hours, 68% of responded positively and 29% of them chose to remain neutral.

Clinical Placement

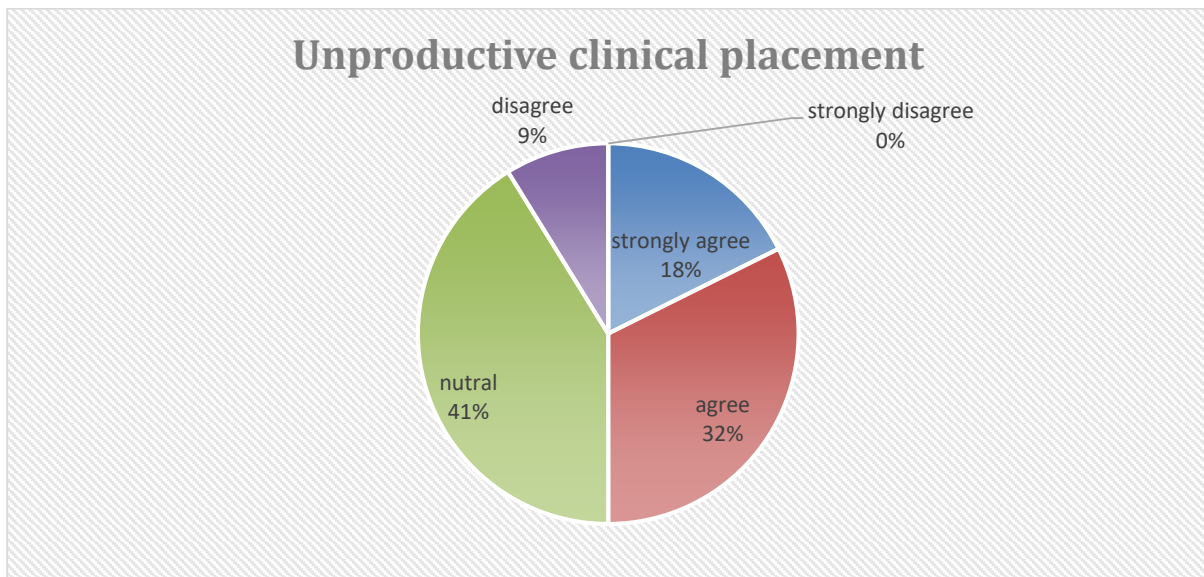
Pie Chart 11



The researcher asked the students about their feeling towards clinical placement. 53% of students preferred not to answer, where 23% of them felt that postings were disorganised where only 21% of them said that postings were properly organised.

