

I CONGRESO  
INTERNACIONAL  
DE INVESTIGACION  
EN TUTELAJE  
CLINICO



Fisioterapia  
Terapia Ocupacional  
Enfermería

UNIVERSIDAD  
DE MÁLAGA

MÁLAGA  
24 Y 25  
DE MAYO

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# Abstract's Book

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## I International Congress on Clinical Tutelage Research in Physiotherapy, Occupational Therapy and Nursing

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Málaga

May 2019

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# **I International Congress on Clinical Tutelage Research in Physiotherapy, Occupational Therapy and Nursing**



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# Preface

Dear colleagues:

It is an immense pleasure for the Organizing Committee to welcome you in Malaga as the venue for the 1st International Congress on Clinical Tutelage Research in Physiotherapy, Occupational Therapy and Nursing, which will be held on 24th and 25th May 2019. One of the most important functions of university education is to train professionals with the capacity to respond to the demands that society places on them. Therefore, as teachers and assistance experts in Physiotherapy, Occupational Therapy and Nursing, we are particularly concerned about the teaching-learning process of the students who develop their assistance practices. The joint involvement of educational institutions, tutors and students in practical training is one of the keys in order to achieve the development of competences that define a professional of these qualifications. The I International Congress on Clinical Tutelage Research in Physiotherapy, Occupational Therapy and Nursing, organised by the Department of Physiotherapy and Occupational Therapy and the Department of Nursing, with the support of the Vice-rectorate for Research and Transfer and the Faculty of Health Sciences, aims to focus in particular on the research and development of specific methodologies for clinical practices in the Degrees of Physiotherapy, Occupational Therapy and Nursing, the central axis in the development of these professions. This pooling of research and healthcare and teaching experience is the main objective that we intend to address in the First International Congress on Clinical Tutelage Research in Physiotherapy, Occupational Therapy and Nursing, sharing experiences in teaching and learning methods, evaluation, skills development, etc. In this sense, we will have speakers of renowned prestige, both international and national, in the field of clinical tutoring for these degrees. In addition to their teaching experience, they will show us different projects that are changing the model of clinical tutoring in the world. The focus of the clinical practices on future graduates is to improve the quality of healthcare, resulting in a real impact on the population. Hence our interest in promoting the knowledge of all those projects that are being developed in this line, and for this purpose a call for prizes for the best posters and oral communications is planned. From the Organizing and Scientific Committee, we will do everything necessary to make you feel comfortable, and for this reason we have selected the Faculty of Law of Malaga as



the venue with its large Main Auditorium, as well as various spaces that will make everything as comfortable as possible, as it is easily accessible and very well communicated. Furthermore, we will have scientific coffees and an evening at the Botanical Gardens that will make the scientific exchange even more enjoyable.

**Consolación Pineda Galán**  
**President of the Organizing Committee**  
**Universidad de Málaga**

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# I International Congress on Clinical Tutelage Research in Physiotherapy, Occupational Therapy and Nursing

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**ORAL COMMUNICATIONS**

**Málaga**

**May 2019**

## **Formación – Expectativa – Realidad clínica, ¿Pueden corresponderse?**

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**Topic:** Clinical Experience

From the Physiotherapy and OT departments, from the authors' Work Centers, we find each rotation with students who handle theory, to a greater or lesser degree, but who fall apart in clinical practice, having been trained in the ideality of existing resources in the faculty. Being the practical period of learning this contrast, we detect that they do not understand the magnitude of these differences and respond to them. If we add that we have detected in a significant percentage and that can be quantified, that the expectations of students in practice in terms of their rotation period are different from reality, in terms of the expected resources, we understand that raising awareness of the need to prepare them in said reality and help them to visualize the contrast with what has been learned, will help students to be versatile and decisive, and must start in the first instance of the faculty. The rigidity of thinking and reasoning when using techniques and / or materials in the way learned in theory is clear when this material differs from what was expected, seeing the inability to adapt our work to the reality of what is possessed. The idealism about the material and human resources, different or not existing in the centers, the state of the same, and the contact with the real user, in counterpoint of the practices of faculty among peers, are factors that increase the insecurity. We understand that an objective of the practices is this, but we must qualify them in the application of techniques, having been learned in optimal conditions. We must insist on these differences and encourage the adaptability and versatility of students to optimize rotations, so we must make it visible.

**Keywords:** Teaching, Mentoring, Geriatrics.

## Multisensory stimulation at snoezelen space (Communication of practical experience and educational innovation)

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**Topic:** Person-centred attention, humanisation of attention and transmission of values in the practicum.

Introduction: People with some functional diversity may suffer disorders in the functioning of different sensory systems. Multisensory stimulation concerns a concept and at the same time a very wide practice which can be effective from different perspectives. One of the ways to make it concrete is what we know as intervention at multisensory room or at snoezelen space. Snoezelen is a Dutch contraction of two words “snuffelen” and “doezelen”, which mean “to smell” and “to doze or to relax”. This word makes reference to a global intervention, destined to provide people sensory stimulus that facilitate a sense of well-being based on stimulation or relaxation, depending on the proposed aims. Objectives: Overarching objectives: \*To provide the person with a state of global well-being, strengthening their capacities and strengths, improving their quality of life (user) \*Approach and make known to the student the professional scope of assistance (student) \*To implement in real clinical practice the knowledge and competences previously acquired in the theoretical-practical subjects (student). Specific objectives \*Experience, internalize and identify the sensations and perceptions that are obtained about one's own body and the environment (user) \*Facilitate access to communication through sensorimotor experiences (user) \*Favour the appearance of adapted responses, to the detriment of those that are disruptive, harmful or stereotyped (user) \*To offer an improvement in the emotional well-being of people (user) \*Apply previously acquired knowledge of multisensory stimulation in a snoezelen room (student) \*Evaluate and obtain a sensory profile (student) \*Design and implement an intervention program in a snoezelen room (student) \*Analyze the results obtained and their impact on the daily life of each person (student). Contents and context of the experience: 1.Anamnesis 2. General assessment and neurological examination 3.Semi-structured interview with main caregiver and user 4.Sensory evaluation: obtaining the sensory profile of the person. 5.Valuation of stereotypes 6. Individual program of intervention in a Snoezelen space 7.Proposal for an evaluation sheet 8.Sheet of control of the activities and evaluation of the sessions in the space Snoezelen.

Conclusions and implications for clinical tutelage and learning: With this type of intervention, the student will acquire the ability to obtain a person's sensory profile; implement a treatment program; and evaluate the results and relate them to the person's quality of life.

**Keywords:** stimulation, multisensory, Snoezelen.

## **Caso clínico. comparación entre índice de Barthel/test delta como escalas de valoración funcional para terapeutas ocupacionales**

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**Topic:** Clinical simulation and tutelaje.

**Introduction:** Functional assessment is the process of collecting information about the ability of a person to perform activities of daily living, essential to maintain quality of life and plan the intervention from Occupational Therapy. The Barthel Index (BI) is the most commonly used generic scale to assess basic activities of daily life (BADL), assesses the level of independence according to the performance of some BADLs, on the other hand the Delta Test is a scale that assesses the level of dependence, consists of three subscales that measure degree of dependence, physical and psychic deficiency. **Objectives:** analyze and compare the results of two existing tools to assess the degree of functional dependence of geriatric users, analyze employment benefits of one or the other and provide applications for student tutelaje. **Contents and context of the experience:** Results from the BI (initial assessment, 2017) and BI/Test Delta (follow-up assessment, 2018) were compared in an 84-year-old user institutionalized since 2017 who presented with an Alzheimer's diagnosis, anxious depressive syndrome and left ankle fracture (2017), occupational diagnoses corresponding to each assessment have been proposed. According to the results of both scales, the user presents similar scores in terms of dependence to perform BADLs, but the Delta Test adds cognitive, physical and behavioral aspects. **Conclusions and implications for the tutelaje and clinical learning:** Although the BI is the tool most used in geriatric residences to perform a functional assessment is limiting when analyzing different variables that influence the functionality of the person. The Delta Test has shown aspects about the origin of the limitations and allows for more exhausted and holistic occupational diagnoses. Making this comparison can be useful for trainees to become familiar with both scales and to use clinical analysis and reasoning on functional assessment.

**Keywords:** Valoración, Test Delta, ABVD.



## Use of a computer program in the process of assignment of internship

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage

**Introduction:** Faced with the challenge of responding, on the one hand, to the need to order the processes related to external internship, and on the other hand, to the requirement of article 17 of the Royal Decree (RD 592/2014), in relation to the equality of opportunities and principles of transparency in the awarding of placements, a service was created within the UVIC-UCC called professional care service (CCPP). **General aim:** Improve the process of assigning placements in the degrees of Occupational Therapy and Nursing of the Faculty of Health Sciences and the Welfare of the UVIC-UCC. **Aims:** Establish a collaborative work protocol between the CCPP service and those responsible for internship in the Occupational and Nursing Degrees. Configure the offer, dissemination and award of external internship based on objective allocation criteria. **Context of experience:** During the internship process, both academic aspects and technical aspects are considered. The academic part is guaranteed by the figure of the person in charge of external faculties of the faculty, which validates the facilities and institutions to adapt them to the competencies required in each one of the practicums. At the same time, the CCPP service manages the technical aspects related to the legal documentation that revolves around the completion of the internship, such as the management of agreements and the application of seats. To facilitate this process, a computer management program is used. This program allows you to label the facilities, create incompatibilities and assign the places considering criteria related to the academic record of the student. **Conclusions and implications for the tutelage and clinical learning:** This system of selection and assignment of internship based on academic criteria guarantees equal opportunities and ensures a learning curriculum in different health and social environments, and at various stages of the life cycle.

**Keywords:** Asignación, prácticas / Allocation, internship.

## Individual-centred attention, a long way to go

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**Topic:** Individual-centred attention, humanizing attention, and transmisión of values in the Practicum.

**Introduction:** Individual-centered attention is an approach in which the person is the main axis. It's a proposal to properly take care of a person. Not all ways of caring are the same, nor do they get us to achieve the same satisfactory results or goals. Individual-centered attention has both respect and dignity as its main principals, relying on the importance of the person him/herself. Main goals: 1. General goals • To improve the life quality of each individual. • To provide helping tools and new opportunities. 2. Specific goals • To promote autonomy • To provide helping tools and new opportunities. Contents and context of the experience: The experience takes place in a gerontological centre, with a diverse group of population, with different qualities and therefore, different degrees of dependence and autonomy. The population includes the elderly. We can observe some independent people, some people with a moderate dependency due to an alteration of motor functions, and most of them, people with damaged mental functions, in different states. The most relevant changes taking place during this experience are those concerning behavior, which leads to an organizational change affecting life quality for the individual and based in the changing role of the professionals, who are no longer the ones directing and prescribing but the ones who empower and help the person cope with day to day life. Conclusion and consequences for tutoring and clinical learning: This experience comes from the need to show an intervention coming from occupational therapy based in: promoting autonomy, encouraging independence; respectful treatment; active participation in several activities, "Routine as a therapeutic tool" and finally, to value the individual.

**Keywords:** dignity, life quality and life project.

## Cambios en la resiliencia en estudiantes de terapia ocupacional tras practicas clinicas

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage

Resilience is a dynamic and multidimensional construct that refers to the ability of a person to cope or recover successfully in difficult situations, facing the stress that is generated as a result of adaptation. It represents a basic and fundamental quality in the clinical practice of occupational therapists to face adversity, influencing emotional regulation strategies. The objective of this study is to know the influence of the first exposure to clinical practices on resilience skills of occupational therapy students. An assessment was made before and after the first period of exposure to clinical practices in students of the Degree of Occupational Therapy of the public Universities of Malaga, Castilla-La Mancha and Granada through the CD-RISC of 25 items. The results show that significant improvements have been obtained in global resilience scores ( $p < 0.001$ ) and changes in several dimensions that make up the resilience: Resilient Personality ( $p < 0.001$ ) and Optimism ( $p < 0.001$ ). Regarding the "Resources" dimension, no significant changes were observed in it, either in general terms or by area of practice. These results suggest that there are improvements in several components of resilience after performing internships during the University Degree in Occupational Therapy. The learning of therapeutic skills is a slow and decisive process in the students of Occupational Therapy. Through the teachings of the curriculum and more specifically in external professional practices, it would be necessary for students to increase their capacity for resilience, in order to effectively address any adverse circumstances in the future job.

**Keywords:** Resiliencia, Estudiantes, Terapia Ocupacional, Prácticas

## **Evaluación de las habilidades profesionales prácticas en los estudiantes del Grado de Terapia Ocupacional**

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**Topic:** Design, development and improvement of assessment methods of students of Degree in the clinical environment.

This work presents a project, which began in the academic year 2014-2015, within a broader project on the development of emotional and professional skills in occupational therapy students, aims to implement a new system of digital evaluation of practical skills (professional) in students of the Occupational Therapy Degree, replacing the traditional methodology focused on the realization of a memory of practices. For this purpose, a digital tool was developed, which the practice tutors will be able to complete at the end of the internship and where the general, specific and exhaustive practical competences for the professional development of Occupational Therapy students are collected. The main objective of the project is to facilitate the evaluation of practical skills of occupational therapy students, through a digital system that allows to know the progress of students in practical training, in a simple, objective and fast, through a digital rubric. Secondly, this project aims to facilitate communication between tutors and practice coordinators on the evaluation of students. Thirdly, the project aims to provide feedback to students and tutors on the development of practical skills linked to different professional areas. Finally, the project aims to detect the training needs and strong points of the training in competences of the students of the Occupational Therapy Degree, according to the different areas and practice (Mental Health, Physical and Functional Rehabilitation, Early Childhood Care, etc.) The methodology followed for the development of the evaluation rubric that was agreed upon by different university professors and experts from 5 Universities, four of them Spanish from the tool Report of Clinical Progress in Placement (RCPP). To date, more than 500 students have registered the learning of professional skills. The results will be discussed.

**Keywords:** clinical training; skills, occupational therapy, assessment.

## **Programa de acogida y tutelaje de prácticas externas de terapia ocupacional. Hospital la pedrera (Denia)**

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**Topic:** Support strategies and tutorial reception for undergraduate students who begin their first learning experience in the clinical environment.

**Introduction:** La Pedrera Hospital is a Hospital for Chronic and Long Stay patients aimed at attending, among others, patients with acute brain damage, which produces motor, functional, cognitive or behavioral deficit. That requires rehabilitative care by a multidisciplinary team. Within the team is the occupational therapist, whose function is to increase independent function through the activities of daily life, improve development and prevent disability, by adapting tasks or the environment. The occupational therapy service has students in training since 2014. **Objective:** to present a program of reception and tutelaje of students to unify criteria, customize care, offer quality training, provide educational feedback to the reference universities and promote curricular and extracurricular stays. **Contents and context of the experience:** the phases of the program are established, the documentation and activities aimed to improve and promote teaching, training and relations with universities are created: information dossier, surveys, incident records, evaluation reports competences, scheduling of teaching activities, annual report of practices and meeting with academic tutors. **Conclusions and implications for tutelaje and clinical learning:** this program aims to be a tool for the correct professional coach praxis. Properly training future professionals involves improving the quality of assistance and encouraging the development of our profession in the future. Teamwork between universities and collaborating entities will help to strengthen the weak points that are perceived in the training and in the practice of our profession. The continuous training and the promotion of the teaching of different universities, undergraduate and postgraduate courses, will involve a reciprocal enrichment in the practice of occupational therapy.

**Keywords:** Occupational therapy, tutelaje, external practices.

## The student as an active agent in its learning

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

**INTRODUCTION** Considering our experience as students and clinical tutors, we have found beneficial to establish in our workplace the same protocol for physiotherapists and O.T. The students show difficulties realizing how much do they know about the pediatric population (assessment and intervention) at the time to start their clinical practice. It is not easy for the tutor to organize and focus the clinical practice in a self-organized way. We believe the proactivity of the student is essential to optimize their learning, being the clinical tutor a guide according to their needs. **OBJETIVES** - establish a protocol for clinical tutors of different specialties - make a self-assessment to establish lines of work - learn to do an evaluation and intervention plan. **CONTENTS AND CONTEXT OF THE EXPERIENCE** 1º Complete a self-assessment questionnaire using a video at the beginning and the end of the practice with: - common areas: diagnosis, assessment, environment, fine motor skills (grasp and pencil) - specific areas (O.T./physiotherapy): A.D.L./gait 2º Choice one clinical case to: - perform an evaluation and an intervention program with goals to achieve - make a direct intervention through the game - develop a report including guidelines for the family. **CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING** This protocol provides a solid structure in our workplace where professionals act in a uniform way offering all students the same tools. It improves the work organization of the clinical tutor and helps them to know the specific needs of each student. The students learn to observe, evaluate and improve their knowledge. The student: - Works the involvement and communication with pediatric population, their family and their environment. - Knows general and specific test - Makes a report and an intervention plan including guidelines for the family - Plans and carry out individual intervention through the game.

**Keywords:** active learning, students, occupational therapy.

## Mejora de la Inteligencia Emocional Autopercibida en estudiantes de terapia ocupacional después de la realización de prácticas

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**Topic:** The acquisition of competences in clinical safety in the environment of the practicum.

**Background:** In the field of healthcare, higher skills in emotional intelligence (EI) have been proven to have a positive impact on healthcare professionals in general and occupational therapists in particular and also on teamwork and patient care. The purpose of this research was to determine whether performing practical work included in the undergraduate Occupational Therapy program improves students' self-perceived EI, and whether there are any differences in the latter depending on the area in which this practical training is performed. **Methods:** Students' self-perceived EI before and after practical training was measured with the Trait Meta-Mood Scale-24 (TMMS-24). McNemar-Bowker and McNemar tests were used to analyze the differences in self-perceived EI. **Results:** After the practical training, an improvement in self-perceived EI was observed in women (Emotional Attention, Emotional Clarity, and Emotional Regulation dimensions). Regarding areas of practical training, results showed an improvement in EI in women who had received practical training in the areas of Physical Rehabilitation, Mental Health, and Geriatrics and Gerontology. **Conclusions:** Our findings contribute to a better understanding of the relationship between practical training and an improvement in self-perceived EI. This insight can help make changes in the teaching methodology to enhance the emotional skills needed for a better professional performance.

**Keywords:** Occupational Therapy, emotional intelligence (EI), Practical abilities, students - health occupations, Healthcare profession education.

## **Importancia del trabajo interdisciplinar como herramienta de aprendizaje en alumnos de terapia ocupacional y fisioterapia**

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

Due to the difficulty of university students to integrate theoretical knowledge in the context of real clinical practice, it is intended to explain a teaching experience in which contents and competences of two disciplines of health sciences, such as Occupational Therapy and Physiotherapy, are integrated to face interventions in neurological patients from an interdisciplinary approach.

