Home-based rehabilitation: physiotherapy student and client perspectives

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Overview

• PT student PHC placement
• Final yr students
• 6 weeks
• 5 rotations
• Intervention in home = primary assessed outcome
Research Question

What are the perceptions of final year physiotherapy students and their clients regarding their experiences of HBR during a PHC clinical training placement in a resource-constrained and diverse setting?
Objectives

• To explore the perceptions of clients receiving physiotherapy from students in their homes.

• To explore the barriers and facilitators to effective home visit treatments from a client’s perspective.
Objectives cont.

• To explore the students’ perceptions of treating clients in their homes in resource-constrained and diverse settings and the influence on learning experiences.

• To explore the barriers and facilitators to effective home visit treatments from a student’s perspective.
Context and Concepts

• International context:

  – WHO – health = a basic human right

  – Health For All = healthcare must be accessible to all – includes then interventions in the home
• SA context:
  – DoH → PHC
  – focus on underserved communities
  – compulsory community service
• Lancet (2010):

  – Big gap between what communities need and what services are provided.

  – Healthcare professionals are not competent to treat communities
• Social responsibility

• Students become better advocates if they are exposed to settings where the need is greatest.
• Rich learning platform
• Exposure to real-life situations of clients
• Gives better understanding of situations
• Socio-economic health determinants

• But...
• Mismatch between students and clients –
  – socio economic levels;
  – language;
  – ethnicity;
  – culture
Cultural competence

• Affects the intervention

• PT students lack knowledge/understanding (Futter, 2003)

• New graduates – need more exposure (Ramklass 2009; Mostert-Wentzel et al. 2013)
Cultural competence cont.

- Cultural competence is NB in undergraduate training
  = translation of cultural knowledge into practice & attitude
- Transformative
- Essential for improved client care
Cultural competence cont.

• Therefore basic cultural knowledge and exposure is NB for students to prepare them for service
• Language is part of it
• More language competency is needed (Deumert, 2010)
Cultural competence cont.

• Non-verbal communication is also NB
• Especially in Physio
• Differs according to culture
Physiotherapy Context

• In communities PT acts as:
  – consultant
  – Health promoter
  – Advocate
  – Transfers skills
  – Develops CBR programmes
  – A resource for community/client/team
Home-based rehabilitation

• Opportunity for intervention for clients

• Important opportunity for students
  – Learning environment
  – Preparation for service
HBR cont.

• Real life situation
• Promotes cultural awareness
• Holistic
• Role of poverty / society in health
• Being effective in under-resourced situations
• Skills learnt:
  – Problem solving
  – Narrative reasoning
  – Think on their feet
  – Coping with complexity
  – Client centred care
  – Empathy
  – Functioning in another’s space
  – Knowing when to stop Rx
HBR cont.

• Students in community report feeling:
  – Overwhelmed
  – Helpless
  – Fearful
  – More personally involved
Context and Concepts cont.

- PT literature
- ?
Methodology

Design

• Phenomenological enquiry
• Qualitative
• Exploratory case study
Setting

• Kyamandi

  – Outside STB
  – Mostly Xhosa speaking
  – Under-resourced
  – Lower socio-economic area
Participants

• Clients

• Students

• Chaperone
Data

• Collection
  – clients
    • Semi-structured interviews

  – Students
    • paired interviews

• Analysis – inductive thematic
Findings

• 7 clients

• 6 students

• 1 Chaperone
Client Themes

• Appreciation

• Client-centredness
Client themes - Appreciation

Impact

“Since they came, I can do so many things that I was not able to do before.” (CL2)
Client themes - Appreciation

At home

“I appreciate the fact that students come to the house for therapy; it’s expensive to hire a car. Due to the location of my house it’s too difficult for the car to get there.” (CL1)
Client themes - Appreciation

Goal setting

• “They would ask what they could do to help me.” (CL1)
Communication

“I wondered when they were coming back, or are they going away for good, so there was no communication.” (CL5)
Client themes - Client-centredness