Clinical Activities

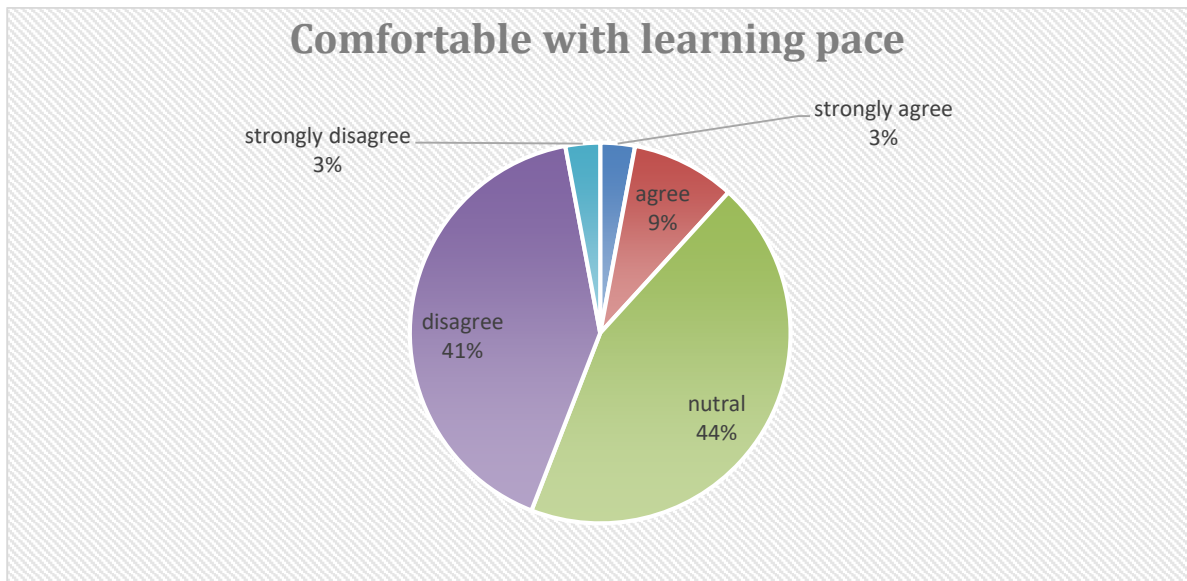
Pie Chart 12



The next question was about the engagement within the clinic. We asked about the feeling of boring in the clinic etc. Interestingly 50% of students accepted and remaining students reacted depending on ward, work load and co-partner during clinical posting.

Learning pace

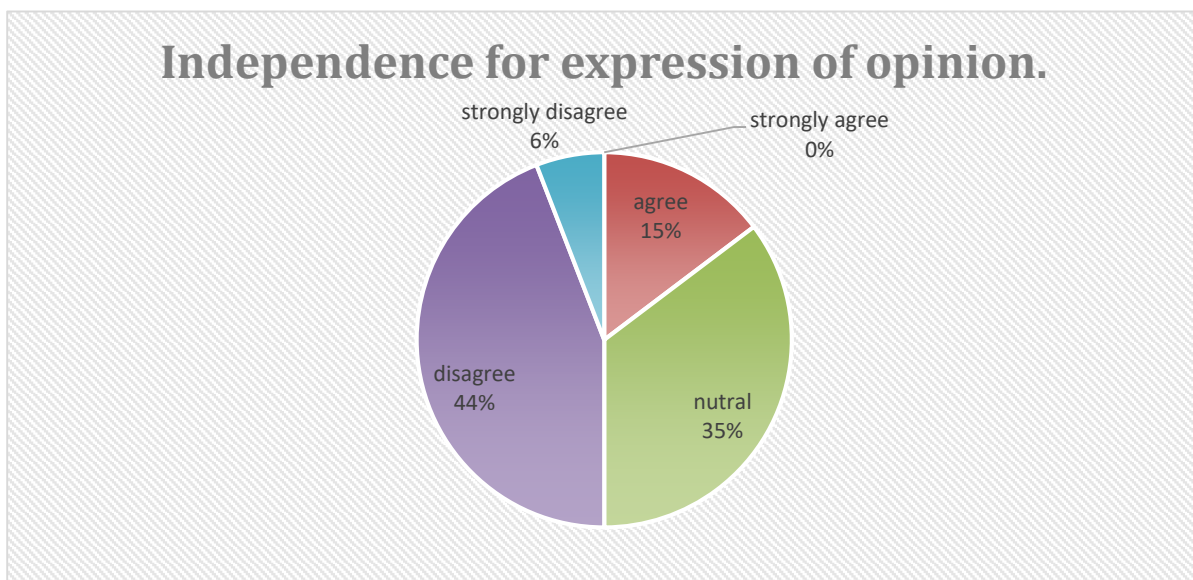
Pie Chart 13



Next question was about the time duration for learning of new skills. Majority of the students felt that they are not getting enough time to learn. 44% of the students felt that they needed more time to learn where 44% of them preferred to stay neutral.

Independence for expression of opinion.