**Keywords:** Interdisciplinary team, Learning.



## Digitalization of the evaluation process of external graduate practices in physiotherapy

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**Topic:** Didactic resources in the mediant clinical context

**Introduction:** Practices in healthcare environments are essential in the training of physiotherapist. The learning that we offer in the faculty is complemented with the contact with professionals and users that will help the student to integrate professional dimensions of physiotherapy, from a biopsychosocial perspective and multidisciplinary. The teaching guides of each Practicum contain the characteristics and program methodology. And, in the virtual classrooms we find the necessary documents for the monitoring and evaluation of the student: competences and results of learning, activities, typology of the practice centre, identification of the UVic tutor of follow-up, attendance control and image and record of hours performed according to the clinical specialties. **Goals:** - Increase efficiency by simplifying the process of receiving and sending documents restricting intermediaries. -Simplify print jobs. - To obtain, according to the Data Protection Law, maximum confidentiality in the evaluation. **Contents and context of the experience:** - A survey is created with the Lime Survey program to digitize information from the physical documents. - A study is made of the data that we must digitize analysing different variables such as student, course, practicum ... - Information from the evaluation system to the practice centre, survey personalized sending, advice from external UVic tutor for filling in and verification of results. - Variables of resolution and efficiency of the system are compared, as well as a compaction of information; statistics of the number of shipments, of answers... **Conclusions and implications for mentoring and clinical learning:** The digitization of the process of mentoring through ICTs is fundamental in the following dimensions: - Data Protection. - Paper savings. - Promote teamwork among the services involved. - Lessen the parts that take part in the mentoring. - Possibility of transferring the digitalization of clinical mentoring to more faculties of the University.

**Keywords:** Digitalization, evaluation, external internships.

## **Consensus among eleven universities of the community of madrid on the usefulness of the rubric recopc-physiotherapy**

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**Topic:** Design, development or improvement of methods for assessing the competencies of undergraduate students in the clinical environment.

**Objective:** The aim of this study was to validate the contents of the RECOPC-FIS rubric, (Rubric of Evaluation by Competencies of Clinical Practices in Physiotherapy) based on the opinion of experts, responsible for coordinating the practicum in different universities. **Methods:** A questionnaire was designed to assess the usefulness of the rubric by requesting the participation of the heads of Clinical Practices of 13 university centres in the Community of Madrid. The usefulness of the three rubrics (Clinical Practice, Clinical History of Physiotherapy and Reflective Academic Diary) was evaluated from 14 items using a likert scale of 4 points [1 - 4]. The items referred to their usefulness in assessing clinical practices when evaluating the student in an integral way and verifying the levels of competence acquired in the clinical practice in a simple, objective and equitable way. In addition, they allow to improve the quality of learning, the feedback to the student, and the coherence between the evaluable criteria established by the university, the assistance tutors and the students. The validity of the content was analysed using the Aiken  $v$ -test. **Results:** The response rate was 84.6% ( $n=11$ ). A good agreement coefficient was obtained in the average of all items  $v=0.91$  [0.77-0.97]. In the item-by-item analysis, the lowest insufficient agreement coefficient was identified in item 9  $v=0.76$  [0.59-0.87]. The degree of agreement on the overall relevance of the instrument was absolute  $v=1.00$  [0.90-1.00]. **Conclusion:** The RECOPC-FIS rubric is a valid instrument to evaluate the competencies in the real clinical practices of Physiotherapy students. A total degree of agreement is emphasized that this allows improving the quality of the evaluation of competencies of the Practicum.

**Keywords:** rubric, competencies, practicum evaluation.

## Physical well-being and pediatric physiotherapy in early intervention. Cases report

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**Topic:** Person-Centered Attention, humanization of care and transmission of values in Practicum

**Introduction:** Early intervention is one of the primary areas in which students of the Degree in Physiotherapy perform clinical placement stays related to pediatric physiotherapy. The 7.03% of the minors attended in Early Intervention in Spain present with psychomotor disorders, including limitation in balance abilities Purpose: The goal was that students attending the subject Clinical Practicum II, during the fourth year of the Grade in Physiotherapy (University of Valencia), quantified the impact of balance-oriented intervention (which included strength and proprioception work) on the quality of life in three preschool girls aged under three and four. Content and Context of the experience: Three preschool girls between three and four years old were referred to Early Intervention due to alteration in coordination and balance, without another diagnosis. Motor development below chronological age. A balance, strength and proprioception protocol were designed based on current scientific evidence. The impact was measured using “the physical well-being” dimension of the KidsLife Scale for quality of life . Pre-protocol measurements (BF, Physical Well-Being): A (BF Score: 7), B (BF Score: 13), C (BF Score: 6). Dosage was 4 weeks, 2 sessions of 45 min per week (Early Intervention Center and family environment). Post-protocol measurements: A (BF score: 8), B (BF score: 14), C (BF Score: 7) Conclusion and implication for tutelage and clinical learning: Assessing the physical well-being of the target population has been innovative at the clinical level and as well as illustrative in teaching terms. The results support that balance-oriented intervention is an effective approach to improve physical well-being of children with balance disorders. Future randomized trials with larger sample size and sufficient power are warranted to elucidate actual effects of the proposal.

**Keywords:** Physical Well-Being; Early Intervention; Pediatric Physiotherapy.

## **Need, competencies and evaluable contents of an osce in the degree in physiotherapy: perspective of the clinical tutors**

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**Topic:** Evaluation of competences of undergraduate students.

**Objectives.** To identify the need, competences and contents, as well as the scopes of an Objective and Structured Clinical Examination (OSCE) in the Degree of Physiotherapy from the perspective of the clinical tutor. 2. **Methods.** A semi-structured questionnaire was applied to clinical tutors of the four Practicum of the Degree in Physiotherapy (University of Córdoba, Spain), preceded by a document and three informative videos about the concept and application of an OSCE. The questionnaire, prepared from the Coordination of the Degree and the Coordination of Practicum, included aspects related to the knowledge of the OSCE, its relevance to assess competencies and clinical contents, and the need for a unified national OSCE. A descriptive and a content analyses of the quantitative and qualitative variables was carried out. 3. **Results.** Questionnaires were obtained from more than 50% of the active clinical tutors in the 2018-2019 academic year (implementation of the 4th year of the Degree), from the public and private spheres. Seventy per cent of the tutors showed previous ignorance about what is an OSCE. However, they determined an average importance of  $8.4 \pm 1.8$  (0-10 scale), for the OSCE to evaluate the competences Anamnesis, Clinical Assessment, Technical-Procedural Skills, Communication Skills, Diagnosis Plan, Prevention and Health promotion, Interprofessional relations, Legal and Ethical aspects, Selection of the appropriate procedures according to the assessment of functional status, Organization/Management/Planification of the available resources. Similar relevance was obtained by the diversity of contents and areas of work that should be evaluated in the OSCE, as well as its suitability for implementation at a national level (85% of the respondents). 4. **Discussion and conclusions** The clinical tutors identify the OSCE as necessary, being able to evaluate most of the proposed competences, as well as the different contents and fields of work of the Degree in Physiotherapy. Finally, the group consulted affirms that a unified OSCE should be implemented in Spain for the Degree in Physiotherapy.

**Keywords:** Objective and Structured Clinical Examination, Clinical tutelage, Practicum.

## The working group on the evaluation design of external internship

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**Topic:** Attention based on the patient, humanization of the attention and transfer of principles during the internship.

**INTRODUCTION** Using different surveys done by former students, it was detected the importance of a strong relationship between the academic and professional areas. We propose to open a constructive forum to discuss contents and opinions. **OBJECTIVES** To involve the clinical supervisor in the organization, management and design of the documents content for the student's evaluation. **CONTENT AND CONTEXT OF THE EXPERIENCE** The objective of the working group, which starts on the academic year 2011-12, was the following: - To involve the clinical supervisors on seminars and meetings to be held in the University and out of the clinical environment. - To invite clinical supervisors to participate as speakers in university seminars. - To explain the importance and the advantages of using the portal web and the Library for the development of the course. - To organize two open door days to show the university facilities and to explain the objectives of the new external internship. - To create a working group to organize the seminars proposed. - The meetings have been celebrated annually with the following program: • Prior to celebrate the seminar, an introduction of the subject is sent by mean of a survey which must be filled by the participants. • A conference of a professor specialist about the meeting subject is organized. • Internal discussion of the main points of interest. • Conclusions **CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING** The methodology of "cooperative work" was established to: - To bring the clinical supervisors closer to theory concepts - To involve them in the organization, design and management of the external internships. - To manage problems, generate during the development of the course.

**Keywords:** Cooperative Work, External Physiotherapy Internship.

## **Integrative development of an osce in the degree in physiotherapy: preamble, design and presentation**

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**Topic:** Evaluation of competences of undergraduate students.

1. Introduction. One of the challenges inherent in the application of an Objective and Structured Clinical Examination (OSCE) is its design and elaboration. Its application in the Degree in Physiotherapy of the University of Córdoba (Spain) has been proposed since its inception, which culminates in the 2018-2019 academic year. 2. Objectives. To design and develop an OSCE in 4th year of the Degree in Physiotherapy, which integrates previous experiences and the specificity of competences and clinical skills of the Degree, through the participation of the different groups involved. 3. Contents and context of the experience. The Physiotherapy Committee of the Practicum (Faculty of Medicine and Nursing), composed by a representation of the different groups involved (Dean team, teaching staff -Degree and Practicum Coordinators, Clinical Tutors, Professors of Physiotherapy Procedures/Methods-, Students), proposed a sequenced strategy: - To analyze the previous experience of the OSCE in the Degree in Medicine (University of Córdoba) for its applicability in the Degree in Physiotherapy. - To consult with the groups involved about the aspects of the OSCE (number of stations, typology of the stations, skills to be evaluated, weight in the final evaluation of the practice). - Sharing and elaboration of the OSCE Guide, which includes: 1) Clinical skills to be evaluated distributed by stations; 2) Items to evaluate for each station; 3) Number of stations; 4) Theme of the stations (Orthopedic Physiotherapy, Neurological Physiotherapy, Cardiorespiratory Physiotherapy, Procedures/Methods); 5) Technical sheets of the stations; 6) Evaluative lists by station; 6) Implementation aspects: material, human, temporary resources; 7) Dissemination of information; 8) Need for evaluation and cyclical execution of the process. 4. Conclusions and implications for tutelage and clinical learning. The participation of the different organisms and groups involved, and the previous experiences, allows that the structure of the OSCE reach the formative requirements for the Degree in Physiotherapy.

**Keywords:** Objective and Structured Clinical Examination, Evaluation tests, Practicum.

## Formación de pregrado dentro de un sistema de gestión de calidad iso, indicadores de calidad

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelaje.

**Introduction:** The ISO (International Organization for Standardization) quality management system is an excellent method of working to improve the quality of products and services, as well as customer satisfaction. Determines the need to create documents that provide requirements, specifications, guidelines or features that can be used consistently to ensure that processes and services are appropriate for their purpose. In this way any health professional who agrees to be an associate professor of the University must follow the Operative Procedure of Undergraduate Training, to guarantee the quality of the student's training, independently of the assigned tutor. Objectives Provided a broad, qualified and rigorous training to students of Nursing, Physiotherapy, and Occupational Therapy who perform their car practices in the Rehabilitation Service of the University Hospital Miguel Servet in Zaragoza. Contents and context of the experience An Operating Procedure was designed for undergraduate training by a group of associate professors from the University of Zaragoza. To measure the effectiveness in the application of this procedure, a satisfaction survey was designed for the undergraduate practices that are given at the end of the rotary to each student. From this survey, an indicator was selected: "general satisfaction", which is collected every quarter. It was decided that the standard should be a score  $>8/10$ . Conclusions and implications for tutelaje and clinical learning Standardization allows all associate professors and all students to know the context in which the practicum is carried out, so that the relationship between expectations and lived reality are very close. Monitoring the indicator allows us to quickly detect if there has been a deviation in the quality of the training, study the possible causes and modify what is necessary.

**Keywords:**

## **Tutoring Clinical Practice for Students of the Physiotherapy Degree in the University of Alcalá. Barriers & Facilitators**

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelaje.

**Introduction:** The Physiotherapy Practicum for students of the Physiotherapy Degree in the University of Alcalá is developed throughout the subjects of Tutored Clinical Practice I, with 6 ECTS, and Tutored Clinical Practice II, with 36 ECTS, belonging to the third and fourth course respectively. Through them, the required professional competences for an integral care in Physiotherapy are developed. Objectives • To show the experience on tutored clinical practice within the Physiotherapy Degree in the University of Alcalá • To identify the elements which enable or hinder the tutored clinical practice Contents and Context Students carry out the clinical practice through a rotating scheme of stays in different healthcare centers under agreement, including hospitals, primary care, children's centers, care for women, eldercare as well as private-owned centers. The Clinical Practice Tutor is a key element in the development of the pupil's competencies and becomes a professional reference, a model for clinical reasoning and a decisive support for the student during their clinical practice. The elements which facilitate the tutored clinical practice are related to the number of associate professors of Healthcare Sciences involved in the scheme, the organization and planning of clinical practices, as well as the communication and coordination strategies among the professionals involved. The lack of specialization units in the healthcare centers, the geographical dispersion of them and the different approaches to practice followed by tutors among others, can be mentioned as the elements which hinder the tutored clinical practice. Conclusions The clinical tutor is a decisive support for students, and the key element for them to develop professional competences. Despite the barriers, the enablers prevail, and the fact that all clinical tutors are associate professors in Healthcare Sciences must be highlighted.

**Keywords:** Tutored Clinical Practice, Clinical Practice, Physiotherapy Degree.



## **Degree of student satisfaction with the new clinical tutorial model**

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

**Introduction** In the degree of Physiotherapy, the students of the Faculty of Health Sciences of Zaragoza carry out their practices during the last course, these practices are included in the subject of Practicum with 42 ECTS, through 4 rotations with a duration of 6 weeks each one. Each student performs his rotary in the assigned center supervised by the corresponding tutor in a single work area. The HMS physiotherapy service, as a tertiary and reference hospital in the Autonomous Community of Aragon, is committed to a change in the dynamics established in the other centers. 2. **Objectives** Assess the degree of student satisfaction with the new model of clinical supervision through a self-administered questionnaire 3. **Contents and context of the experience** The HMS physiotherapy service has 30 physiotherapists, with a direct care of 414 daily patients with different pathologies, this diversity encourages the service to be structured in more specific areas of action, and specialization of the physiotherapist. This change in the dynamics of the rotary is considered and they rotate through 6/7 areas of action within the hospital complex, with the different tutors. 4. **Conclusions and implications for the tutelage and the clinical learning** More than 80% of the students consider the intrarotatories organized by the hospital as satisfactory. 86.6% indicate that they have improved their skills, knowledge and skills. As aspects to take into account is that the student considers that the intrarotatories are very short. This type of clinical tutelage encourages that the student may expand knowledge and may improve the quality of attention to Health.

**Keywords:** Physiotherapy, healthcare practices, areas of activity.

## External internship evaluation

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**Topic:** Design, development or improvement of the competence's evaluation methods of bachelor degree students in the clinical environment.

**INTRODUCTION** After the evaluation of concepts such as active methodologies, promotion of active learning, the teacher as learning promoter, the defence of arguments avoiding memory learning, etc we think about the balance (positive or not) of those changes for the 51 credits included in the clinical practice of the Physiotherapy bachelor's degree. **OBJECTIVES** To get a more objective and accurate evaluation. In order to do that, the clinical supervisor makes the evaluation using structured, programmed and easy to handle documents. This allows to evaluate what activities improve the clinical practice of Physiotherapy. **CONTENT AND CONTEXT OF THE EXPERIENCE** Two principles were worked: - Compulsory oral presentations - To know the rules and functioning of the clinical centre - To have as a reference the different phases of the Physiotherapy medical history - To include the physiotherapist diagnosis, the certificate of discharge, autonomy and evolution of the patient - To sign each document created **CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING** The survey results show that the new methodology used in the bachelor's degree could improve the student training in the following aspects: - Knowledge of the clinical environment and the physiotherapist tasks associated. - To know the working way with other services and units - Improvement of communication abilities using technical vocabulary - To give oral presentations - To manage their own learning by the search of the required information. - Capacity for elaboration and defending arguments. - To make a complete Physiotherapy medical history - Application of ergonomics principles - Working on groups Additionally, it is important to note that in all the surveys the results show that the evaluation is more fair, reliable and transparent and as a consequence of the implantation of this system for the evaluation of the external internships.

**Keywords:** Evaluation, external physiotherapy internship.

## Clinical tutelage of nosological rank for all health sciences

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

1.- Introduction Reasoning in the Health Sciences leads us to verify that we have three possibilities. One of them has a range that we will call "real", is the so-called nosological diagnosis. The other two are known as Topographic and Functional Diagnosis. 2.- Aims The Health Sciences can be divided into two types: a) those that can not develop the Nosological Diagnosis, and are relegated to Functional and / or Topographic diagnosis; b) those that generate genuine clinical knowledge from the Nosographic. All of them must reach the Nosological Rank with Stable Semantic Qualifiers. 3.- Contents and context of the experience The most characteristic disadvantage, contrary to the Functional and / or Topographic range, is, above all, the instability of the diagnostic label. So much so that it can range from the order of seconds, to hours, days, if anything, the week. On the contrary, the Diagnostological Nosological Label, with its operative discourse, remains throughout the natural history of the process or phenomenon. 4.- Conclusions and implications for tutelage and clinical learning Nursing, Occupational Therapy and Physiotherapy, Health Sciences, belong to the category of Topographic and / or Functional Reasoning. To reach the Nosological status, an Ontology, Terminology, congruent and with stable Diagnostic labels throughout the process, is required. It is proposed meanwhile, as a transitory solution, the "Chapter 26 of the ICD-11 (International Classification of Disease)". Indispensable for a truly clinical tutelage, also propedeutic in the supervision of pre-clinical teaching.

**Keywords:** Tutelage, Clinical, Nosological.

## Knowledge of learning objectives practicum by 4<sup>o</sup> course physical therapy students

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**Topic:** Experiences, barriers and facilitators for clinical teaching.

1. Objectives. - To investigate what physical therapy's students know about Clinical Practicum's learning results. - To compare what students know with the educational guides explain. - To know what objectives are the most pointed by students. 2. Methods. Cross-sectional descriptive study made in Physical Therapy Unit in University Hospital Fuenlabrada. The first day students' Rey Juan Carlos University filled out a survey. One question asks them about aims learning's subject. Investigator select 40 surveys in the last four courses. Investigator analyse the answers. 3. Results Three variables are analysed. Gender (18 men, 22 women); objectives number (mean: 2.425); objectives adapted to competence's type according to the guide (1.05% general, 47.36% specific, 51.57% it doesn't appear in guide) 4. Discussion and conclusions The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence. Teachers define what students should know and be able to do, and they graduate when they have demonstrated their competency. This means that we have to define the competencies very clearly in the subject guides. Participation of the students is required in order to plan, supervise and evaluate the learning process. We focus on the planification. Students must know the learning's aims to develop a programme. Do the students know the objectives? Which objectives do the mention? Does the instruction improve the learning? Students don't know learning objectives's Practicum in depth. More than half of the mentioned objectives aren't adapted to the learning guide. General competences are barely mentioned. Any of the named objectives appear literally in the guide. The more mentioned are related to diagnostic and therapies. No words about ethic and legal principles, communication, discharge report, and physical therapy history. Women are more than men but there are no differences between them.