- Home programme

“The student that drew the pictures really helped me a lot.” (CL2)
Client themes - Client-centredness

- Expectations

“The experience of standing up with them makes me believe I can walk again.” (CL7)

“[I thought] they would come with tablets or something.” (CL3)
Client themes - Client-centredness

- Frequency

“Please come twice a week.” (CL7)

“If people come back, to know when and how many times.” (CL3)
Student Themes

- Differences
- Advice to future students
- Learning
Student Themes - Differences

Location

“You have to walk in between some interesting areas to get to your patient’s house.” (ST6)
Student Themes - Differences

Informal vs formal settings

“Just because your patient can walk a little bit wobbly on tiles doesn't mean they are going to cope at home.” (ST6)

“Techniques that we learn that would be good in the clinics, it literally does not work in the community.” (ST4)
Student Themes - Differences

Culture

“Completely different cultural setting, socio-economic problems are completely different.” (ST1)

“It gives you a culture shock; you do not expect what you see.” (ST6)
Student Themes - Differences

Language

“There was a serious communication barrier. Getting them to understand that you need them to tell you what they’re struggling with is a thing all on its own.” (ST6)

“Even with my translator, it’s difficult understanding them and getting my own point across.” (ST3)
“In first year, even though you’re learning the words, you don’t realise why [isiXhosa is] so important. Once you see a patient you understand. More exposure to Xhosa in our third year would also be best.” (ST1)
Student Themes
- advice to future students

Professionalism

“Make yourself comfortable in someone else's house whether it's a mansion or a shack. Be respectful of their environment.” (ST2 Translated from Afrikaans)
Student Themes
- advice to future students

Goal setting

“Do a really in-depth subjective [evaluation] and get to know them and find out their goals etc.” (ST5)
Student Themes
- advice to future students

Adaptability

“Don't be so eager to try teach patients what you are taught in class perfectly step-by-step; not be so technique-driven in the community because that's not going to get you anywhere, it doesn't work.” (ST3)
Student Themes
- advice to future students

Communication

“Discuss why we’re only seeing you say once every two weeks.” (ST1)
Student Themes
- advice to future students

Organisational skills

“Just organising your patients better, making sure when to see who, and making sure you have everything with you that you need.” (ST6)
Student Themes
- advice to future students

- Strategies for coping

“Strategies to overcome the problem, because you see the problem but you don’t know.” (ST1)
Student Themes - Learning

Authentic

“In class you don’t think of those kinds of things - an uneven path or it’s steep.” (ST1)
Social constructive

“Had to think out of the box a lot more. ... You learn to adapt – there were many life skills that you develop.” (ST1)
Student Themes - Learning

Social

“Your patients come up with the most interesting ways to do something.” (ST6)
Student Themes - Learning

Collaborative

“We helped each other a lot and discussed situations.” (ST1)
Student Themes - Learning

Transformative

“The patient passed away very unexpectedly, we knew the story, we knew she had children; we had been in her home, so it’s very different, like when you get into someone’s living space. We learnt so much out of that.” (ST1)
“My biggest lesson from those weeks spent in the community - you must remember where your patients are going once they leave you.”

(ST3)
Discussion

• Client-centred communication

• Need for scaffolding

• Need for reflection
Discussion

• Client-centred communication:
  
  – Mindful – focus on client, listening
  
  – Language – promote learning & use of isiXhosa
  
  – Translator – skills in working with; not always a solution to communication barriers
Discussion

Client-centred communication cont.:

– Education of client – correcting expectations; client’s responsibilities

– Build on previous students’ interventions
Discussion

• Scaffolding:
  - effective interventions
  - goal setting – incl frequency /cessation of Rx
  - deep learning; lateral thinking
Discussion

• Reflection:

  – Culture shock

  – Under-resourced setting

  – Social responsibility – the bigger picture
Conclusion

• HBR – an important learning experience

• Develops many skills

• Preparation for Comm. Serve

• Facilitation essential
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