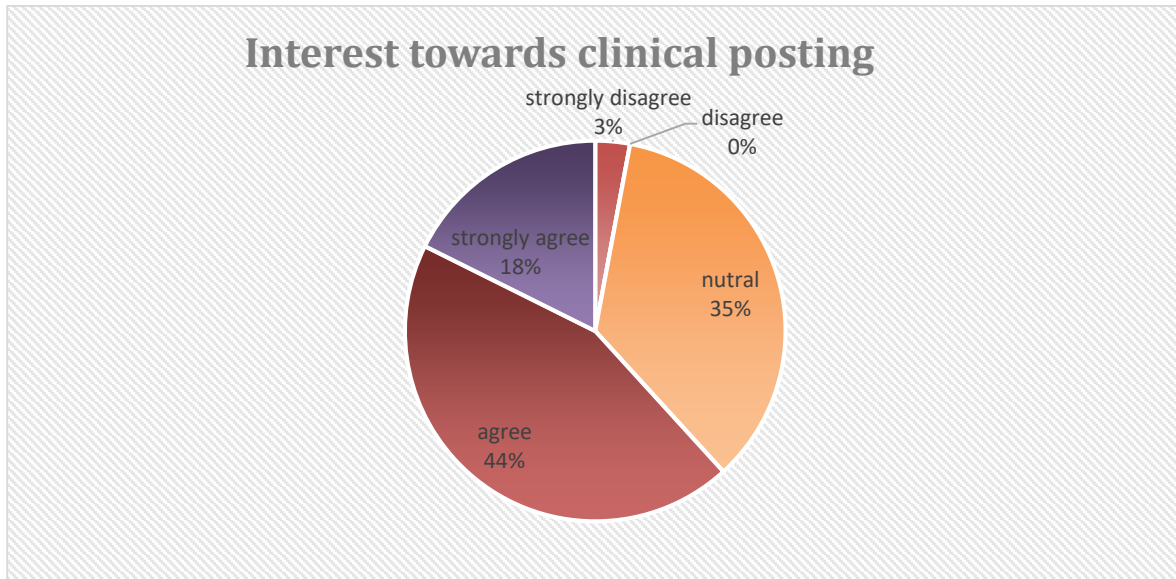
Pie Chart 14



The next question was about the space allowed to them to express their opinion in work place. 50% of students felt that they are not allowed to express their opinion where 35% of opted to be neutral and 15% of them agreed with my opinion.

Interest towards clinical posting

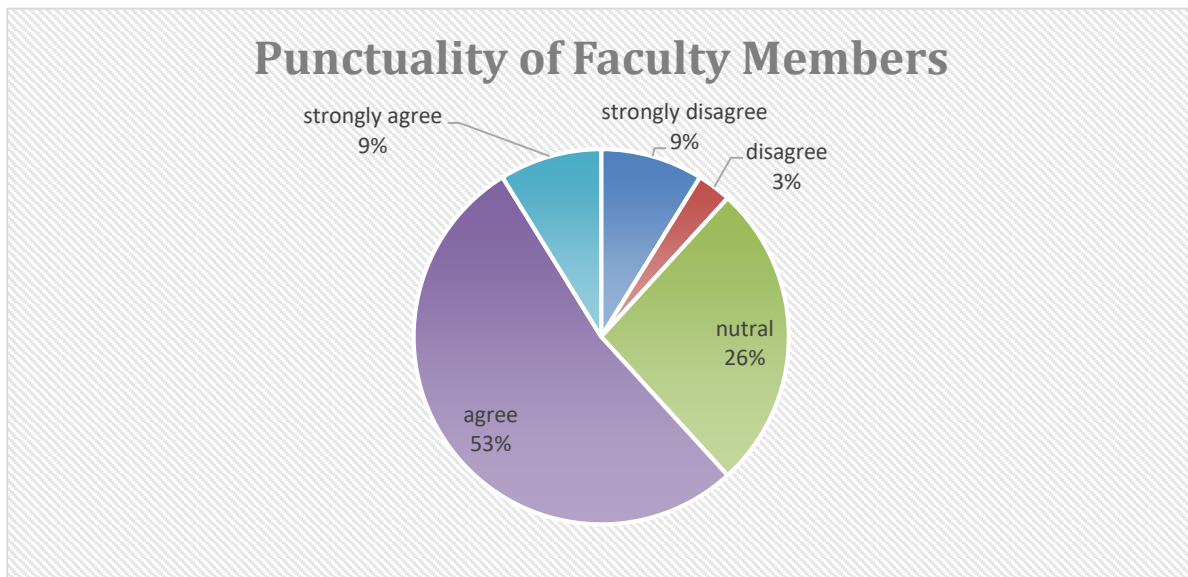
Pie Chart 15



On asking about the working environment, 62% of the students enjoyed their clinical posting where as 35% of them opted for neutral as it depends on subject and the teacher for that particular period and remaining 3% disagreed with my question.