**Keywords:** Physiotherapy; Learning guides; Practicum.

## Innovación docente a través del Aprendizaje-Servicio en la asignatura “Fisioterapia en Atención temprana”

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**Topic:** The attention focus on the person, humanization of care and transmission of values in the practicum.

1. Introduction. Service-Learning is an educational methodology that combines learning and social commitment, both essential aspects in health disciplines. It is a teaching tool that allows to create better professionals, more human, that are able to generate changes in their environment. 2. Objective. To implement the service-learning methodology as a strategy to develop personal and attitudinal skills in physiotherapy students. 3. Contents and context of the experience. Field practice has been carried out in the children's schools of the University of Seville with the students of the subject of physiotherapy in early attention (second course), previous to the curricular practices of the Practicum of Physiotherapy (third and fourth Course). With them, we have promoted teamwork, the personal and attitudinal skills of the students in front of real situations of the profession in the child field. They have developed group workshops on psychomotor skills and functional diversity awareness in children from 2 to 3 years old, engaging in the whole process of planning, materials elaboration, staging and evaluation of the process. 4.- Conclusions and implications for guardianship and clinical learning. The students have emphasized these practices as the best clinical learning of the course, in real situations, carrying out a learning based on the direct service to the community, in this case, the children of the university community. It has served them as a contact with real patients in a guided context from the university classroom to the actual pediatric intervention. We detect professional changes in the students, as well as provide a service to the educational community. If we promote contextualization-based learning, students will have a more integrated view of their knowledge.

**Keywords:** Fisioterapia. Innovación. Docencia.

## Experiencia de integración entre tutores y alumnos en el uso de una app para la evaluación del equilibrio

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**Topic:** Innovation in teaching resources in the clinical context through the use of TICs

**Introduction.** It has been shown that improving balance helps in the prevention and recovery of injuries, as well as in the improvement of functional performance in young and elderly individuals. Therefore, the ability to evaluate the balance quickly and reliably is important. The mobile application "SWAY Balance" is a balance measurement system approved by the FDA that uses the triaxial accelerometers incorporated in a smartphone to evaluate postural movements, both statically and dynamically. These technological contributions to the practical environment would become a desirable learning for the students of the subject "Prácticas Tuteladas II" of the Degree of Physiotherapy. **Objectives.** The main aims are: 1) to train students in the use and management of this type of tools, 2) assess the use and effectiveness of the tool by tutors and students, and 3) create a teaching synergy between the members responsible for the student's training: center, tutor, coordinator and teacher coordinator of the subject. **Contents and context of the experience.** A Likert scale will be elaborated to know the assessment of the students and tutors about the experience. **Conclusions and implications for tutelage and clinical learning.** Student learning in the clinical environment is a collective responsibility. This mobile application is shown as an essential element in clinical practices and provides a reliable and reliable means of functional mediation of the patient. It is an innovative and integrative way to create synergies between the actors that intervene in the student's learning.

**Keywords:** app, prácticas, equilibrio.

## The evaluation of the patient as a relevant indicator in the 360° evaluation of the practicum in physiotherapy

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**Topic:** Design, development or improvement of assessment methods for the competences of undergraduate students in the clinical environment.

**Objective:** To know the students' perception of the degree of relevance of each of the items included in the 360° assessment. On the basis of this evaluation, the patients will assess the student's attitudinal competences in clinical practice. **Method:** The evaluation instrument was designed based on 21 items that refer to different bibliographic sources and are contemplated in the competencies determined in Order CIN/2135/2008. The degree of relevance of each item was assessed by the student using a Likert scale of 4 points [1 - 4]. Thirty-six students from practicum I (3rd year) of the Degree in Physiotherapy were included. Content validity was analyzed by Aiken's v-test. Finally, the degree of global agreement of the instrument, the sufficiency and comprehension of the items were evaluated in a qualitative way by means of open questions. **Results:** The response rate was 86.1% (n=31). A good average agreement coefficient was obtained  $v=0.83$  [0.74 - 0.89]. In the analysis of the individual items, an insufficient agreement coefficient was identified in item 1  $v=0.62$  [0.52 - 0.72]. The degree of agreement on the overall relevance of the instrument was high  $v=0.76$  [0.67-0.84]. In the qualitative sufficiency assessment, no item was identified as excludable and all items were adequately understood. **Conclusion:** The overall perception of the students regarding the relevance of the items proposed to evaluate their attitudinal competencies by the patients was good.

**Keywords:** 360° evaluation, practicum competencies, perceived quality.

## **Implementation of the minicex instrument for the evaluation of the physiotherapy clinical history and the evaluation checklist**

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**Topic:** Design, development or improvement of assessment methods for the competences of undergraduate students in the clinical environment.

1. Introduction. The Clinical History of Physiotherapy (HCF) is a specific key competence in the clinical practicum curriculum. This competence is determined by Order CIN/2135/2008 and other Ministerial Orders of Health Sciences. 2. Objectives To implement an innovative methodology in Physiotherapy based on the Mini-CEX model for the development and evaluation of the competence of the HCF with real patients and to design an evaluation system based on the direct observation of the different clinical interventions that guarantees the fulfillment of the competency learning objectives. 3. Contents and context of the experience. The adaptation of the Mini-CEX model to evaluate FCH with real patients was carried out at the Functional Rehabilitation Institute (IRF) of the CSEU La Salle allowing the development and integration of the students' reflection and clinical reasoning based on the APTA Model and the CIF. The evaluation was carried out from a checklist designed to integrate the most relevant evaluable criteria of this clinical intervention. These criteria included oral communication skills and interpersonal relations, patient assessment (anamnesis and exploration), diagnostic judgment, integral treatment, information recording, written communication, analysis and synthesis capacity, critical reasoning and Physiotherapy discharge report. It should be noted that this new methodology allowed a diagnostic, formative and summative evaluation to be carried out. In addition, a reflexive dialogue was established between the student and the assistance tutor, providing continuous feedback and an improvement in competence development. Conclusions and implications for tutoring and clinical learning. At the end of the 2017/2018 academic year, the students expressed a high level of satisfaction with the implementation of this methodology, emphasizing that this competence is essential for their formation of the practicum and for their professional future.

**Keywords:** Mini-CEX, Clinical History Physiotherapy, evaluation by competences.



## **Situations which may concern the physiotherapy students in clinical practices**

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

**Objectives:** To know the possible worrisome factors among the students of the Degree in Physiotherapy that are going to carry out their period of clinical practices, with the purpose of, once identified, to be able to elaborate a useful tool to measure the stress and later to implement action measures to help to coping in that period. **Methods:** An Ad hoc Likert questionnaire of 50 items was created with possible predictors of stress during the clinical practices and distributed in 10 dimensions, agreed with experts in the field. The population studied was determined by university students enrolled in the 2016-2017 academic year, in Practicum subject, at the Autonomous Community of Andalusia. They were distributed among third and fourth course undergraduate students of the Universities of Almería, Cádiz, Jaén, Málaga, Seville and the Osuna assigned center. **Results:** The final participant sample consisted of 373 participants, corresponding to 49.66% of the total population. The ten items (clinical assumptions) where students have expressed a high level of concern when performing clinical practices in Physiotherapy, have been, in order of importance: 1. "Receive the report of a patient or relatives" 60.06% 2. "Doing my job badly and hurting the patient" 53.08% 3. "Receive a verbal or physical aggression on the part of the patient or relative / caregiver" 43.01% 4. "Finding myself in some situation without knowing what to do" 41.24% 5. " Infect me through the patient" 38.96% 6. "That an emergency situation may arise" 38.54% 7. "The news of the death of a patient undergoing physiotherapy treatment" 38.23% 8. "Making a mistake by choosing and / or applying an inappropriate treatment" 34.50% 9. "Feeling that I can not help the patient" 34.23% 10. "See the patient that does not improve or even worsens, despite the treatment" 32.25% **Conclusions:** The dimension with the highest score was "Resulting injured in the relationship with the patient or relatives".

**Keywords:** Physiotherapy, Stress, Clinical Practices.

## Examen por competencias (ECOES) como sistema de evaluación del practicum en el grado de fisioterapia

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**Topic:** Design, development or improvement of methods for evaluating the competencies of undergraduate students in the clinical environment.

**Introduction** The clinical competence in which students are trained is a balanced set of knowledge and clinical reasoning to which decision making, problem solving, and interpersonal relationships are linked. Although health careers have a high number of practical hours within clinical contexts, students do not face a patient autonomously. The OSCE (Objective Structured Clinical Examination) type test assesses the knowledge, attitudes and decisions of students autonomously before a patient, but in a controlled environment. Objective Acquisition by students of decision tools in an autonomous context of patient care Content and context of the experience Each student faces a patient who has been previously trained, for the simulation of a pathology. They have 30 minutes in a classroom prepared as a consultation to make the anamnesis, the exploration, a reasoned diagnosis and a proposal of the treatment. The patient and the present teacher always maintain eye contact for their support if the student asks or performs a test that has not been included in the trial. The exam is recorded on video to be able to have the material in case of claim and as later teaching material. It is very useful that students can visualize themselves to correct possible errors. Conclusions and implications in clinical tutelage The OSCE evaluation in a controlled context provides students with a useful tool to train clinical decision making. The recording of the sessions serves as a method of reviewing possible aspects that students should improve. In addition, it allows detecting weaknesses that the training may present. The experience has allowed to expand the subjects evaluated with this method.

**Keywords:** OSCE, Practicum, Physiotherapy.

## **Importance of checking and treating the entire lesion chain in a fractured head of the radius in a fall on the hand**

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

**Introduction:** In a fall on the hand with result of fracture of the head of the radius, a several injury mechanisms are produced from the hand to the spine that the student needs to understand in order to be able to assess and treat the patient for a better recovery. **Objectives:** Provide the student of the necessary tools for the management of a correct diagnosis and treatment in the context of a global lesion chain. **Contents and context:** Its needed to start with a clinical diagnosis that should include an exhaustive clinical interview to understand the injury in its context, and since the interview, establish a hypothesis about an injury chain that must be confirmed with a complete physical examination. This will derive the treatment of the patient that should be done not only in the elbow, but also in hand, wrist, shoulder and cervico-dorsal spine, contemplating the sphere neuro-muscle-skeletal and neurovegetative. **Conclusions:** Students must acquire the necessary skills to obtain information and for the physical examination by orthopedic and neurodinámicos tests, of mobility and even vascular. To guide the student in the choice of the best tools based on the diagnosis. The student should be able to re-evaluate the patient and effectiveness of the treatment.

**Keywords:** lesión chain, head of the radius fracture.

## Mobile applications as a teaching resource and complementary tool in the context of physical therapy

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**Topic:** Innovation in teaching resources in the clinical context through the use of TICs.

1. Introduction. The use of Information and Communication Technologies (ICT) is growing in the health field. The conventional assessment and treatment procedures are being supplemented, and even replaced by methods based on new technologies. Specifically, in the field of physical therapy, the assessment through validated scales are being adapted to the format of mobile application, so that the physical therapist can easily access to a wide range of tests and scales through the mobile device, in addition to mobile applications based on serious games, aimed at the diseases treatment. Therefore, it is necessary to promote the mainstreaming of ICT in the learning process of the student during the clinical practices. 2. Objectives. To add the use of specific mobile applications related to physical therapy in order to encourage and complement the student learning during clinical practices. 3. Experience content and context. The present experience was carried out in a rehabilitation unit of people with physical disability which attend regularly students of the Degree in Physiotherapy of the University of Cadiz, located in Cadiz, Spain. During the clinical practices, the physical therapist instructed the students in the use of specific mobile applications of assessment and treatment in the field of neurorehabilitation, using them with real patients and showing the advantages of these technologies in comparison with traditional methods. At the end, the students showed satisfaction with the experience. 4. Conclusions and implications for mentoring and clinical learning. The inclusion of mobile applications during the clinical practices can be an innovative approach and motivating learning resource to improve and complement the clinical practices of the students.

**Keywords:** TICs; Fisioterapia, APPs.

## Physiotherapy isn't only motor. Practicum in an Early Childhood Intervention Center

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**Topic:** The learning of competences in the Practicum environment.

1. Background Early Care "it is the set of interventions aimed at children aged 0-6 years, the family and the environment, which aim to respond as soon as possible to the transitory or permanent needs presented by the children. children with disorders in their development or who have the risk of suffering them. These interventions, which must consider the child's global, must be planned by a team of interdisciplinary or transdisciplinary professionals". The physiotherapist is one of the basic professionals in the Early Childhood Intervention Centers (CAIT). The broad knowledge regarding child development must surpass the motor approach. 2. Objective Present the methodology used in the Practicum II of Physiotherapy at the CAIT "Virgen de la Candelaria". 3. Contents of the experience - Participate in the entire intervention process: □ First evaluation process: □ Host interview □ Evaluation of the child and its environment □ Development of diagnostic hypothesis and an intervention plan. □ Therapeutic intervention: □ Child care □ Family care □ Intervention in the environment □ Evaluation and follow-up □ Derivation - Train the student for the transdisciplinary intervention by following up on cases with the different CAIT professionals. - Know and initiate the management of different scales of assessment of motor development and infant development. - Carry out clinical case. 4. Conclusions and implications for learning. Through this holistic approach during the period of duration of the practicum in our CAIT the students can perfect the knowledge acquired in the University, in terms of maturational development of the child. As well as, acquiring skills for family intervention, knowing competences of other professionals to enrich their interventions, and develop skills to optimize the resources of the environment for the child.

**Keywords:** Early intervention, physiotherapy, child development.

## Abordaje fisioterapico del paciente con trastorno conversivo

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**Topic:** Adult neurology.

1. Introduction: The conversion disorder implies the appearance in the patient of neurological or other clinical symptoms unexplained by neurological diseases. Individuals who suffer from it do not pretend or produce their symptoms. They represent a diagnostic challenge and a therapeutic approach 2. Objectives: Give strategies to students to identify this type of patients and apply treatments adapted to their needs 3. Contents and context of the experience: During the practical rotation of adult neurology, students are instructed in the identification / assessment / treatment of the symptoms associated with neurological pathology, insisting on the differences between those of central origin and those of peripheral origin. However, it is difficult to identify the conversion disorders, due to the lack of knowledge about them and the clinical challenge involved in the diagnosis. That is why the student addresses the patient with the existing medical diagnosis in his medical history without any reference to the conversion disorder. You are invited to explore in depth the patient's clinic, its peculiarities, observing if the student has strategies for the approach of a standard neurological patient, and is accompanied in the reflection on the unusual aspects of the patient's conversion. Once all the incoherent elements of the observed clinical picture are specified, it is explained that we are facing a conversion disorder, the characteristics of the case and the foundations for the physiotherapeutic approach. 4. Conclusions and implications for tutelage and clinical learning: The students are unaware of the existence of this type of disorder and the implications in the treatment. The exhaustive analysis of the patient allows us to assess whether the student has the necessary strategies to approach the neurological patient,

**Keywords:** Conversion disorder, somatoform disorder, dissociative disorder.

## **The Assisting Teaching Program (PRODA): teaching innovation and clinical tutelage in Physiotherapy**

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**Topic:** The concept of clinical tutelage and mentoring and modelling of future professionals.

**Introduction:** The Bologna process represents an important paradigm shift from the educational point of view, from a teaching process centered on the teacher to a student-centered learning process; from an education based on processes to an education oriented to competencies and the need that this entails to make a change in the model of the figure of clinical tutelage in future Physiotherapists. **Objective:** The Gimbernat-Cantabria University School joins this change of paradigm through the Assisting Teaching Program (PRODA), a resource that has become an innovative tool in the learning process for the students of the Degree in Physiotherapy. **Material and methods:** Through a teaching-learning program, the students of the Physiotherapy Degree perform interventions with patients in clinical contexts and working in natural environments. Through the creation of small working groups, the coordinator or tutor of the case, using modeling tools and through an active learning style, gets the students to acquire the competences related to clinical practice. **Results:** Since 2013, a total of 140 Physiotherapy students have participated, 5 tutors and 9 patients with pathologies from all fields of Physiotherapy. On the other hand, several End-of-Degree and Master's Works have been developed within this program, favoring the increase of scientific evidence and the dissemination of advances in Physiotherapy. The satisfaction surveys of the students reflect in 95% that the PRODA is an essential part of their training. Likewise, the surveys carried out on more than 30 patients and family members are 100% satisfactory, highlighting the patient-student relationship as a motivating element for adherence to treatment. **Conclusions:** Through this program, with the figure of the tutor and modeling as referents, students are able to acquire the necessary professional skills to develop their skills in routine clinical practice.

**Keywords:** Teaching-learning, professionalization, innovation, research.

## **Tutoring sport's physiotherapists students in the sports center of Málaga university**

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**Topic:** The figure of clinical tutelage and the monitoring and modeling of future professionals.

**INTRODUCTION** Málaga University Sports Service (UMA) has a Sports Medicine Area, with sport medicine doctors and physiotherapists. Advice and assistance to university athletes from both selections and federated sports, other university staff and external people As well as evaluate and advice people in health group activities programs. **OBJETIVES** Present our experience tutoring physiotherapy students of UMA's Health Sciences Faculty. Explain how they learn about the complete physiotherapy assistance of athletes. **CONTENT AND CONTEXT OF THE EXPERIENCE** Unlike other centers, here students can participate in multiple facets of sporting world. Learn about prevention and treatment of sports injuries from different perspectives in multidisciplinary teams (sport physician, physiotherapist, coaches, physical trainers, lifeguards...). During appointments, can perform different physiotherapy treatments; even covering first performances when injury occurs in coordination with sport doctor, until the follow-up and return to sport. During Championships, prepare medical first-aid bag for matches, carry out pre and post-competition treatments. Are trained in CPR maneuvers and functional bandages. Make first aid together with physician and/or other health personnel. Also know how to pay attention to the referees, taking into account different sport rules, act as chaperone during doping test and how to report to the mass media. **CONCLUSIONS** Perform Physiotherapy practices at UMA Sports Center allows students to approach sport physiotherapy, ranging from the monitoring and treatment of sports injuries, to the preparation of materials for different University competitions, national and international.

**Keywords:** Tutelage, sport, physiotherapy.



## Evitando el vacío entre teoría y práctica: lenguaje estandarizado para el diseño de escenarios simulados

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**Topic:** Clinical simulation and tutelage.