Punctuality of Faculty Members

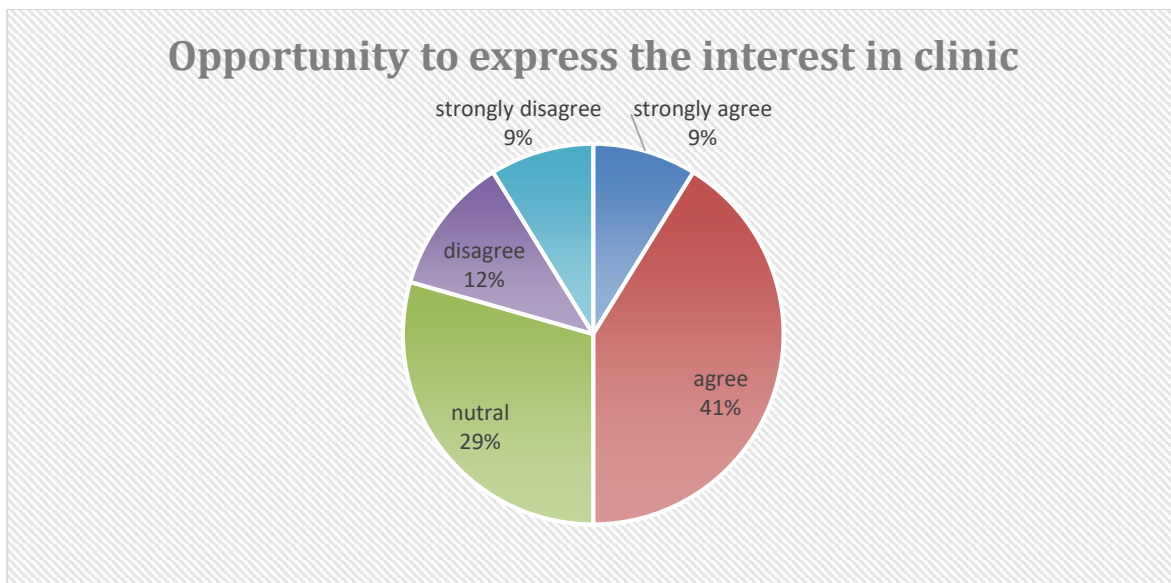
Pie Chart 16



Asking about the punctuality of their teachers, 62% of the students agreed that their teachers are punctual to their duties whereas reaming 26% of them preferred to be neutral and only 12% provided negative feedback.

Expression of Clinical Interest

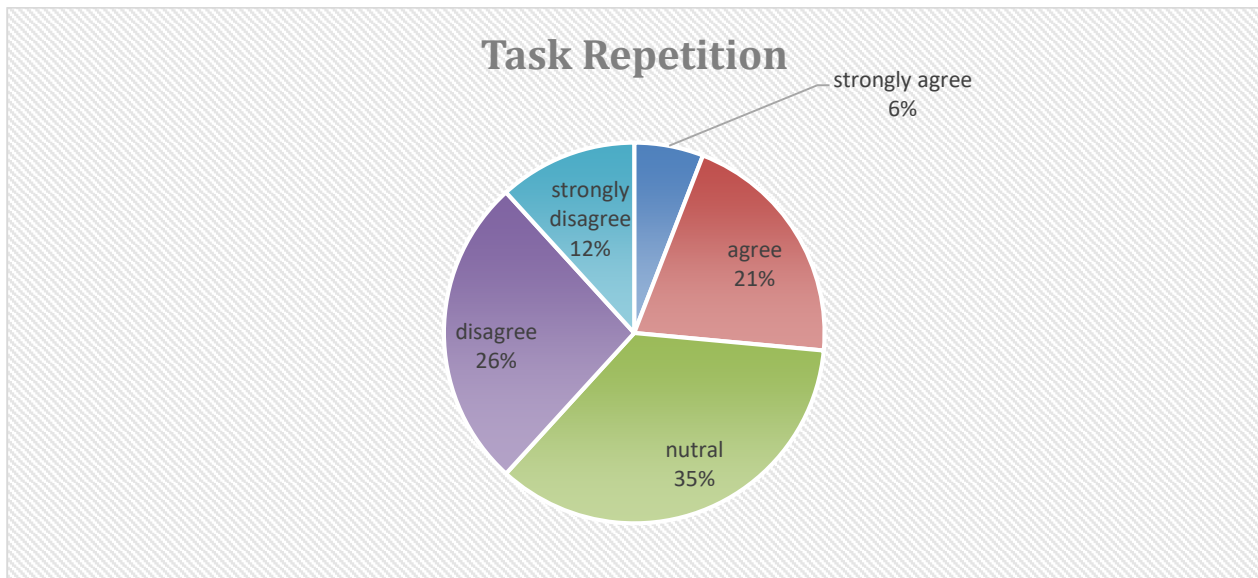
Pie Chart 17



The next question is was about the opportunity to express their views in clinic / wards. Only 50% agreed that they can express their views, remaining 21% disagreed and 29% preferred to be neutral.