**Aim** Identify the interventions of the NIC (Nursing Intervention Classification) that should be used in the design of clinical cases through high fidelity simulation, for the training of non-technical skills (decision making, leadership, critical thinking, communication and teamwork) in the nursing degree. The simulation can help novice nurses to test their own role, know what is expected of them in the professional practice and improve their self-confidence. The different professors (academics and clinical practice mentors) should agree on which interventions should program in clinical cases to integrate the theory with the practice in the simulation, and with a competence progression through the degree. **Methods:** Delphi study in 3 rounds: The 1st with experts in taxonomy, the 2nd with academic professors (responsible for the core courses) and mentors without experience in simulation-based learning methodology and, the latter with nursing professors, with at least two years of experience in simulation. The interventions were grouped into areas of expertise and levels of competence (novice students: 1st and 2nd year, advanced beginner students: 3rd and 4th year) according to Benner's theory. **Results:** 163 interventions were identified as relevant and feasible. For novice students (NIC number): Nursing fundamentals (13) and Adult nursing care I (29). For advanced beginner students: maternity and child health nursing (18), mental health nursing (13), nursing care of the older people (12), community health nursing (20) and Adult nursing care II (34). In addition, 24 transversal interventions were identified, to be trained throughout the four years of the degree. **Discussion and Conclusions:** The NIC allows the design of clinical cases in high fidelity simulation for the training of non-technical skills according to the competences required throughout the degree and in line with the reality of clinical practice.

**Keywords:** educación en enfermería, simulación, taxonomía.

## The handling of emotions by nursing students

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**Topic:** Design, development or improvement of methods for evaluating the competencies of undergraduate students in the clinical environment.

Introduction: Nursing is one of the professions that suffers the most stress. Studies around the world emphasize the relationship between Emotional Intelligence (E.I.) and stress in nursing. This situation appears beginning in the university setting, since poor handling of E.I. causes stress in students. Objective: To analyze the relationship between the three aspects of Perceived Emotional Intelligence (P.E.I.) (Comprehension, Perception, and Regulation) and age in nursing students. Method: Observational, longitudinal and prospective study on a sample of 36 third-year nursing students. P.E.I. was evaluated at two times in the university course (at the beginning and the end of practicum) using the TMMS-24 survey with a 5-point Likert scale. Students were asked about Perception, Comprehension and Regulation using a 24-item test. Results: There is a moderate negative correlation between the group of people under the age of 25 and Perception (Spearman: -0.302), showing that the younger people are, the better their perception of their emotions. There was also found to be a slight positive linear correlation between Perception and Comprehension, and between Perception and Regulation. In the group of people over the age of 25, the three aspects of P.E.I. follow the same behaviour as in the previous case, except Comprehension and Regulation, where there is a stronger correlation. Discussion and conclusions: A correlation has been found between age and the handling of emotions. The group of people under the age of 25 pay more attention to their emotions and believe that they are capable of regulating them. Students over the age of 25 understand their emotions better, but they perceive them and understand them worse.

**Keywords:** Emotion Intelligence, Nurses, Nursing students.

## **Clinical simulation in nursing. Assessment of fear, anxiety and stress using noc indicators**

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**Topic:** Simulation and tutelaje.

**OBJECTIVE:** To evaluate the level of fear, anxiety and stress that the clinical simulation generates in nursing students, using indicators of the NOC taxonomy. **METHODOLOGY:** Pre-experimental study, pre-post test nursing students, from the subjects Practicum II, Practicum III, Practicum VI and Critical Patient Care, the 2014-2105 course. They were split into in groups of 5 and 3 students. A questionnaire was delivered with three indicators for NOC (1210) Level of fear and (1212) Level of stress and four for (1211) Level of anxiety, which was completed before the simulation and after debriefing. The data analysis was performed with SPSS.21, comparing the percentages with the McNemar Test. **RESULTS:** Indicators show a degree of significance (121004) Lack of Self-confidence ( $p = 0.001$ ), (121034) Panic ( $p = 0.000$ ), (121102) Impatience ( $p = 0.000$ ), (121106) Muscle tension ( $p = 0.000$ ), (121123) Sweating ( $p = 0.001$ ), (121208) Dry mouth and throat ( $p = 0.000$ ), (121213) Restlessness ( $p = 0.000$ ). No significant differences were identified for the indicators (121032) Desires to cry, (121103) Wet hands and (121202) Increased heart rate. **DISCUSSION and CONCLUSIONS:** Significant differences were identified in seven of the ten selected indicators. Before the simulation, students show lack of self-confidence, panic, impatience, muscle tension, increased sweating, dry mouth and dry throat syndrome and restlessness. After the debriefing, improvements are observed in all the indicators mentioned except for the desire to cry, wet hands and increased heart rate. The clinical simulation generates fear, anxiety and stress. The results obtained show the usefulness of NOC indicators to measure levels of anxiety, fear and stress. With the obtained results, it is proposed: to reinforce the briefing, to increase the experiences in simulation and to encourage applying self-control techniques before the simulation.

**Keywords:** clinical simulation, nursing, NOC indicators.

## Evaluation of the clinical tutors on the nursing practices of the nursing students

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**Topic:** Experience, barriers and facilitators for the exercise of clinical tutelage.

**INTRODUCTION** Clinical tutelage plays an important role when it comes to training future nursing professionals, since without good tutor activity and student collaboration-participation, they are fundamental for good practice in the future. **OBJECTIVE** Objectify the importance of guardianship in healthcare practice **METHODOLOGY** A qualitative descriptive study of participatory action was carried out, in which an interview was conducted with 10 clinical tutors of the Health Center, asking them 5 questions: How long have you been a tutor? What do you think about this student control system? How do you see the influence of the tutor? Is the continuity in tutorship important? Does tutelage imply that it is being formed continuously? Then the data has been analyzed with the SiNNAPS tool. **RESULTS** To the first question, 80% have more than 5 years of tutor, 10% more than 3 years and 10% less than 2 years. To the second question, 90% indicate that the new control system is better, 10% still does not control it enough. To the third question 90% think it is a very positive influence, while 10% think it is very variant, according to tutor and student. To the fourth question 100% indicates that it is of great importance for a good care practice. To the fifth question, 80% think that yes and what is necessary and 20% that transmit what they know or can acquire. **CONCLUSIONS** 80% of the respondents have been tutors for more than 5 years, reaching the conclusion that the new control system is more agile and complete, the tutor is important for the training of students; 72.6% indicate that it is very important for students to spend as much time as possible with the same tutor, adding that being a tutor implies being always with the best evidence, in order to respond to the needs and training of students .

**Keywords:** Students, nursing, tutor.

## Assessment of tutoring in an area hospital pediatric clinic

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**Topic:** The figure of clinical tutelaje and the mentoring and modeling of future professionals.

**Objectives** To evaluate clinical tutoring of students of nursing by nurses of a tertiary hospital pediatric area. **Method** Descriptive study analytical. **Study population:** nurse tutors clinics hospital pediatric area elaboration and realization of anonymous survey, ad hoc, with 37 questions; 34 closed and open 3. **5 dimensions:** socio-demographic variables and professionals; general practicum information; student assessment; assessment tool assessment; reconocimiento-satisfaccion tutoring. **Descriptive analysis** is carried out using frequency distribution. **Results** 54(49%) a total of 110 registered tutors conducted the survey. 46(85,2%) they are women; 61% (33) are older than 40 years; 46(85,2%) you have + 10 years of professional experience and 5 + years of experience in Pediatrics; 44.5% is permanent staff and 50% are Pediatric nurses. 18(33,3%) you have good knowledge of objectives and overall content of the practicum, increasing to 45% in knowledge of timetables, rotations and assessments. 16(29,63%) they believe that the student must go with turn of the guardian. **Appreciation of students** in majority of respondents. Although 23 (42.5%) considers that he hinders its work, 76% (41) sees it proactive, conscientious, respectful with patient and family and integrated into dynamic work. 38(70,3%) It is considered more theoretical knowledge practical student. For 29(53,7%) surveyed, the evaluation system has medium-high difficulty. 51.8% valued very positively the clinical tutoring ("transmits knowledge, recycle and help student learning"); same percentage for those who consider that it is little recognized and gratified ("curriculum, trabajo-formacion, economic compensation hours"). **Discussion and conclusions** The majority of clinical tutors have professional experience in the Pediatric area. Although they know the basic issues are not involved in the objectives and dynamics of the practicum. They positively value to students in practices and found difficulty in assessment tool. Although they believe little acknowledged his teaching, their overall satisfaction as tutors is good.

**Keywords:** Tutelaje linico, Pediatria, Enfermeria.

## **Training of tutorial action for instructors and teachers in the nursing degree**

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**Topic:** The figure of clinical tutelage and the mentoring and modeling of future professionals.

Introduction. In the Degree of Nursing of the Faculty of Medicine and Nursing (UPV-EHU), the tutorial process of the Practicum includes three tutorials and they involve three agents: the students, responsible of their learning process, the tutor, providing methodological support and the instructor, accompanying the on-site learning process. In the 2010-2011 academic year with the implementation of the Degree, new Practicum evaluation tools were put in place to adapt to what the regulations stipulated (Order CIN / 2134/2008, of July 3) The implementation of new tools of evaluation and the new approach to the tutoring process, created the need to train instructors and teachers. In the section of San Sebastian, the goal of training 100% of the instructors and tutors was marked. Goals. To describe and analyze the training process of the tutorial action of instructors and tutors Contents and context of the experience. The format of the tutorial action is practical and theoretical (4 hours), having a first part of theory, explaining the context of the practices in Nursing Degree, and the evaluation tools. Subsequently, focus group dynamics are carried out, in which the role and the activities to be carried out by each one of the agents in the tutorship are analyzed. Finally, once again together, what each group has concluded from the previous task is put in common. Conclusions and implications for tutelage and clinical learning. The training has received very good ratings in the satisfaction surveys. These actions improve the quality of the practical tutorials and clarify the work of each of the agents involved. It allows collecting firsthand the expectations of the instructors and favors the creation of a link between the collaborating entities.

**Keywords:** Mentoring, support, Clinical Clerkship.

## **Design and validation of a reference for the evaluation of competences in the clinical practices of the degree in nursing**

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**Topic:** Design, development or improvement of methods for evaluating the competencies of undergraduate students in the clinical environment.

1. General objective: -Design and validate an evaluation system by means of a rubric that contemplates the competence level that students must acquire in each Practicum, taking into account also the levels and standards of each of the clinical practice units. 2. Method: For the design of a rubric that contains the levels and standards for the evaluation of the learning results marked in each Practicum, of Nursing Degree it has been necessary a piloting between the Associated Professors Clinicians, students and Coordinators of Practicum. In order to evaluate the validity and reliability, a piloting was carried out in the evaluation of the competences of the students of the last Practicum of the course corresponding to the second semester. 3. Results It has been possible to develop a protocol for the accreditation of procedures where the indicators that allow accrediting the procedures considered basic in each Practicum are established. On the other hand, the document of competencies and learning outcomes that will be worked on in the Practicum has been prepared. 4. Discussion and conclusions The necessary consensus has been achieved for the preparation of the rubric with a sufficient level of validity and reliability to be applied in the successive evaluations of the students. With this model a homogenization and harmonization is guaranteed in order to evaluate with equity all the students of the degree in any center where they carry out their internship regardless of the Practicum in which they are and the assigned tutor.

**Keywords:** Clinical Clerkship, rubric, Nursing students.

## Tutorización entre pares en las practicas clinicas de enfermeria

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**Topic:** Nursing.

**INTRODUCTION** Students face in their clinical practices a complex and changing atmosphere like the hospital environment is, (Icart Isert et al, 2003; Windsor, 1987), being subjected to the stress caused by situations of uncertainty in the care centers. These experiences show us the student stress process across their incorporation in to health institutions, cope with processes like pain or death, etc. So, we discover that peer tutoring has offered wide references in terms of the ability to develop the skills of mentor and mind, (Nelwati et al, 2018). **OBJECTIVES** To recognise the perceptions of students who have participated in the "peer tutoring" program in clinical practices (mentor and mentee). **CONTENTS AND CONTEXT OF THE EXPERIENCE** Planning of the experience: 1) Training mentor students (Counseling and social development department). 2) Assignment Mentor-Mentee. 3) Promotion Mentor-Mentee interactions. We use qualitative methodology with a phenomenological method. For collect the data we organized Focus Groups (three for mentors and three for mentees). The data analysis has been done with the method of constant comparisons proposed by Glaser and Strauss (1967). **CONCLUSIONS AND IMPLICATIONS FOR TUTORING AND CLINICAL LEARNING** For mentors, training provides security to do the mentoring activity. They were satisfied with the tutoring, which they have faced with an empathic way, strengthening their initiative and leadership capacity. They even recognize that they would like to have had an equal to consult. The mentees recognized having asked questions to the mentors that they would not have made to their academic tutors; "Having a partner to consult doubts provides security". We could observe that mentoring is more effective when, in addition, the mentor has made their clinical practices in the same unit and knows how it works and the nurse-tutors

**Keywords:** Mentoring, Nursing, Clinical Practice.



## Design of a practical guide for the evaluation of competencies in nursing clinical practices

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**Topic:** Design, development or improvement of methods for evaluating the competencies of undergraduate students in the clinical environment.

**Objective:** - Prepare the document of competences and learning outcomes that will be worked on in the Practicum. - Create a follow-up guide to the development of the practical period known by both tutors and students to enable at all times a mechanism of feedback between them on the progress in this practical period. **Methodology:** Following the technique of the focus group, a team of professors involved in the coordination and teaching of the Practicum of Nursing Degree has been formed together with the clinical coordinators and referent tutors who simultaneously work in the care centers where the students perform their practices, so that they plan the competencies that the students must develop during the progress of each practical period evidenced by a bibliographic search for this purpose both nationally and internationally. **Results:** A document has been created to plan and evaluate the follow-up of students by practices, in which specific competences have been established at three levels of complexity. The competences of basic level correspond to Practicum I and II that students develop in second year, those of intermediate level with Practicum III, IV, V and VI corresponding to third grade and advanced level competences are associated with Practicum VII, VIII, IX and X during the last year of the degree. **Discussion and Conclusions:** The preparation of this guide serves as a support and reference during the period of clinical practices, to the nurses / tutors or referents, students and faculty of the practicum allowing to unify criteria when making an objective evaluation establishing three levels of basic, intermediate and advanced competences.

**Keywords:** Clinical Clerkship, rubric, Nursing students.

## **Integration of the tutelage in an intensive care unit clinical pediatric**

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**Topic:** Support strategies and tutorial reception for undergraduate students who begin their first learning experience in the clinical environment.

1. Introduction. The clinical tutor is a key figure to ensure the learning and acquisition of skills of the student's degree of nursing. Complex units such as the pediatric intensive care in the presence of the clinical tutor becomes primary factor for students assigned to this area of practice. A scheduled reception and prior clinical session of the operation of the unit, can facilitate the integration of students and skills programmed. 2. Objectives. Describe the integration of the clinical mentoring in a pediatric intensive care unit. 3. Content and context of the experience. In our PICU tutelaje has been integrated into the daily work and the presence of the clinical tutor is constant. Of 34 nurses on staff, 29 are clinical tutors, (85,29%). 5 years ago has implemented a plan of reception of students. Students (4 in morning and afternoon 4) are cited in morning shift and taught them a clinical session (3 hours duration), which explains the dynamics of work of the unit and the most frequent procedures. These sessions are taught by one or two nurses who are not working that day. Content session: - electronic medical record - basic monitoring - drug library - basic procedures After the clinical session is made presentation of the unit. Then begin its rotation, and in the middle of this is a new clinical session of mechanical ventilation 4. Conclusions and implications for the mentoring and clinical learning. The involvement of nurses in the mentoring is essential for the acquisition of skills of nursing students. Relying on tutors in all shifts and perform a reception scheduled and training facilitates the integration and the acquisition of these skills.

**Keywords:** Tutelaje Clínico, Pediatría, Enfermería.

## Examen al sistema de prácticas clínicas de enfermería

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**Topic:** Improvement of methods of evaluation of competences of students of Degree in the clinical environment.

**OBJETIVES:** To explore and to know newly qualified nurses (NQN) and fourth-year students' perceptions of the University of Jaén about the organization and evaluation of the Practicums. **METHODS:** An exploratory and descriptive study was performed. Convenience sampling was carried out contacting via email with the potential participants. 12 NQN were individually interviewed and 12 students took part in two focus groups made up of six people. Thematic analysis of date was carried out. **RESULTS:** Two main themes emerged: 1) Improving competency evaluation and 2) Improving Practicums' organization. Disagreement with some of the evaluation methods, lack of reliable evaluations and the need of improving the welcome plan prior entering the clinical settings, constituted the most relevant subthemes of this investigation. **DISCUSSION AND CONCLUSIONS:** The evaluation of the Practicums consists of four aspects: 1) assistance and realization of activities in the clinical environment, 2) Nursing Care Plan or Objective structured clinical examination, 3) self-evaluation and 4) realization of a portfolio (field notebook and critical reflection of learning). The interviewees confer little value to the development of a nursing care plan, they confessed that they usually copy each other. Field notebooks are classified as "subjective" and therefore inappropriate for evaluation by a person who has not seen them practicing in their clinical practices. The contextualization of the students at the beginning of their practices seems to be an area to reorganize. In light of the results obtained, an exploratory study is essential to know the perception of the clinical preceptors and clinical coordinators that will help to improve the acquisition of competencies of the Practicums, as well as their evaluation.

**Keywords:** Prácticas clínicas, estudiantes de enfermería, evaluación de competencias.

## **Sirena project: acquisition of competences of the 4th grade students in extrahospital assistance 061**

**Authors:** Coca-Boronat, Enrique, Campos-Blanco, Ignacio; Ariza-Hidalgo, Francisco de Asís; Díaz-Pérez, Miguel Ángel; García- Márquez, Vanessa; Luque Hernández, María José.

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**Topic:** Innovation in didactic resources in the clinical context through the use of TICs.

Introduction: 4th graders must acquire the relevant skills appropriate to their level of training in the extrahospital environment in order to meet objectives that are planned in its curricular design based on the inclusion of the Spanish University System European Space of Official Teachings with grade level. The grade of nursing turns into a skill based teaching in such a way that, the rotations of the students by the different health institutions, become a transversal element. Clinical practice, in any acting environment, becomes a basic education tool so that students can acquire skills of knowledge, ability and attitude, that will lead them to a proper implementation of nurse interventions and making decision based on the best evidence available at all times. Three years ago, nursing 4th grade students began their rotation in outpatient care in 061. The most decisive thing is that both students and tutors know the outcome objectives; in each practice day, both actors identify the competencies that must be achieved/worked, which translate into the scope of a high formative impact. As a result of the foregoing, the student may have his road map marked, and thus ensure homogeneity in this section which decreases the variability. Objectives: We intend to reduce the variability and homogenize the clinical guardianship independently of the assigned tutor, assume the largest number of students and empower them through the use of TICs. Contents and context of the experience: We design an educational program that includes as the basis of it, the competencies that must be acquired by the student from which a block of training contents is built, accessible through the elaboration of Web page, an APP and creation of a blog as well as access to the intranet of the EPES for management of guards and teaching contents. Conclusions and implications for mentoring and clinical learning: The achievement of the objectives will allow the acquisitions of the expected competencies of the 4th Grade students with the same opportunities, and we will know the level of satisfaction of the students regarding their practicum and their clinical tutors. A greater number of students will benefit from learning in extrahospital assistance.

**Keywords:** Competencies, learning, TICs.

## **Evaluation of competences in simulated environments (simulcare): validation of a scale based on noc taxonomy**

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**Topic:** Design, development or improvement of evaluation methods of competences of graduate students in the clinical environment.

**Introduction:** Teaching with simulation methodology is a central, essential and effective strategy in the Higher Education system of Nursing Degree by ensuring that students get the highest level of skill acquisition and skills in the environment Clinical simulation, resulting in increased patient safety and decreased adverse effects. **Method:** Descriptive study of psychometric validation. It was used a mixed methodology with a first phase of construction of the scale through the qualitative methodology with expert panel and a second phase based on real practice validation through quantitative methodology. The students selected were enrolled in the subject Life Support Nursing Degree at the Seville University. The scale was validated during the realization of a class in which it was applied Learning methodology with simulation. **Results:** The study with a sample of 111 students. The result scales after the validation process was called SIMULCARE. The expert panel designed an initial scale of 46 items from 52 proposed. After the validation the final scale it was reduced to 11 items with very high reliability (Cronbach's Alfa = 0.954) and validity where a unique dimension explained the 69.3% of variance. It was confirmed the one dimensional of the scale with a confirmatory factor analysis obtaining a good fit of the model (CMIN/DF=2,04; AGFI=0,90; NFI=0,96; CFI=0,96; RFI=0,95; RMSEA=0,096). Respect to the convergent validity wasn't related with the scale and the qualifications that students received from their teachers in the subject ( $\rho=0,248$ ). **Conclusions:** SIMULCARE allows the evaluation of the acquisition of competences of Nursing Degree students in learning methodologies with simulation.

**Keywords:** Competences, scale, simulated.

## Learning outcomes not assessed during nursing degree placements. Proposals for improvements

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**Topic:** Design, development or improvement of evaluation methods of competences of graduate students in the clinical environment.

**Aim:** to identify what learning outcomes related to generic and specific competences are not assessed by tutors during nursing degree placements. **Method:** cross-sectional retrospective observational study of the students learning outcomes, included in the competencies assessment foreseen in each clinical rotation of basic, medium and advanced placements, of San Rafael-Nebrija University Centre nursing degree, during the academic year 2013-2014. The data collection tools were the competence assessment questionnaires answered by student's mentors in the placement centres at the end of each rotation. **Results and discussion:** a total of 630 assessment questionnaires were collected pertaining to 296 students assigned to the three levels of practice. Learning outcomes which had not been evaluated by the tutors were identified and classified by level and placement shift as well as characteristics of the health centre and clinical rotation area. These results suggest improvement proposals in the configuration of the assessment of the clinical rotation questionnaires, such as: grouping competencies or areas to assess learning outcomes, simplifying questionnaires and facilitating its analysis; between those statements that are not routinely evaluated, determine if it would be necessary to modify them, to complete its evaluation or rethink them through other tools as clinical simulation or to consider whether it would be preferable to include them at higher levels to the allocated, even at a professional level. **Conclusions:** the update of the design of the questionnaires for students continued assessment in the clinical field should include prioritizing, grouping and defining competencies and learning outcomes, along with the threshold of required domain, in function of the student's level of practice, care area or complexity of patients treated.

**Keywords:** assessment, learning outcomes, practicum.

## Is it easy to be a clinical tutor?

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

1. Introduction. The decision of a nurse to exercise the clinical tutelage of nursing degree students is motivated by different aspects or stimuli and subject to the professional's own motivations. However, even if there is a positive motivation and attitude towards tutelage, there are barriers that hinder the process. 2. Objectives. Describe the main barriers that hinder the tutoring process. 3. Contents and context of the experience. One of the main barriers that currently have professionals to exercise an appropriate clinical tutelage is training and professional competence because, despite having a positive attitude towards tutoring, many lacks some skills that allow us to develop fully the tutorial work. To this we would add the availability of time of the tutor for the acquisition of said competences and the development of other functions of the tutorial action. The shift rotation, which implies not being able to track the student in real time. The distribution of several students for the same tutor, which increases the overload. Difficulties to manage inadequate performance, due to the relationships we establish with students and the uncertainty about the evaluation processes. The scarcity of learning resources, difficulties in access to the evaluation of students and even the lack of planning of the tutor himself, among others. 4. Conclusions and implications for tutelage and clinical learning. New ways of effective articulation are needed with the university and the health organization that contribute to the empowerment of the clinical tutor, strengthening their strengths, their capacity, and deepening the relation of belonging and identification among teachers and care professionals, with the aim of ensure high levels of quality in the teaching of students to obtain the degree in Nursing.

**Keywords:** Clinical tutor, barriers, facilitators.

## **Inter-disciplinary collaboration in Primary Care through the use of a mobile app dedicated to improving therapy compliance with COPD patients**

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**Topic:** Innovation in didactic resources applied to clinical environment through the use of IT.

**Objective:** Improve therapy compliance in patients suffering from respiratory diseases. Improve the effectiveness in referring COPD patients to other professionals, e.g. nurse, physiotherapist, in order to improve breathing exercises aimed at increasing lung capacity. Improve the continuity of care in the relationship between the patient and health care professionals. Improve shared care-demand management. Enhance ease of access to treatments both for health professional and patients. Improve medical reconciliation. Improve health and social care resources. Improve communication with emergency services and provide rescue guidelines in case of a critical condition. Enhance resources to optimize health care systems. **Material and Methodology:** We are a multidisciplinary team made of health care professionals, University of Malaga's teachers and students. We designed a mobile app called myEPOC aimed at improving therapy compliance with COPD patients and also allowing family members to follow up with the treatment. The app was designed using material provided by specialized medical practitioners; all information contained in the app is based on authentic COPD-related data and guidelines. Application version 21/07/2016. **Results:** The idea of the app came up through a public contest launched by Andalusia's Consejería de Salud and Consejería de Empleo, Empresa y Comercio in cooperation with Vodafone in order to help COPD patients through the use of a mobile app. This challenge made us want to seize the opportunity and make a contribution: Improve therapy adherence, medication reconciliation as well as self-care and continuity of care. **Discussion:** This app was designed without financial support, promotion or sponsoring whatsoever. No conflict of interest exists with this application. By no means can the use of the app replace the advice, opinion or diagnosis of a professional practitioner or the relationship between the patient and medical professional.

**Keywords:** Continuity of care, self-care, IT and therapy compliance.





# I International Congress on Clinical Tutelage Research in Physiotherapy, Occupational Therapy and Nursing



**NURSING**  
**(Posters)**

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## Tutorización entre pares en las practicas clinicas de enfermeria

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**Topic:** Nursing.

**INTRODUCTION** Students face in their clinical practices a complex and changing atmosphere like the hospital environment is, (Icart Isert et all, 2003; Windsor, 1987), being subjected to the stress caused by situations of uncertainty in the care centers. These experiences show us the student stress process across their incorporation in to health institutions, cope with processes like pain or death, etc. So, we discover that peer tutoring has offered wide references in terms of the ability to develop the skills of mentor and mind, (Nelwati et all, 2018). **OBJECTIVES** To recognise the perceptions of students who have participated in the "peer tutoring" program in clinical practices (mentor and mentee). **CONTENTS AND CONTEXT OF THE EXPERIENCE** Planning of the experience: 1) Training mentor students (Counseling and social development department). 2) Assignment Mentor-Mentee. 3) Promotion Mentor-Mentee interactions. We use qualitative methodology with a phenomenological method. For collect the data we organized Focus Groups (three for mentors and three for mentees). The data analysis has been done with the method of constant comparisons proposed by Glaser and Strauss (1967). **CONCLUSIONS AND IMPLICATIONS FOR TUTORING AND CLINICAL LEARNING** For mentors, training provides security to do the mentoring activity. They were satisfied with the tutoring, which they have faced with an empathic way, strengthening their initiative and leadership capacity. They even recognize that they would like to have had an equal to consult. The mentees recognized having asked questions to the mentors that they would not have made to their academic tutors; "Having a partner to consult doubts provides security". We could observe that mentoring is more effective when, in addition, the mentor has made their clinical practices in the same unit and knows how it works and the nurse-tutors.

**Keywords:** Mentoring; Nursing; Clinical Practice.

## Practical learning of bioethics in the conflict of decisions: humanizing care

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**Topic:** Teaching the maintenance of confidentiality, respect for the patient's autonomy, and shared decision-making.

**INTRODUCTION** With the continuous scientific and technological advances, the diagnostic and therapeutic alternatives have reached previously unimaginable magnitudes. For each of them, a complex and often conflicting decision process is needed. Considering that decisions in clinical practice are scientific and technical techniques, and moral decisions in choosing "the best" for each patient, which implies a moral judgment that requires an analysis of facts, values and duties. **OBJECTIVES** Train the student in the management of conflicts of decisions that guarantee the right to dignity, confidentiality and autonomy in the decision making of the patient and his family. **CONTENT AND CONTEXT OF THE EXPERIENCE** Nursing interventions related to diagnosis 0083 Conflict of decisions, represent a competence challenge for students. To facilitate its acquisition, sessions or tutorials will be scheduled throughout the 4th year to invite future nurses to deliberate and reflect on a case they have identified where they consider that there may be a bioethical conflict or a difficulty in making decisions about the health process of the patient and / or the family. In these tutorials the importance of the registration of anticipated wills and informed consent will be emphasized. It would be an added value that they could attend an interdisciplinary meeting, where a real bioethical conflict is evaluated. **CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING** To offer our students a clinical learning aimed at acquiring a vision of the patient that incorporates all its dimensions (biological, psychological, social and spiritual), we must include training in values and attitudes that promote the philosophy of humanizing care taking into account the patient in an individualized way and accepting diversity in the face of different health situations.

**Keywords:** conflict of decisions, clinical tutelage, patient autonomy.

## Culture of clinical security: vulnerability in emergencies

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**Topic:** The acquisition of competences in clinical safety in the Practicum environment.

**INTRODUCTION** Fragility is considered as a clinical state in which the patient presents a higher risk of adverse event, defined as an increased risk of disability, dependence, morbidity, mortality, institutionalization and hospitalization. Fragility is a dynamic concept, in such a way that "greater fragility, greater risk of adverse event". There is a tool to detect vulnerable patients during urgent care (HEVULUR), whose main objective is to locate these patients geographically in the emergency service to minimize the adverse events that may occur. The tool in question measures four areas of fragility: movement, communication, security and support network. Its score range ranges from 0 to 8 and the cut points to classify the three categories are: mild (<3 points), moderate (3-5 points) and high (> 5 points). **OBJECTIVES** The main objective will be the creation of training sessions for 4th grade students with respect to HEVULUR and its relationship with quality and clinical safety. **CONTENT AND CONTEXT OF THE EXPERIENCE.** Training sessions will be conducted in the emergency service of 30 minutes duration where a questionnaire will be completed pre and post training session. **CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING.** The pressure of care hampers the clinical supervision of nursing students, a premise that negatively influences effective learning. Clinical tutors have a tendency to focus on the teaching of technical skills, neglecting the promotion of reflective learning of the student's critical thinking. The growing immersion of health systems in "the safety culture", whose primary aim is to avoid deaths, injuries, incapacity or unnecessary increase of medical devices should be reflected in the educational competences of future nursing graduates.

**Keywords:** Fragility, Security, Clinical tutelaje.

## Working groups for a clinical tutelage system implementation

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**Topic:** Nursing.

Introduction technological tools take part of the daily healthcare activity. on the educational sector, these technological tools are also available to help the students who follow supervised clinical practices on health institutions, as well as teachers responsible of those. traceability becomes a transparent tool where all the university requirements established for the supervised clinical practices are highlighted goals to agree a correct system to control clinical tutelage experiences the academic planning comision at c.u.e. virgen de la paz in ronda raises the need to establish a clinical tutelage control for facilitating teachers, tutors and students clinical practices. for that purpose, it desings a schedule of meetings with the practicum subject teachers' since they will provide most of the aplicacion needs. ten meetings take place in which teachers, tutors and students needs are considered. the final conclusions established the salience of facilitating the tutor's signature and assistance control on the diferent practical turns, the skills adquired on the diferent rotations and the clinical tutors' evaluations for each student. finally it has been considered to add a blank field where the tutor can report whatever they see fit. conclusions in order to establish a joint and parallel work programme between clinical tutors and teachers, it is concluded the need of a website which meets the needs, as well as the important issues, that the control system and clinical tutelage have to reflect.

**Keywords:** Clinical tutelage, Information systems, Needs assessment.

## Tutelage control system through a website

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**Topic:** Innovation in teaching resources.

Introduction many tools can be used in order to integrate technology and the available means under a clinical tutelage control system. university students are people adapted to new technologies. the use of apps is normal in their daily lives, for this reason it seems consistent to use these technologies for a control system goals to establish a tool for the clinical tutelage control experiences the tool is made through a web area of the university center of ronda, which allows practicum teachers to define, review and publish in online format the student's individual practice plan, consisting of the definition and assignment of the place of practices and the signature of the tutor who tutors the student in each session; the tool also allows the student to be informed at all times of the evolution of their learning process. for the signature and the evaluation, the tutor has an individualized file where the data of the student is collected, the tutor makes an unambiguous identification to make the evaluation of the student in the time of practices that i do with him. conclusions: the students will have their annual individual practice plan online. the teacher can keep track of the students during their development of care practices. the tutors will be able to know how many students they have tutored, and what evaluation they have facilitated to the teacher.

**Keywords:** Tutelage, Website, I.T.

## System of tutelage between tutor and students in the AGS Serranía

**Authors:** Bel Peña, Nieves, Carrasco Racero, M<sup>a</sup> Mercedes; Lopez Ramos, Juan Antonio; Ruiz Gonzalez, M<sup>a</sup> José; Zarzavilla Benitez, Gaspar David; Guillén Diaz, Alejandro.

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**Topic:** Experience, barriers and facilitators for the exercise of clinical tutelage.

**INTRODUCTION:** A web tool in a healthcare environment can be used for the quality of care of professionals, for information and interaction with the patient or for monitoring tutorial procedures of students who perform their health practices. **OBJECTIVES:** Define the advantages of the implementation of a clinical tutelage control system. **CONTEXT OF EXPERIENCE:** In the AGS Serranía a web system of clinical tutelage is implemented by the university center of Ronda to coordinate the teaching work that is carried out. The control system has the recognition of the UMA as clinical tutor of each of the professionals who are recognized for it in the database. The area's management has access to the application in order to have all the information in real time, each of the intermediate positions of the Area, become responsible for the students who perform the practices in their UGC and being in direct contact through the website with the teachers of each practicum rotation. **CONCLUSIONS AND IMPLICATIONS FOR CLINICAL TUTORING AND LEARNING:** The relevance of this system lies in the importance it has for the management of a health center, having the possibility of accessing the information of each of the students who are doing the internships in their work centers, through this new system of clinical tutelage, as a part involved in the care and assistance given to AGS patients. This system provides a greater level of contact between the tutor and the coordinator, as well as in the direction of the students by both, providing greater fluency and communication among the whole group.

**Keywords:** tutor, student, health care.

## Barriers in the guardianship system in the AGS Serrania

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**Topic:** Experience, barriers and facilitators for the exercise of clinical tutelage.

**INTRODUCTION:** A web tool in a healthcare environment can be used for the quality of care of professionals, for information and interaction with the patient, or for monitoring tutorial procedures of students who perform their health practices. **OBJECTIVES:** Detect barriers after the implementation of a system of clinical tutelage implemented in the AGS Serrania. **CONTEXT OF EXPERIENCE:** During the 2018-19 academic year, the Ronda University Center in the AGS Serranía implemented a web tool for clinical tutelage, based on the contributions of the different teachers responsible for practices. After the experience, after some time of its implementation, it was observed that even though it was an easy-to-use system, there were some difficulties in its use, among them the difficulty of identifying the different tutors, their data not being complete, ignorance of the total management of the page, making difficult the assessment of the tutor towards the student, as well as the lack of continuity of the tutor due to the non-coincidence of work shifts with the student, the experience day by day indicated us to add improvements to this tool of clinical tutelage. **CONCLUSIONS AND IMPLICATIONS FOR CLINICAL TUTORING AND LEARNING:** A difficulty after the experience obtained, can be considered as an area of improvement, should correct the barriers found to facilitate the use of the web tool, for this, all the necessary improvements will be made to solve these difficulties, including updating the database of clinical tutors, make an accompanying work in the use of the website and give possible alternatives / solutions to the non-coincidence of student / teacher shifts.

**Keywords:** barriers, web system, care control.



## Maintaining confidentiality and protection of privacy: observational study

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**Topic:** Teaching the maintenance of confidentiality, respect for the patient's autonomy, and shared decision-making.

**OBJECTIVES:** Confidentiality and protection of privacy are essential rights of patients included in the General Nursing Competence on Patient Rights / Bioethics, which is mandatory for professionals of the Costa del Sol Hospital. One of the competencies of the Practicum for Nursing students is the "Protection of Patient Rights" (NIC 7460). The objective of this study was to analyze the degree of achievement of a set of evaluation criteria established to ensure confidentiality and privacy in our Unit. **METHODS:** Descriptive observational study in an Internal Medicine Service between January and December 2018. A checklist was designed with 18 evaluation criteria collected in the competition. A monthly observation was made about its degree of compliance in the usual practice. **RESULTS:** 16 of the 18 indicators obtained a percentage of compliance greater than 90%. The indicator "Patients are informed in a specific room or office" was fulfilled only in 8% of the observations. The indicator related to the "use of explanatory posters on the need to knock on the door and respect the moment of privacy" was not fulfilled in any of the observations. **DISCUSSION AND CONCLUSIONS:** The degree of compliance with each of the established evaluation criteria is high. However, there is room for improvement in the privacy of medical information to patients and / or family members and in the implementation of explanatory posters on the need to request access to rooms to respect the privacy of the patient. Precisely these are the activities related to IAS 7460: "provide an environment conducive to private conversations between patient, family and health professionals" (746001) and "protect the privacy of the patient and in a particular way, during hygiene activities, elimination and personal hygiene "(746003). It is necessary to publicize these results among nursing students to raise awareness of the importance of the right to privacy and confidentiality.

**Keywords:** Intimidad, Confidencialidad, Competencia.

## Sociocultural adaptation of a questionnaire on reflexive practice in nursing degree

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

**Goals:** The main objective is to carry out the sociocultural adaptation of the questionnaire "Perception of pre-registration Diploma of Nursing students towards reflective practice" into Basque language in the context of the Nursing Degree of the Faculty of Medicine and Nursing of the UPV-EHU. The secondary objectives are the consolidation of the questionnaire by a panel of experts and the validation of the questionnaire throughout a pilot test. **Methods** The chosen methodology had to ensure the equivalence between different cultures in the semantic, conceptual, criteria and technical content aspects, and five phases were defined. Direct translation and consensus of a synthesis version by two bilingual translators, and the retro translation of this version. Subsequently, the evaluation by a group of experts qualitatively and quantitatively, establishing review criteria, and finally the validation of the questionnaire through a pilot test by expert students. **Results** When analyzing the Aiken coefficient, 7 out of 31 items met the review criteria, in the quantitative assessment, and 30 items obtained a proposal for expert review, making proposals to improve the clarity of the items, better adaptation to our context, and greater concreteness, avoiding ambiguities. The experts proposed changes in two-dimensional titles to solve a coherence problem. The consolidated version was designed in online format (encuestafácil.com). In the validation of the questionnaire, 23 students of 4th level participated. All of them expressed their satisfaction with the online format. The questionnaire obtained an alpha Cronbach of 0.713. **Discussion and Conclusions** This methodology has made it possible to obtain a questionnaire adapted to our bilingual context, as it was previously adapted to Spanish. The questionnaire achieves a discrete Cronbach so it is valued to perform two-dimensional regrouping as suggested by the experts. The on-line format is confirmed as an adequate format for the following interventions.