Task repetition

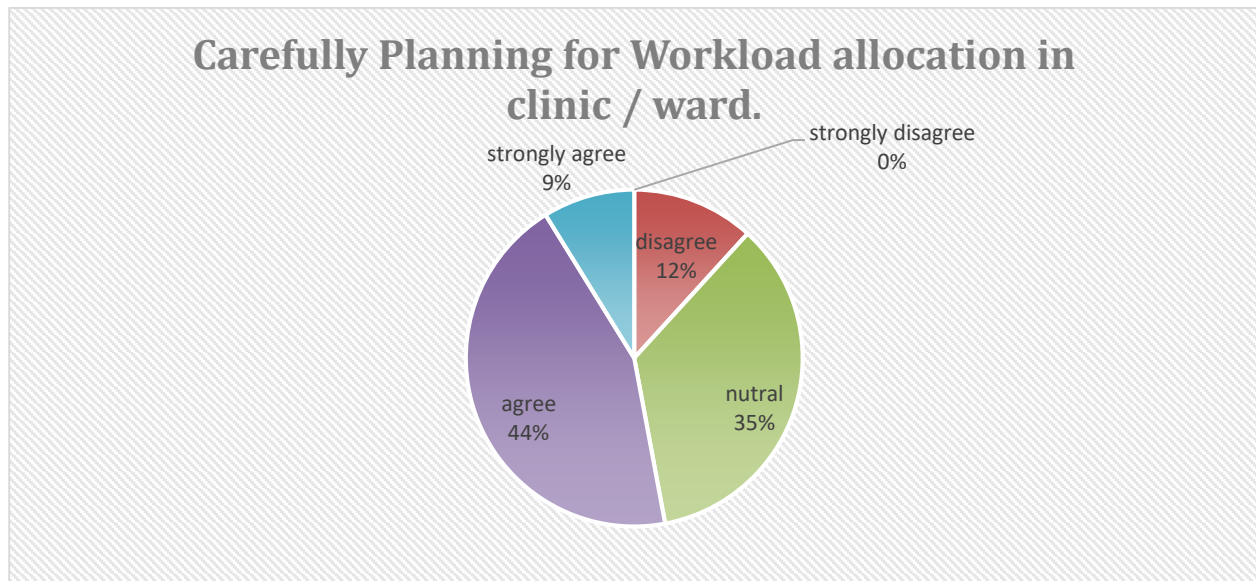
Pie Chart 18



While enquiring about the clinical task, if there are any variation or same old task for every day, 27% of the students reported that same task repeated for every day where as 38% of the students accepted that there is variation in activities.

Work Load Allocation

Pie Chart 19



The next enquiry was about the workload distribution on individual participants. The responses from the students were quite impressive. Only 12% of them –disagreed as they felt that the teacher intentionally imposes work load on them comparing to other students. 44% of them were happy with workload allocation and remaining 35% of them preferred to stay neutral.

DISCUSSION

This is a unique type of pilot survey done over physiotherapy students of Kolkata, where it was tried to analyse the self-analysis of physiotherapy students over their clinical posting. Such survey has been done first time in Indian conditions, Therefore researcher as well responders faced challenges to solve and resolve the issues. A self-made 19 questionnaires were prepared and distributed online via Google form. The outcome are interesting as well as serious which a researchers and professors should contemplate and should initiate action to resolve the issue for the benefit of profession as well for the prospective physiotherapists.