**Keywords:** Sociocultural adaptation, Reflective Practice, Nursing students.

## Support and welcome prior starting clinical practices in nurse degree students

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**Topic:** Support strategies and tutorial reception for undergraduate students who begin their first learning experience in the clinical environment.

Introduction. In the Faculty of Medicine and Nursing of the UPV-EHU, in San Sebastian section, the strategy of support and tutorial welcome of the student who will carry out health care practices takes place in three different times and places. Two weeks before, by the Practicum subject responsible teacher, one week before by the tutor assigned for the Practicum cycle and the same day of the beginning by the instructor assigned in the unit. Goals. To describe the experience of support and tutorial reception to students prior to the start of each Practicum in the Nursing Degree Contents and context of the experience. First time: the attendance to the students formative action is compulsory and the following subjects are treated: • Structure of the Clinical Practice commission • Presentation of the schedule and calendar • Regulations and protocols • Confidentiality documents • Assessment tools and tutorial process • Practicum information management Second time: The tutor, responsible for the Practicum cycle, cites the student and deals with the following topics: • Expectations before the new cycle • Information about the unit and the instructor • Doubts and exceptional situations that are foreseen Third time: On the start day the student is received by an institutional reception and the assigned instructor, where the staff is introduced, the unit is taught, and the operation is explained. Conclusions and implications for mentoring and clinical learning. It is important to inform students on the framework in which they are going to carry out their practices, as well as being able to receive information from the unit and raise any doubts in advance to the tutor. A good reception on the first day of practice helps to be placed and is essential for the start and proper course of each Practicum.

**Keywords:** Mentory, support, nursing student.

## **Design of a digital application for the evaluation of clinical competences in the degree of nursing**

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**Topic:** Innovation in teaching resources in the clinical context through the use of TICs

**Introduction:** Assessing competencies involves performing a determination process or interval of expertise in a specific context, in which the evaluator must make explicit the evidence of the execution and the determination of the grade of the evaluated, also implies a system of recognition of that that people learn and put into action-action, in their work environment, in order to achieve their goals; so it is important that in the training processes, it is guaranteed that people can achieve the necessary skills that allow them to work properly. **Objectives:** Design a digital application for the evaluation of the clinical competences of nursing degree students. **Context of the experience:** From the validation of the rubric of evaluation of clinical competences of the students of the Degree of Nursing of the University of Huelva, an application has been designed for the incorporation of the fulfillment of the competences of digital way through the Google Forms application. **Conclusions:** With this model of evaluation is guaranteed a homogenization, harmonization and equity to all students of the degree of Nursing in any center where you carry out your internship regardless of the Practicum in which you are and the assigned tutor.

**Keywords:**

## Development of the logbook of activities during the specialized health training of the Nursing degree

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**Topic:** Support strategies and tutorial reception for undergraduate students who begin their first learning experience in the clinical environment.

**Introduction** It is necessary for the Nurse in training to keep track of the practices they perform during the two years of training. Therefore, all must be registered in a Resident Activities Registry book created for that purpose. goals - To know the content of the log book of activities during the specialized health training of the Nursing degree. Contents and context of experience The supervision of the compliance of the clinical activities is in charge of the tutors of each one of the Internal Resident Nurses, in this particular case of the specialty of Matrona. During the placement of Nursing degrees in specialized health training, it is necessary to instruct them in the knowledge of specialized and primary care services, management, training and research areas, as well as to introduce them to those responsible for each service. Its context is located in the health area of Ceuta whose teaching unit is linked to the University of Granada. Conclusions and implications for tutelage and clinical learning In conclusion, it can be affirmed that the preparation of the activity registration book is a system of support for the new addition to their clinical rotations and allows the clinical tutor to resolve possible doubts during their rotations as well as to follow up on them. This facilitates a more efficient and faster incorporation to the new situation of clinical practices and allows the clinical tutor to advance quickly during the student's learning.

**Keywords:** registration, training, Nursing.

## **Emergencies, a challenge for practicum: manual of receptions of the students of degree in nursing**

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**Topic:** Support strategies and tutorial reception to students of Degree that initiate their first learning experience in clinical environment.

**Introduction:** The Plans of Study of the Degree in Nursing contemplate periods of Practicum forming the ideal place to fuse the theoretical learning with the professional activity. The Practicum IV/V of the University of Seville is developed in one of its rotations in the area of UGC Emergencies of the University Hospital of Valme. The complexity of the competencies that students must achieve in this period together with the incessant activity of the area and its specific functional plan are a professional challenge for the students. **Objective:** Provide a tool for the Nursing students of the Teaching Unit of Valme to orient and organize the practicum IV/V in the UGC of Emergencies to guarantee the highest acquisition of competencies. **Content and Context:** A manual of reception of the students structured in threeparts is elaborated, a first that summarizes and explains the Functional Plan of Emergencies in force, a second part where a quadrant is exposed for the rotation of the student by the different areas of the unit securing the acquisition of competencies in all clinical practice places of the area and finally a third where each student is assigned two or three clinical tutors so that the supervisión in the practicum has continuity since the shifts working in this unit are 12 hour rotary shifts. **Conclusions:** This Manual was launched in the academic year 2017-2018 in the Unit of Emergency of the Hospital of Valme becoming a guide and a source of consultation for the students and the clinical tutors involved in this process and conferring a to better organization of the Practicum IV/V as well as a development of all the interventions nurses ensuring the acquisition of competencies that the University contemplates.

**Keywords:** Prácticum, manual of receptions, students.

## Occupational health: key tool in the training of the nursing professional

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**Topic:** The acquisition of skills in security in the Practicum environment.

**Introduction:** There is a need to advance in the knowledge, management and incorporation of strategies that improve the working conditions of students in the development of practices in the health environment. With the establishment of higher levels of job security, the best safety of students is guaranteed in the proper use of facilities, in the identification of risks and in the incorporation of environmental management strategies. **Goals:** -Know the necessary strategies for the prevention of occupational risks -Incorporate to the practical training, a real knowledge and identification of the occupational risks and the exposure to which the students face. **Contents and context of the experience:** To do this, during the tutorial work has been done to incorporate those strategies for the prevention of risks to which the students are exposed during the rotation within the service / area of the practices - Available elements for the prevention of occupational hazards are reinforced: protective equipment, mobilization equipment, work ergonomics, Biohazardous Drugs Management etc ... -It exposes all job risks through training sessions identifying situations and processes -Guarantee the correct use of PPE, waste management, environmental management, etc. **Conclusions and implications for tutelage and clinical learning:** With the incorporation of a training to students on occupational health and occupational risk prevention, we guarantee the early identification of occupational risks, generating responsible and preventive behavior in their exposure, avoiding occupational accidents and improving the environmental management of the future work environment.

**Keywords:** Prevention of occupational risks, safety, occupational health.



# I International Congress on Clinical Tutelage Research in Physiotherapy, Occupational Therapy and Nursing

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## Curricular practices physiotherapy in Gambia

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Introduction Stay physiotherapy practices in Gambia gives content to the agreement of collaboration between the University of Lleida and the NGO Alpicat Solidari and is part of Fisiafrica project, led by Xarxa Joan Lluís Vives. Communication different jurisdictions are presented, and teaching contents worked during this activity. Methods From 2014 to present, during the summer months the students who have passed the 3rd Degree course in Physiotherapy or 4th of Double Degrees of Nursing Physiotherapy or CAFE Physiotherapy at the University of Lleida and so desire, have the possibility of a stay of practice, accompanied by a grade teacher Physiotherapy UDL in the Health center of Baja Kunda (Gambia), primary care center located in rural areas, where the NGO Alpicat Solidari has a house in order to accommodate volunteers or donors involved in this partnership projects in Baja Kunda. RESULTS During the stay of practice students have the opportunity to meet and treat pathologies very present in the country, as well as inserted into Gambian society, a fact that allows the understanding of many cultural elements that will be useful in subsequent care task, since they are common to patients of African origin that we find in our day to day. The students stay UDL is performed in conjunction with physiotherapy students at the University of The Gambia, a recently created training, as a constituent part of Fisiafrica project. Discussion and Conclusions This activity is a professional and personal experience of great interest. It is an approximation to disabling diseases only present in tropical developing countries and experiential level, coexistence among youth cultural contexts so different but have a common bond, physiotherapy, is a personal experience of great interest.

**Keywords:**

## Tutelaje clínico y mentoring: 5 CLAVES

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**Topic:** The figure of clinical tutelaje and mentoring and modeling of future professionals.

**INTRODUCTION** Our teaching experience is not limited only to a transmission of knowledge and technical skills, but also includes the training of the student for comprehensive caring of the person. **OBJECTIVES** Thus we propose a project that develops the student's skills in order to achieve optimal performance of their competences. Accordingly we create a link giving a warm welcome, to get the following goals:  To create communication bridges and permanent professionalstudent feedback.  To build interpersonal relationships among students, patients and tutors, creating a pleasant work climate.  To encourage and promote student participation, urging them to contribute with ideas and initiative. **ISSUES AND CONTEXT** We are committed to promote a work ethic, based on co-responsibility and the construction of comprehensive capacities, namely, required to make of the clinical tutelaje, a satisfactory experience for all. We promote technical skills (academic knowledge into practice) and social skills (empathy, participation, enthusiasm...) required to ensure the right comprehensive treatment of the person. As a result, the student is able to guide the patient's treatment from a biopsychosocial point of view. Through generative learning, attitudes of improvement and constant search for knowledge, are facilitated. **CONCLUSIONS** Therefore, professional and personal fulfilment is expected, which is given throughout the improvement of autonomy at work, initiative and creativity in decision-making and the acquisition of tools and knowledge valuable for the new professionals.

**Keywords:** Skills, Autonomy, Comprehensive Treatment.

## Online technologies for learning in physiotherapy. Perception in the use of My-fisio® software

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**Topic:** Innovation in didactic resources in the clinical context. Using Technology.

**Introduction:** Studies on the use of technological tools for teaching students in health sciences present low levels of barriers to their use and a high number of benefits for the student and the educator. Given the wide range of technologies available, research and the different uses of technology in the education of physiotherapy students are justified. **Objective:** To evaluate the Satisfaction in the use of the My-Fisio® software by physiotherapy students. To evaluate the opinion of the students as an innovative learning experience identifying aspects to be improved and their perception respect to traditional teaching. **Method:** Descriptive study in 67 physiotherapy students from 5 Spanish Universities. The students completed ad hoc questionnaire in online format during the academic year 2018-2019. The use of the tool is carried out under the supervision and guidance of their professors in informative and practical sessions of diverse subjects by means of collaboration agreements. **Results:** Students show a high degree of satisfaction with the use of this tool (Average 3.41 in Likert scale where 4 is the maximum value). They value very positively all the aspects consulted and consider it to be a highly positive and innovative learning experience. They consider that teacher support and its mobile usability should be improved, as it is considered a very useful and necessary tool, compatible with traditional training. **Discussion/Conclusions:** The use of My-Fisio® software for the prescription of therapeutic exercises is a didactic tool with a high level of satisfaction for students, innovative and recommended for use throughout the educational period. A greater qualitative development that includes the teaching staff, the validation of the questionnaire and a larger sample size are lines of research planned by the authors..

**Keywords:** Learning Physiotherapy, Software Satisfaction, Evaluation.

## The fulfillment of a necessity: training for practicum tutors

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**Topic:** The figure of clinical tutelage and the mentoring and modeling of future professionals.

The University School of Nursing and Occupational Therapy of Terrassa (EUIT, UAB) gives practicum an essential role in the training of the student as a future professional. Especially, the practicum's tutor becomes a fundamental educational reference that transmits a style and a professional model establishing a relationship between the tutor and the student. Thanks to this tutoring, the student receives and integrates the meanings regarding a service, a way of working, an ethical reflection, and a professional identity and commitment. With the aim of recognizing and reaffirming the teaching role of this practicum tutor, as well as strengthening the connection between the center of practice and the university, the EUIT offers a training that has the objective of opening a space for reflection, dialogue and exchange of this tutoring and orientation throughout the process of professional training of the students. This paper aims to present the innovative training for practicum tutors received by occupational therapists who tutored students of Practicum I and II on the degree of Occupational Therapy. It is a training offered in blended learning mode, distributed in 40 hours (26 sessions and 14 on-line) and organized in 4 units: 1) Contextualization of the student's practical model and evaluation (interpretation of competencies, learning outcomes and assessment indicators) 2) Integral tutorial model 3) Uniting theory and practice I and 4) Uniting theory and practice II. This year 2018-19 the second edition was held and all participants agreed that having completed this training allowed them to reflect on intradisciplinary dialogue as well as acquiring a series of tools and resources which have fostered and enhanced the possibility of offering complete support in the complexity of the process of tutoring external practicums.

**Keywords:** University, Training, Tutor of External Practices.

## **Clinical practice learning and its assesment via e- portfolio for university students of physiotherapy degree**

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**Introduction:** Learning in reflective and critical thinking is essential for the professional training of physiotherapy degree students. Furthermore, clinical practise decisions must be continuously questioned by them and they should always think about their acts. One of the most applied skills for acquiring to acquire critical thinking is the portfolio.

**Objective:** The aim of this project is to assess the use of electronic portfolio (e-portfolio) in clinical practice for physiotherapy degree students.

**Content and background experience:** Clinical cases are chosen by students and via e-portfolio they are evaluated during their traineeship. In each case, the students must check, update and make a document using a reflective method based on the best evidence, on their daily clinical practice and lastly, the teacher-student feedback. Each e-portfolio is evaluated by a teacher team to check if the students have got different knowledge, skills and strengths of clinical physiotherapy. At the end of the clinical practice period, students were surveyed through an evaluation questionnaire designed by teachers to interpret qualitative findings about the usefulness of portfolio. To apply this learning method is needed: a digital platform, a guide to manage e-portfolio, instructional materials created by teachers and students during clinical mentoring and finally an evaluation survey. This project is developed in the physiotherapy service at University Hospital Fundación Alcorcón (Madrid), with 4th year students of physiotherapy degree at Rey Juan Carlos University.

**Conclusions and implications for mentoring and clinical learning:** Competencies are achieved successfully by students solving problems in an integrated method. In conclusion, the e-portfolio enabled students to feel more aware and competent about themselves. For this reason, authors recommend its inclusion in the curricula.

**Keywords:** porfolio, health sciences, physiotherapy degree.

## **Clinical simulation of the approach of a first visit for students of the degree in physiotherapy**

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**Topic:** Clinical simulation and tutelaje

1. Introduction Assessing a patient for the first time is one of the main difficulties presented by the students of the Degree in Physiotherapy. The student must have the ability to synthesize everything learned so far. The completion of the first visit of a patient is usually the most complex situation in the daily practice of a physiotherapist. With which, it is necessary to work specifically with the students of practices this type of situations. 2. Objectives Teach how to approach a first visit in physiotherapy through practical simulations. 3. Contents and context of the experience The tutor is responsible for preparing a series of clinical cases, based on evidence and clinical experience. It will be necessary to review in advance the complete protocol for the approach of a first visit with the student. Subsequently the tutor will act as a patient, simulating in an exact way the symptoms of the prepared case. Its function will be to answer questions, collaborate in the evaluations if possible, according to the case and attend the treatment proposed by the student. After completing the practice, the tutor will assess the performance, exalting the performances well done, focusing on the possible mistakes made and analyzing between them the way to solve them. 4. Conclusions and implications for tutelaje and clinical learning This type of methodology can help students gain greater confidence and confidence when it comes to making a first visit in physiotherapy. After performing different types of simulations, we observe how the student shows greater ease as he acquires experience. This type of methodology helps the student to take care of himself in view of his future work.

**Keywords:** Diagnosis; Practice; Learning.

## Acogida a los alumnos del practicum en un complejo hospitalario

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**Topic:** Strategies of support and tutorial reception to students of Degree that initiate their first experience in the clinical environment.

**Introduction** The physiotherapy and occupational therapy students at de Zaragoza's University, perform their practicum in the 4th year, four rotations by different types of centers, one of which is a hospital. If the hospital assigned to them is de Miguel Servet University Hospital of Zaragoza, Cluster-Group 5 classification, the students, who access to a hospital for first time, arrive at a great complexity organizational structure. The aim of pre-professional practices is to integrate the knowledge, skills, attitudes and values, acquired in all subjects and the development of all professional skills, working as a team in different environments, it is necessary that the impact of that great organization it be minimized at maximum so that the student does not lose his objective. **Objective** To guide the student in his first contact with a large hospital and organizational structure. Show him that he is part of a great team of professionals which objective is patient care, for him to realize that compliance with the rules is necessary for the activity can be developed in such complex organizations. That the entire organization is aware of his presence and will help in his professional development. **Contents and context of the experience** On the first day, all the students of nursing, physiotherapy and occupational therapy are received in the auditorium by a nursing direction representative, where they receive information about structure and operation of the hospital and the Preventive Medicine recommendations. In groups they are shown how to move around the buildings, they are reminded of the evaluation criteria, they sign a commitment to confidentiality, and they are accompanied until they are left in the hands of their tutor. **Conclusions and implications for tutelaje and clinical learning** The student understands that he is in a great institution, clearly knows the minimum norm that governs it, its structure, remembers the evaluation system, feels sheltered.

**Keywords:**

## Habilidades de comunicación en el entorno clínico

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**Topic:** The attention focus on the person, humanization of care, and transmission of values in the Practicum.

1. Introduction. Communication is the process used to transmit information from one entity to another, altering the knowledge of the receiving entity. Each patient is a process with a large amount of information that the physiotherapist intends to extract to make his initial diagnosis as reliable as possible. 2. Aims The information that is transmitted to a patient should be as clear and precise as possible for a better understanding, because the brain forgets up to 90% of the information within a few hours. Taking into account the irrational nature of the human being, the communication of emotions or feelings will always be present during the anamnesis and, therefore, we should take into account the proportions of any communication process: 7% verbal language, 38% paraverbal and 55% non verbal. 3. Contents and context of the experience When receiving a patient, their preferences, expectations, feelings or tastes will be what should guide the process. What we do will always have more weight than what we say. In addition, the context will also directly influence the message. During the anamnesis is when you should recognize the communicative profile of each patient. A good tool is the concept of Mirroring, to improve the empathic relationship with the patient and gain a certain degree of confidence by eliminating professional-patient prejudices. 4. Conclusions and implications for tutelage and clinical learning. An assertive attitude and other concepts, such as primacy or recency, can influence the perception of a patient and will lead more easily to our goal. We must also be aware of the anxiety that can be caused by having to treat a patient at the same time that we explain concepts to the students. It is important to control the CNV skillfully, cross-examine to check if our message has arrived, be paused and methodical, not have impatience to plan objectives, be present, have patience to make the best decisions or redo what does not lead us to meet our objectives.