On enquiring about the interest towards clinical posting we found that only 62% of the students were interested to attend the clinical posting, which I feel is a big draw back for professional promotion. To know more deeply about the working interest, I have asked whether they work with interest or just casually watch and wait to leave the place. 47% of them have shown their interest for clinical postings, while 38% of them preferred middle path which varies depending on time and situation. 15% of students accepted that they just watch the clock to leave the clinical posting. It is opined that, it is responsibility of the teachers to create ambience of interest in their respective working area. Further it was asked whether clinical placement is just a time wasting exercise. 65 % of them disagreed with the question. 23% of students remained neutral answering that such clinical placement is not always wastage of time, but it depends on time and situation. 12 % of students did not hesitate to agree with the question. As a teaching professional We would like to recommend that teachers should connect with realistic situations of life such as case discussion and so on. He should understand and appreciate the interest and zeal of the student and should proceed accordingly. He should hook up their interest during clinical training; teach them about self-monitoring skills and so on. According to H.Hudith et al.(2016) stated that the Interest is a powerful motivational process that energizes learning, guides academic and career trajectories, and is essential to academic success⁵.

It was asked whether they pay attention to the instructions of teachers / clinical instructor. 68% of them accepted while others were neutral and didn't felt comfort to answer. Similar study was done by Mehmet & Fatma (2019) where it was urged that teachers should show more interest towards the students, approach the students positively and use a variety of teaching methods in accordance with the students' level.⁷

On enquiring about their knowledge of clinical duties and responsibilities prior to the engagement in the wards, surprising only 65% of them were aware of it and rest others are in bit of confusion. It is the responsibility of the clinical in-charge or ward in-charge to make the students aware of their role and responsibilities, or else it may hamper clinical services as well may create chaos in patient care. In-fact students should be taught as answerable for miss-management during his/her clinical posting.

On enquiring if students were allowed to try new concepts and techniques in wards, which they have learnt during workshops, seminars, training programs, 53% of them were positive while 18% disagreed. Researcher believe that clinical instructors are basically concerned about the safety of the patient. But at same time instructors should motivate the students under his/ her strict surveillance and supervision to apply new method. Keshavarzi, M.H *et al.* (2022) concluded that the clinical supervisor will improve the professional skills of medical students, which will improve the quality of services provided, train efficient graduates, and provide a safe and relaxing environment that leads to patient satisfaction.⁶

On asking about self-effort for learning new concepts from teachers during clinical and ward posting, 65% showed positive response while only 6% accepted their reluctance of learning new thing, and others were just neutral as they are unaware of learning of new concepts. As per previous studies, self initiated learning will help to clear the concept and will be remembered for long time. Sajadi *et al.* (2017) concluded from her study that the use of learning contract method in clinical settings enhances self-directed learning among nursing students. Because this model focuses on individual differences, the researcher highly recommends the application of this new method to educators.⁹

While enquired about the satisfaction towards learning in clinic, we got a mixed responses. Only 38% expressed positive responses, 24% were dissatisfied and rest others were just neutral. This is an alarming indication towards professional progress. The teachers of Kolkata should take some serious steps to sort out this issue. Being a researcher it is felt that a one of the prime duties of clinical instructor or clinical in-charge to handle such issue taking the management into confidence. A similar view was concluded in a study conducted by Amel & Mumtin (2015) where they found that nursing students were satisfied with their clinical placement but they highlighted negative areas that could be taken into consideration by the faculty members, clinical instructor, clinical staff as well as students to enhance the learning that takes place in the clinical setting.¹

On other hand a bit tricky question was asked? Do they self-evaluate at the end of the day as what they learned or gained in knowledge? Majority of the students answered positive. Few of them stated that it depends on their mood and time. Self-evaluation helps to increase the interest and motivate to enhanced learning and better academic performance.¹⁰ It helps them in development of critical skills for analysis of their own Clinical skills.¹⁰

Keeping eye on previous view of the researcher it was enquired about visiting of other clinical departments during clinical posting. 47% have provided positive reply while others kept them neutral or negatively replied. There are certain causes for not promoting inter disciplinary clinical posting such as incorrect information about physiotherapy profession, lack of trust, conflicted goals, ego and false

sense of supremacy, unstable and lack of leadership and so on⁸. Researcher suggests to initiate steps for mutual cooperation and coordination with other departments of health sectors. The next question was whether they enjoy the clinical rotational work, i.e. working in other ward or clinical sectors. We got single vibe answer 'Yes'. Out of those, 35% of students stated that it depends on which ward they are posted or how about qualities of the clinical faculties and such other similar factors.