**Keywords:** communication, patient, skill.



## El diario reflexivo en el prácticum de fisioterapia: nuestra experiencia

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

1. Introduction. The implantation of the model of higher education supported by the Bologna Process supposed a change of paradigm, focusing on the learning process in the student, emphasizing the autonomous and reflective work. One of the tools proposed by the teaching guides for it is the reflective diary, in which the student explicit its experiences, expectations, aspirations, desires, knowledge and investigations that suppose an observation of the realized work, but also of aptitudes and attitudes. 2. Purposes. -To transmit the experience accumulated in the use of the reflective diary in the context of the subject Prácticum II of Physiotherapy in the Hospital Universitario de Fuenlabrada. -To show the advantages and disadvantages of the use of the reflective diary and to recognize improvements in its implementation. 3. Contents and context of the experience. The subject of Prácticum II is developed in the last course of Degree in Physiotherapy. Its aim is to integrate knowledge, aptitudes and values acquired in the rest of the degree and to put in practice them in a clinical environment. In this frame, the reflective diary is an instrument that invites to the immediate and daily recovery of the learned, lived and felt with a purpose of interpreting, going in depth, analyzing, questioning and investigating different aspects of the practice. It is written every day and sent to the tutor weekly. The tutor will know how the student is learning, and he/she will evaluate students' attitudes and values. The tutor answers, clarifies, reinforces or corrects by email or orally, establishing a circle of continuous learning. 4. - Conclusions and implications for the clinical teaching and clinical learning. The reflective diary is a learning and evaluating tool that promotes a solid and reflective training that lines up with the aims of the European Higher Education Area.

**Keywords:** Reflective diary, clinical Practicum, Physiotherapy.

## **The clinical tutor as a modeler of future physiotherapists in early intervention: teamwork**

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**Topic:** The figure of clinical tutelage and the mentoring and modeling of future professionals.

**INTRODUCTION** The students of the Degree in Physiotherapy must acquire specific and transversal competences throughout their academic training. The clinical practices carried out in the Practicum offer an environment in which to develop many of those required in different subjects of the Degree. One of them is teamwork. The Early Intervention Centers are socio-health services where the physiotherapist's work within a multidisciplinary team is essential. In them, children aged 0-6 years with neurodevelopmental problems or at risk of suffering them are cared for. In Andalusia, the basic team of professionals is made up of psychologists, speech therapists and physiotherapists. They become, therefore, an ideal environment to develop this competence

**OBJECTIVES** To develop the ability to work in a team based on multidisciplinary.

**CONTENT AND CONTEXT OF THE EXPERIENCE** In Early Intervention, the student will carry out his practice in multidisciplinary centers. One of the tasks of the clinical tutor will be to convey the importance and need of teamwork and serve as a model for Physiotherapy students. In addition to the specific competences that must be developed in Pediatric Physiotherapy, working in Early Intervention involves knowing and sharing knowledge from other disciplines. Establishing common treatment objectives from different areas of development is essential for children and families to develop their full potential. The multidisciplinary clinical sessions, where decisions are made based on the knowledge provided from different professions, offer an environment that will facilitate the practice of this task.

**CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING** Despite the complexity and heterogeneity of the Early Intervention Centers, these are presented as an environment that offers the opportunity to work in a multidisciplinary team.

**Keywords:** Physical Therapy modalities, Early Intervention, Multidisciplinary team.

## Change of paradigm in health practice: intervention centered on the person

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**Topic:** Person-centred care, humanisation of care, and transmission of values in the Practicum.

**INTRODUCTION** People in a situation of disability or dependency have the right to receive supports and enabling measures to develop their capacity of choice and maintain control of their lives. Differences in functional, sensory or cognitive capacity must not affect the moral autonomy to achieve a life plan according to their wishes. It is the function of the clinical tutor to inform the students about the paradigm shift in praxis. **OBJECTIVES** To present the intervention centered on the person from a perspective of greater functioning from the clinical environment. **CONTENT AND CONTEXT OF THE EXPERIENCE** Comprehensive attention focused on the person is directed to the achievement in all areas of the quality of life and well-being of the person, based on full respect for their dignity and rights, their interests and preferences and counting on their effective participation. The student is taught to create a personalized program of support and patient care within their natural environment: community environment, taking into account their special needs and the participation of the family. Thus, interventions based on scientific evidence are humanized and lived as interpersonal and symmetrical relationships that help the two parts of the relationship (reference professional or physiotherapist and patient with their environment). For this, it is essential to have knowledge of the person, the environment and capabilities. **CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING** Through this new intervention paradigm, a new learning approach for the undergraduate student is transmitted based on the support of the exercise to the right and vital project (autonomy) and the promotion of the daily participation from the recognition of the abilities, the that allows them to increase their professional skills.

**Keywords:** family, person-centred care, training.

## Escala Oxford modificada y manométrica en la valoración muscular de suelo pélvico

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

**Introduction:** The rigorous muscular evaluation of the pelvic floor in patients with pelvic-perineal dysfunctions plays an important role in the face of the formulation of hypotheses in physiotherapy and subsequent therapeutic approach. A scale more used to evaluate the overall capacity of said musculature is the Modified Oxford Scale.

**Objectives:** The combination of several methods of evaluation of the contractile capacity, facilitated the analysis of the results, the important aspects in order to establish therapeutic objectives and avoid possible inter and intraevaluation errors.

**Content and context of the experience:** During the physical examination of the patient, we used the digital analysis as a method of muscle assessment following the Oxford Modified Scale. This is a complementary tool with the use of the vaginal probe in the Manometric Classification Scale.

**Conclusions and implications for the tutelage and clinical learning:** The student during the practices will acquire the skills to improve the pelvic floor muscles (SP) through manual tests and manometry, quantifying the results using the Modified Oxford Scale and the Manometric Classification Scale.

**Keywords:** Modified Oxford Scale; Manometry; pelvic floor muscle contraction.

## **Do we fulfill the requirements for confidentiality, autonomy and decision making in the hospital area?**

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**Topic:** Teaching the maintenance of confidentiality, respect for patient autonomy, and shared decision-making.

1. Introduction Confidentiality and respect for the privacy, and the autonomy of the patient, constitute traditional moral precepts of the health professions. To take into account that confidentiality is simultaneously a right of the patient and a duty of the professional who has access to personal data of the patient, understood even for teaching activities. 2. Objectives Detecting if the basic guidelines designed to protect the right to privacy, confidentiality and autonomy of the patient are met by Physiotherapy students in a university hospital. 3. Contents and context of the experience A form has been agreed on with short questions, with the health personnel involved in the tutelage of the practices to detect if the basic requirements for the protection of the patient are taken by the student. Does the student sign a commitment to confidentiality at the start of the internship? Does the student have an identification card and supervision? Does the student require prior consent of the presence of the students? Is there a security protocol to access the medical history. 4. Conclusions and implications for the tutelage and clinical learning - The student at the beginning of the practices signs a consent of confidentiality and data protection, it is always identified, it has no access to the story and the tutor is present at all times. - There is controversy as to whether or not informed consent is requested from the patient for treatment if it is a student who is going to assist him, and he may incur in the point 5.3 of Order SSI / 81/2017, of January 19, by the one that approves the protocol by means of which basic guidelines are determined destined to assure and to protect the right to the privacy of the patient by the students in Health Science.

**Keywords:** Confidentiality, University Hospital, Clinical Tutelage.

## Neuromotor and functional basic assessment in cerebral stroke

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

1. Introduction. Given the growing demand for efficiency in the stroke care process, a thorough assessment of the patient is necessary. This assessment should be broad given the wide variety of disabilities generated by stroke, being necessary to use instruments of measurement and evaluation of proven efficacy and accepted internationally. The drawback is that there is not a single ideal scale that can solve all the needs and that encompasses all the problems that the stroke causes, which has generated numerous assessment instruments and a great variability in its use. It is usually recommended to use a scale of global assessment of neurological deficits along with a scale of assessment of activities of daily life, in addition to specific scales of the different deficits (motor, cognitive, etc.). 2. Objectives. Improve the neuromotor and functional assessment of patients with cerebral stroke using validated scales, reliable, simple to apply and frequently used in stroke, in order to make the best possible design of therapeutic interventions and the subsequent evaluation of their efficiency. To instruct the students of practices in the handling of said scales favoring their clinical judgment. 3. Contents and context of the experience. Students are instructed in the basic neuromotor assessment of the patient with cerebral stroke, using the scales of global neurological assessment (Canadian Neurological Scale), motor assessment (Trunk Control Test and Motor Index) and functional assessment (Barthel Index). 4. Conclusions and implications for tutelage and clinical learning. The use of valid, reliable, simple to use and clinically meaningful measuring instruments facilitates the educational function of the tutors and the learning and clinical judgment of the students, favoring the approach of the therapeutic interventions and their subsequent evaluation.

**Keywords:** Cerebral stroke, assessment, physiotherapy.

## Confidencialidad del paciente vs formación profesional

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**Topic:** Teaching the maintenance of confidentiality, respect for patient autonomy, and shared decision making.

1. INTRODUCTION. The physiotherapist, as a health professional, has the duty to keep secret all the information he receives in his professional activity. Sometimes this secret is diminished by a necessary professional training, this knowledge will be shared with trainees whenever it benefits the approach and understanding of the treatment. An incorrect sanitary act is carried out while obtaining multiple benefits in the future both in the health system and in the patient. The Confidentiality of the Patient Vs Vocational Training will therefore enter into conflict. 2. AIMS. It is necessary to make students aware of the importance of the duty of secrecy of everything they acquire about the life and health of patients. Likewise, all patients must be informed of the presence of students in their care process. 3. CONTENTS AND CONTEXT OF THE EXPERIENCE. Therefore, a guide of basic guidelines for action to protect and guarantee the privacy of the patient in the presence of trainees is established. Addressing aspects of the following points: - Identification of students - Teacher responsible - Consent by the patient - Confidentiality of clinical data - Number of students per patient 4. CONCLUSIONS. With an adequate explanation to students in practice about the need and importance of maintaining patient confidentiality, as well as with a correct presentation of the student to patients; the health system and, in turn, the patients, will benefit from the advantages of professional training.

**Keywords:** Confidentiality, Trainee, guideline.

## Toma de decisiones en fisioterapia desde el entorno clínico

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

**INTRODUCTION** The physiotherapists exercise their work individually and collectively from a vision of health and functionality, acting in various intervention scenarios, with the highest performance being the clinical environment. Within the clinical environment, an interdisciplinary work (different professionals-family-patient) is constituted and, according to the approach of the members of the professional team, the decision-making becomes evident. It is one of the main tasks of the clinical tutor to empower the degree's student towards the learning of decision making and development of clinical judgment. **OBJECTIVES** To favor the learning in the decision making in Physiotherapy from a clinical environment and direct it towards the correct development of clinical judgment. **CONTENT AND CONTEXT OF THE EXPERIENCE** The figure of the clinical tutor must increase the participation and safety of physiotherapy degree's student within the professional work. For this purpose, different interdisciplinary meetings are organized together with the student, where the patient's situation and how to approach their needs are presented with the whole team. In the first place, functional objectives are proposed in conjunction with the professionals, family and / or patient. Assessments tools encompassed within the International Classification of Functioning, Disability and Health (ICF) are used to make decisions based on deficits, limitations in activity and restrictions on the participation of the individual. Once the results have been extracted, the clinical judgment is analyzed through appropriate strategies for the patient according to their needs and functional objectives to optimize their overall functioning from physiotherapy. **CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING** The learning of a correct clinical discipline for the student would be based on a decision making's adequate method for intervention where the clinical tutor facilitates the clinical judgment through functional objectives and specific assessments.

**Keywords:** Physiotherapy; Recovery of Function; Decision Making.



## Eliminating barriers and creating facilitators within the clinical tutelaje in physiotherapy

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelaje.

**OBJECTIVES** Eliminate as a barrier within the pediatric clinical environment the deficit in the application of assessments and facilitate their inclusion in decision making and therapeutic approach. **METHODS** Clinical case: a 4-year-old boy diagnosed with congenital infantile hemiplegia. The tutor, student and family plan functional objectives as a facilitator in the inclusion and adherence of the family to integrate the affected upper limb in the execution of bimanual activities and improve their quality of movement. The appropriate measurement tools are selected to assess these proposed objectives: the SHUEE assessment and the QUEST scale and from them, make correct decisions in the therapeutic approach. Physical therapy assessment is considered a barrier due to the lack of time and the low acceptance that families have to use it. An education of the families and professionals is made showing the importance and necessity of these tools so as not to fail in the therapeutic approach. After the results obtained in the assessments, a modified Constraint induced movement therapy (mCIMT) protocol of 60 hours of intensity was applied. **RESULTS** An increase of 25% in the affected upper limb's spontaneous use is observed since He is able to use his hand in an active way to hold the objects handled by the healthy hand. The increase in the quality of movement is manifested by 20%. **DISCUSSION AND CONCLUSIONS** The need to educate the family in the use of assessments as facilitators in physiotherapy decision making is an intense effort to eliminate barriers based on myths or personal beliefs. The adherence of the family in the assessment would reduce intervention barriers and apply the best therapy to increase the functionality of the affected upper limb in the proposed case.

**Keywords:** Empathy, Patient Outcome Assessment, health knowledge, attitudes, practice.

## Therapeutic exercise prescription on the practicum of the physiotherapy

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**Topic:** The role of the clinical supervision and the mentoring and modelling of the future physiotherapy professionals.

**INTRODUCTION** Recently the therapeutic exercise has gained importance as a physiotherapy tool. Students and supervisors have been trained on that with the objective of finishing its bachelor's degree considering the importance of therapeutic exercise prescription. **OBJECTIVES** To value the importance of include the therapeutic exercise prescription with a good quantification in their clinical assistance. **CONTENT AND CONTEXT OF THE EXPERIENCE** The first thing done was to promote a postgraduate training course for the clinical supervisors to get information about this issue. The objective was to implement this knowledge in the next academic year with the students. This seminar was given by the two professors in charge of this matter in the Physiotherapy bachelor's degree. Once the content was agreed, a working sheet to be filled by the students was created. The design of ten exercises of strength/resistance/equilibrium/aerobic...), was required. For each of them, the following tips must be included: phase characteristics, scope of activity, objectives, description, intensity, length, frequency, volume and progression), with special care of the importance of the motor control in all the exercise phases. At the same time, a document which summarized the information acquired by the student must be done and practical examples to help to detail the model created must also be included. **CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING** We consider that the development of this activity allows the physiotherapist to use this tool with a more objective methodology. The Physiotherapy must not forget the techniques based on the therapeutic exercise and more when the pain is not a symptom anymore but a disease and with the pain care units plenty of chronic patients. Surveys which are already being done will allow us to determine the success of the activity between students and supervisors.

**Keywords:** Therapeutic exercise, external physiotherapy internship.

## The clinical question on the physiotherapy external internship

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**Topic:** Educational resources innovation on the clinical context using TICs.

**INTRODUCTION** In order to include the knowledge of the literature search and to improve the clinical evidence in the Physiotherapy bachelor's degree, a task named "clinical question" has been included during the last period of the clinical internship. **OBJECTIVES** To value the significance of including the scientific evidence to the clinical practice. **CONTENT AND CONTEXT OF THE EXPERIENCE** One of the competences shown in the Physiotherapy studies plan is the following: "students should assimilate the scientific research and the clinical practice based on the evidence as a professional culture". An activity was planned in order to work this competence. For that, a working group formed by the clinical supervisors and the professors in charge of communication and documentation teaching was established. This working group participates in all the training seminars. The following task is proposed and should be done and submitted by the students: 1. Question formulation (PICO Structure): **POPULATION OR PROBLEM INTERVENTION COMPARATION VARIABLE** 2. Search of the question in at least one data base: 3. Selection of the article which better answers the question: 4. Comments and conclusions **CONCLUSIONS AND CONSEQUENCES FOR TUTELAGE AND CLINICAL LEARNING** It is considered that the development of this activity answers the need of covering competences not very much developed in the Physiotherapy studies plan. Additionally, this activity gives tools to the students of critical reasoning and professional autonomy. On the other hand, the evaluation of the activity by the clinical supervisor means the adequation of the scientific paradigm to the clinical practice. This could contribute to enrich the profession. However, it is necessary to complete the launch of the activity in order to evaluate in detail the real implication as much from students as from clinical supervisor.

**Keywords:** Clinical question, Physiotherapy external internship.

## **Importance of an initial bio-psycho-social assessment of the patient in the ICU to adapt the treatment guidelines to their general condition**

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

1. Introduction. Taking into account the large number of diseases that are treated, the multiple and varied sequelae, as well as the high risk to which the critical patient is subjected, a comprehensive assessment is necessary in which aspects related not only to their functionality or motor impairment must be included. if not also social and cognitive aspects. Physiotherapy, generally, is aimed at preserving structures as well as recovering functional patterns, but in acute patients' other aspects to be valued must be taken into account, such as psychological and respiratory problems, alterations in the level of consciousness and involvement of family members. manifest the need for the use of scales that provide us with data of this type. 2. Objectives. • Carry out a global assessment of the critical patient in order to adapt the treatment to its general condition. • Introduce the student to the different tools for this assessment. 3. Contents and context of the experience. Students are instructed in the global assessment of the patient in ICU to know: - Level of consciousness (Glasgow scale) and sedation (Ramsay). - Muscle tone (Ashwort and / or Daniels test). - Cognitive assessment (mini-mental test). - Functional assessment (Barthel index). - Joint range (goniometer). - Respiratory capacity (pulsimeter, Borg dyspnea scale). - Family assessment (caregiver stress index) 4. Conclusions and implications for tutelaje and clinical learning. The student must know the need for a holistic rehabilitation in critical patients in which this is considered a bio-psycho-social being and, therefore, At the beginning of the tutelaje, let him know the importance of a correct global assessment for the adaptation of the treatment to his condition. The student will learn to use different tools that include joint, muscle, cognitive, respiratory, functional and family aspects.

**Keywords:** Intensive care, assessment, physiotherapy.

## Development of a complete assessment of sensitivity in patients with stroke

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

INTRODUCTION Disorders of sensitivity in patients who have suffered a stroke are very frequent, so a complete assessment is important to be able to make a correct approach to this pathology, achieving better results and reducing sequelae. Therefore, we consider sensitive assessment a very important competence to acquire, by students who come to practice at our center. OBJECTIVES - That the student be able to distinguish between different types of sensitivity - Expose to the student the tools with more evidence for sensitive evaluation CONTENTS AND CONTEXT OF THE EXPERIENCE The different types of sensitivity will be assessed differently and will provide us with important data to guide our treatment. - Superficial sensitivity - Proprioceptivity (Kinesthetic) - Stereognosia - Body outline Anosognosia Digital agnosia Autotopagnosia CONCLUSIONS AND IMPLICATIONS FOR CLINICAL TUTORING AND LEARNING During the first phase of tutelage, the student is exposed to different tools to assess sensitivity, observing and participating actively. At the end of their stay, the student must be able to perform a re-evaluation with the tools used, to check whether the treatment that has been carried out has been effective and has met our objectives.