The researcher asked the students about their feeling towards clinical placement. 53% of students preferred not to answer, where as 23% of them felt that posting were unorganised and only 21% of them said that posting were properly organised. The main cause for disorganised clinical posting may be due to lack of proper communication, inadequate flow of information and human errors. The head of the institution and management of respective colleges should work together to resolve such issues.

The next question was about the engagement within the clinic. Thereby it was tried to assess the feeling of monotony during clinical posting. 50% of students agreed about the feeling of boring while remaining students said it depends on ward where they are posted, work load and efficiency of co-partner during clinical posting. The solution for this problem was analysed by Wolff et al (2014) stating that learners do not retain a significant portion of what is taught during lectures, rather describe techniques that medical professional can use when leading clinical sessions and encourage self-directed learning.¹¹

Further we asked about the availability of sufficient time for learning new skills. Majority of the students expressed their experience of getting less time for learning and practicing new skills. In the survey we it is found that 44% of students reported that they need more time to learn and adopt new skills. 44% of students hesitated to express their experience. Every individual has his own style of ability to learn new skills and so it is a bilateral effort, where students should focus more on new skills by practicing more and teacher should pay more attention for slow learners.

The next question was about the freedom of expression of opinion at work place. 50% of students felt that they are not allowed to express their opinion where as 35% of opted to become neutral. As a researcher it is opined that educational institute should allow the students to express their opinion at work place depending on time and scope. It tried to analyse in depth about the opinion of the student about work environment. Therefore they were asked about working culture. The survey report states that 62% of the students enjoy their clinical posting where as 35% of them opted for answering neutral. While contacted them telephonically, they expressed that it depends on peer members, subject teacher and other medical & health sciences professionals. As per opinion of the researcher, it even depends on student's behavioural nature, weather he/she is introvert or extrovert.

Regarding faculty members, it was asked about the punctuality of teachers because punctuality reflects about self-organised professionalism, respect for co-members and self-discipline. Being punctual and punctuality in class is one of the core informal educations in professional education. Our survey found 62% of the student's agreed that their teachers are punctual to their classes while others remained neutral or provided negative feedback. Therefore it is crucial time for self-development for the sake of development of profession. The next question was type of task they get from teachers. 27% of students get bored of same routine task while 38% students expressed variation in activities which excites them and encourage them to learn new skills. The last question was about the workload. Our survey received mixed responses. 12% of students said that intentionally they were given heavy load of duty compared to others

The next enquiry was about the workload distribution on individual participants. The responses from the students were quite impressive. Only 12% of them are disagreed as they feel, the teacher intentionally load them with more work as compared to other students. While 44% of them were happy with allocation of work load. There are several guidelines, models, principles, policies, parameters

present in literature about workload allocation for academic purpose. Still it is a final decision by of the teacher for workload allocation.

Conclusion

Education is two-way process where teachers are to provide knowledges and students are to acquire that knowledge with dedication. The study says that teacher should be enough active and find innovative skills to teach students. Physiotherapy is an art of sciences where student should be trained as hands on skills, while student should take part in active learning and dedicated towards professional skills. Our survey concludes that students should develop their interest towards clinical training, self-effort to gain knowledge, where as teachers should direct and motivate them. Prior to the clinical posting teacher should make it clear about aim and purpose of clinical posting and their role and responsibility in ward or OPD. Though the students are excited to learn new form of skill in new environment, but fails to get sufficient and proper exposure. As per view of the Researcher, management of Physiotherapy College should look into it in interest of the students. Teachers should analyse the interest of the students individually and help them to achieve new skills at their own pace and ability. Moreover educational policy maker should think over and prepare unique guidelines / manuals for clinical training and required to be revised periodically. In future, as per our opinion of the researcher much research is required for development of pedagogy in clinical subjects which can help to create physiotherapy colleges fit for twenty first century.

LIMITATIONS:

There are few limitations in this study such as majority of students are from Bengali medium, and questionnaires were prepared in English. Majority of the students were doing bachelor degree, thus they were unaware of research questionnaires, and thus they are new to such type of research methodology. Numbers of participants were also few.

ACKNOWLEDGEMENT:

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