**Keywords:** Assessment, sensitivity, stroke.

## ¿Como expresar la “valoración diagnostica de cuidados de fisioterapia” mediante la CIF? Experiencia en AP

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development. Innovation in didactic resources in the clinical context through the use of ICTs.

1. INTRODUCTION: The "Physical Therapy Diagnosis" (FTD) represents one of the steps of the “patient/client management” and is one of the competences that students must acquire during their degree. The ICF is considered as an appropriate instrument to express and homogenize this element. 2. OBJECTIVES: To present an experience aimed to facilitating the "written expression" of the FTD by clinical tutors and students of the practicum through ICF codes in the clinical records of Primary Care (PC). 3. CONTENTS AND CONTEXT OF THE EXPERIENCE: A compilation of ICF codes collected in Guidelines and other documents was made for deficits in body structures and functions, activity limitations and restrictions on participation, as well as environmental factors, which are frequently associated with the most commonly attended musculoskeletal disorders in PC. The document obtained was progressively refined with clinical use. In addition, codes of chapters of the ICF directly related to the "Movement System", the central object of the physiotherapy’s practice, were added. The list of codes was downloaded in Diraya, allowing a more operational use of the ICF at for writing the PTD in the clinical records. The compilation was shared among clinical tutors in our health district. 4. CONCLUSIONS AND IMPLICATIONS FOR CLINICAL TUTORING AND LEARNING: - The use of a list of the ICF codes in Diraya computing environment facilitates the task of writing the PTD in PC Clinical records. - Its use could contribute to the students’ acquisition of the competence: "PTD according to the standards and with internationally recognized validation instruments". - The qualification of the codes in the clinical environment poses a challenge for an efficient handling of the ICF.

**Keywords:** "Physical Therapy Specialty/methods"[Mesh]; "International Classification of Functioning, Disability and Health"[Mesh].

## Eficacia material audiovisual para comprensión de contenidos prácticos

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**Topic:** Innovation in teaching resources in the clinical context through the use of TICs.

The ease of access and use of new multimedia tools favors the creation of auxiliary teaching material and is an added stimulus for the student. Main objective: to make known the opinion that the students have about the teaching work in this subject, to try to improve the practical teaching teaching so that improvements in their development in the classroom can be incorporated and to value the quality and effectiveness for the students and their learning with this material. Trying to adapt the practical classes to the student, enhancing their learning and interest in them, an audiovisual teaching material has been created (<http://tv.us.es/?s=cinesiterapia>) where the techniques and maneuvers of the program are collected of the subject of Cinesiterapia practices. (Spine: ISBN: 878-84-16784; Lower Member: ISBN: 878-84-16784-52-3; Senior Member: ISBN: 878-84-16784-51-6). Using an anonymous survey, as an instrument for evaluating teaching material. Taking place during the current academic year through the Google Forms, after sending an invitation via email, about 60 students who have studied and used this audiovisual material in their practical classes of Kinesitherapy, since the 17/18 course, have answered a total of 35, voluntarily. Results: 82.4% of the students have visualized videos on their own, outside of the classes. 61.8% consider that it has been useful for them to better understand the techniques. 70.6% consider it useful: visualize video, listen to the teacher and practice. 50% consider that the information of the videos is sufficient to get the knowledge of the subject learned in them. 70.6% consider that having this material at their disposal has helped them to better follow the subject. 79.4% see it useful to have the material on TVUS. Some students consider: "It should be done in more subjects". "Interesting to practice, review pre examen, serve to consult questions throughout the studies."

**Keywords:** innovación docente, material audiovisual.

## Self-perception about general and specific competences acquired during the practicum at bachelor in physiotherapy

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**Topic:** Physiotherapy.

Physiotherapy students' clinical practices allow them to get a better understanding and knowledge about the contents. The self-perception of the competences and the comparison with the scores, allow tutors and students to improve their results as well as having better clinical practices development. 1. Objectives To observe students' self-perception about their general and specific competences acquired during the Practicum at Bachelor in Physiotherapy. To distinguish the self – perception in the acquisition of competences according to gender and academic year. 2. Methods A preliminary observational study about the acquisition of the competences was carried out in 32 students after completing their clinical practices during 2018-2019 academic year. Students enrolled for the first time were included and ERASMUS students were excluded. According to the competences of the Practicum, we designed questionnaires to carry out the assessment. They were completed by the students and the tutors of the clinical practices. To determine the statistical significance, we used the Wilcoxon and U test of Mann Whitney. 3. Results The students' self – perceptions related to their general ( $p=0,393$ ) and specific ( $p=0,691$ ) competences, are similar to the tutor's assessment. In the general competence "Team work collaboration" the self-assessment is significantly ( $p=0.049$ ) higher than the tutor's score. On tutors' side, third-year students ( $n=8$ ) obtained, a score significantly lower than those of Fourth-year ( $n=24$ ), both in general skills ( $p<0.001$ ) and in the specific ones ( $p<0.001$ ). In the self-assessment the score was also significantly lower in third-year, in both competences ( $p<0.05$ ). Both men and women assessed themselves with higher grades in general competences than tutors did. In the specific competences the self-assessment was lower. There were not significant differences between men and women in any of the assessments ( $p> 0.05$ ). 4. Discussion and Conclusions Both clinical tutors and students perceived the acquisition of the Practicum competences equally. Students in third-year assessed themselves and are assessed by tutors with lower scores than those of fourth year. There are not differences according to gender.

**Keywords:** Physiotherapy, Clinical Practice, Assessment.



## Propuestas para mejorar los conocimientos sobre la evidencia científica y razonamiento clínico

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**Topic:** Clinical reasoning and practice based on the evidence in the student and the tutor.

**INTRODUCTION:** The students of Fisioterapia Course 2016/2017 of the Faculty of Health Sciences of the UMA have valued as two of the weakest aspects encountered during their external practices: the promotion of clinical reasoning and critical thinking, and the application of competencies Theoretical/practical applied to intervention and evidence-based. **OBJECTIVES:** 1. To present proposals for improvement in the knowledge about the scientific evidence in the student and the tutor. 2. Present improvement proposals in the clinical reasoning of the Student and tutor. **CONTENT:** From our experience as ex student of this faculty, we present a series of proposals to improve the weaker aspects, according to the satisfaction report, Students about their practices. 1. Student interventions: a. Presentation in seminars of treatment proposals, On clinical cases found during the practice, basadas In the bibliographical search of scientific articles that encourage this intervention. b. Exchange between the students of their clinical cases with the objective of comparing, In subsequent seminars, Different proposals Of Treatments, if any. c. Conducting practical seminars on evidence-based interventions in more frequent pathologies. 2. Interventions on the tutor: a. Informative meeting prior to the beginning of the practices, to highlight the most relevant aspects that must be reiterated in the students: physiotherapy based on the evidence and clinical reasoning. b. Send and remind the practice tutor, from the faculty, reliable sources of information on scientific evidence in physiotherapy. **CONCLUSIONS:** As health professionals we have the responsibility to offer the best and most up-to-date treatment available to our patients. This premise has to be inserted in the trainee, who must work and deepen his coneFoundations so that in the future their treatments are the most effective possible.

**Keywords:** Tutelaje clínico, Evidencia científica, Razonamiento clínico.

## Importance of practicum as a transition to laboral world

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**Topic:** The figure of clinical tutelaje and the mentoring and modeling of future professionals

**Introduction:** While doing the Practicum the students arrive to the health centre, where can approach to real scenarios in which they can accomplish a reliable professional activity. After having got a theoretical knowledge, it is their first contact with real situations and, as a consequence, it is their first chance for testing the capacity to face the patients and their problems. From here appears the need of adapting the theoretical education to the professional activity and begin to develop the clinic thought.

**Objectives:** - Integrate and adapt the theoretical education of the students to the professional activity. - Achieve an overall vision of the patient. - develop of the clinic reasoning capacity.

**Contents and experience context:** During their academic education students will receive broad theoretical and practical knowledge. But they will lack of experience on how to face patients with pathology and their personal circumstances, the treatment with their relatives, the application of technical abilities, teamwork... At this point appears the need for the student to be given the proper skills for a professional activity. It is in here where the use of the Practicum is relevant, appearing as the ideal frame that let students try true situations and link the previous education with the future welfare activity. Among a diversity of different methods, problem based learning arise as one of the most effective and similar to the professional reality, building knowledge to develop clinic thought.

**Conclusions and implications for the tutoring and the clinic learning:** Practicum appears as a tool for the integration and adaptation of the acquired skills during the stage of theoretical education, awareness on how to treat the patient and his environment, helping to face daily problems in professional activity, entering the development of the clinic thought. It is the transition between academic and professional context.

**Keywords:** Practicum, clinic thought, professional context.

## **Evaluation and biopsicosocial approaching to the patient. development of the student autonomy. training experience in HVG**

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelaje.

**Introduction:** After the period of theoretical training, clinics practices are the best opportunity for the students to apply the acquired knowledge. In our centre we are intended to provide a professional career for our students, developing skills out of their theoretical basis, which in physiotherapy are as important as theory. Objectives: - Enhance the development of professional autonomy in the student. - Emphasize the biopsicosocial approach to the patient. - Underscore the importance of anamnesis and the evaluation in the patient. Contents and experience context: Upon arrival of the students to the centre, the tutor goal is to create a proper atmosphere, building transversal interactions based in mutually respectful and cordiality, trying the student to feel comfortable at any time. After exchanging ideas and expectations the patient is contacted. In an agreed way, the time for the student and the patient meeting are observed, empowering the progressive involvement of the student in therapeutic process. Essential part of this process is the biopsicosocial perspective of the patient, and the approaching to it, gaining special relevance the welfare of the patient in an atmosphere of empathy and familiarity. In the same way it is promoted the importance of the anamnesis and the evaluation as tools to establish therapeutics objectives. All in all, the student will be given freedom, initiative and confidence. Conclusions and implications for the tutoring and the clinic learning: In our centre, clinic practices promote students autonomy, making easy the personal contribution and the initiative, the decision making, the development as a basis for getting a professional career that makes the student feel the focus of his own learning, encouraging the motivation and approaching to the reality of the profession, based on the cornerstone of the patient and his biopsicosocial perspective. The importance of anamnesis and patient evaluation will be empowered as a therapeutic tool.

**Keywords:** biopsicosocial approach, autonomy, evaluation.

## **Application of microformative pills to improve the experience in the practices of the Degree in Physiotherapy**

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**Topic:** Innovation in learning resources in the clinical context through the use of TICs.

**Introduction** In the Andalusian universities there are about 1,000 hours of practice in the Degree in Physiotherapy and we have detected several problems, such as the separation between theory and practice, the initial difficulty of applying the acquired knowledge or the disorientation of the student when accessing a new environment. To solve these problems we propose to apply the technology in the form of training pills. Goals. - Taking advantage of the use of ICT to promote learning and problem solving. - Use the concept of microformation, highly demanded and suitable for young people. - Decrease the difference from the classroom to work centers. Contents and context of the experience To deal with these problems, we believe in using new technologies, especially adapting to the format how it is consumed by young people, on mobile devices, quickly and agile. For this purpose, we want to promote the use of microformative pills in mobile applications or tablets, so that a student can view short and explanatory videos, for example, on how to treat the different injuries, the performance of a technique or therapeutic exercise proposals. In addition, we also have the possibility of including small pills and theoretical tests to reinforce the previously learned knowledge. The idea is to use a mobile device to help the student consolidate his knowledge and acquire new skills. Conclusions and implications for tutelage and clinical learning. Given our experience in this type of practices and the knowledge of new technologies and how they affect young people, we believe that it is a great opportunity to improve learning and with very positive implications for the tutelage of the practices, since it allows us to approach young people to work in a more familiar and safe way for them.

**Keywords:** practices in physiotherapy, formative pills, new technologies.

## Satisfacción de los alumnos de fisioterapia de la UMA con sus prácticas externas

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**Topic:** Satisfaction external practices students physiotherapy UMA 2016/2017.

**Introduction.** Evidence-based physiotherapy should be the cornerstone of our clinical practice; so we must promote research and base our procedures on methods and techniques with an adequate level of evidence. Physiotherapist, as a health professional, must know the latest evidence to improve his daily practice. To know everything that is published is not possible; but it is not to know that whose application is more frequently. Faculty of Health Sciences of the UMA publishes a report on the satisfaction of its students after their external practices. **Objectives.** 1. To describe the evaluation tool. 2. To know the results of the evaluations carried out by the physiotherapy students. **Content and context.** Survey structure: the survey classifies its items, which will be scored from 0 to 10, in two sections: 1. Evaluation of the tutor by the student; 2. Evaluation of the company by the student. **Evaluation results:** Items related with clinical reasoning and critical thinking as well as the application of physiotherapeutic interventions based on evidence are the worsts evaluated. **Conclusions.** As graduate of Faculty of Health Sciences of University of Malaga, we know the importance of practise mentor and how important is his work for students. Clinical reasoning and evidence-based practice are fundamental pillars that can not be taught exclusively in a theoretical manner; it should be taught also during the practice. This will guarantee that future professional's training will be as fruitful as possible.

**Keywords:** tutelaje clínico, fisioterapia, evaluación.

## **Importance of the transmission of values in the Practicum to achieve a more personalized attention and promote therapeutic adherence**

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**Topic:** Attention focused on the person, humanization of care and transmission of values in the Practicum.

Introduction. When it's time to perform clinical practices, students may feel lost in field that have never faced. That is why it is important that the first contact is with the tutor, who will be the one who will help and guide you in this new process. The person of guardianship must be a close person, with communicable values so that students feel safe and motivated. Objectives. • Make a progressive adaptation of the theoretical part to practice, with small clinical seminars and with prior meeting with the tutor of practice. • The tutor of practices must transmit to the students, in addition to the care and protocols in the care of patients, the importance of taking care of patients in a personalized way. • Design a rubric to assess the competencies that students must acquire. Contents and context of the experience. To face the new situations of practices it is necessary to create a climate of trust between tutor and the student. Students could be taught the rubric that will be used to provide information and feedback on the competencies that must be developed. The tutors must transmit their experience with patients, where respect and patience would be very important to build a therapeutic relationship that favors the active participation of the patient in his recovery process. In addition, we can support new technologies such as videos in various social situations, some notes or offer students a platform to contact tutors to always be in contact with students. Conclusions and implications for tutelage and clinical learning. As a result, we can say, based on our experience that, in addition to the clinical knowledge of the care processes, it is very important to have personal values to apply in the working life to know how to face all the situations, empathizing with the patient. Therefore, we can emphasize that the role of the tutor is very important to transmit good values and skills to the students.

**Keywords:** Empathy, Practicum, Rubric of competencies.

## Factores facilitadores de la interacción terapéutica durante el aprendizaje del practicum II

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**Topic:** The attention focus on the person, humanization of care and transmission of values in the Practicum.

**Introduction:** The interaction between physiotherapist and patient is fundamental in the humanization of attention and is associated with better clinical results in physiotherapy. It is the basis of professional commitment of any physiotherapist. The training of this competence can be presented as an adequate catalyst for clinical practice. **Goals:** • Analyze the facilitating factors for learning an effective interaction between the physiotherapist and the patient. **Content and context:** The wide functional diversity of the people who come to the services of the physiotherapy area of ASPACE Málaga (Amappace) requires a specific knowledge of each patient. The factors that facilitate an adequate therapeutic relationship are fundamental to establish a solid base of mutual collaboration. Some of these factors are: the training of interpersonal and communication skills, the development of a flexible attitude during the interventions and the individualization of the treatment according to the opinion and the needs of the patient. **Conclusion:** Increasing the awareness of physiotherapists about these facilitating factors can improve the professional's interactions with the patient and the quality of physiotherapy interventions.

**Keywords:** Practicum, Physiotherapy, facilitators.

## Experiencia de tutelaje clínico en ASPACE (AMAPPACE Málaga)

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**Topic:** Experiences, barriers and facilitators in the exercise of clinical tutelage.

**Introduction:** This study tries to capture the main barriers that have been found during 11 years of experience of clinical tutelage of the Practicum II of Physiotherapy. Through continuous observation and feedback with students, facilitators are inferred to improve the quality of mutual learning. **Goals:** • Analyze the main barriers and facilitators found during the development of clinical tutelage in a center for people with functional diversity. • Describe experiences and proposals to facilitate student learning in a specific context. **Content and context:** The Practicum is carried out in different areas of the physiotherapy service of ASPACE Málaga (Amappace), in a framework of transdisciplinary action. Some of the main barriers that have been detected are: the difficulty of communicating the student with the patient and the clinical tutor with the student, the lack of confidence of the student in their own abilities, the ignorance on how to apply the physiotherapy techniques and the motivation of both the student and the clinical tutor. We have tried to minimize the impact of barriers through facilitators such as: the use of positive reinforcement, learning by imitation and promotion of other communication channels. **Conclusion:** The detection of barriers during clinical tutelage is primary to identify facilitators that improve the quality of the student's learning process. It is intended to increase the confidence of the future physiotherapist.

**Keywords:** Barriers, Practicum, physiotherapy.



## Strategic analysis of the barriers and facilitators for the exercise of clinical tutelage in physiotherapy

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

**Introduction:** Understanding the current situation of clinical tutelage in physiotherapy can be somewhat complex, but certainly relevant if our purpose is to advance the profession. Therefore, it is necessary to search for an efficient tool for the development of strategic planning that marks an integral and precise mission. **Objective:** To know the current situation of clinical supervision in physiotherapy from the point of view of the tutors. **Test the usefulness of the SWOT system as an analysis tool in physiotherapy.** **Method:** a questionnaire was developed for the collection of information. They were sent via email to clinical tutors nationwide, who returned them anonymously. Finally, the data were grouped according to the SWOT model for analysis using the virtual tool of the Ministry of Industry, Trade and Tourism of the Government of Spain for the proposal of survival strategies, adaptive, offensive and defensive. **Results:** a total of 15 surveys were received. We analyzed 29 weaknesses, 40 threats, 45 strengths and 36 opportunities. Four strategic lines were developed. **Discussion:** The barriers of the current situation of the clinical tutelage seem to be in the management of time, communication and demotivation of tutors who are not recognized. In turn, the refusal of patients to be treated by students in an environment of insecurity of the tutor and lack of interest on the part of the student are also remarkable as points of weakness. The alliance between tutor and student in a real clinical environment, together with the motivation, the management of communication skills and the positive relationship between the University, coordinators and tutors, are the main facilitators to manage for the creation of strategic lines of improvement. **Conclusions:** The current situation of clinical supervision in physiotherapy from the point of view of the tutors is susceptible to improvement and has numerous positive and negative factors. From the systematic combination of these factors, survival, defensive, offensive and adaptive strategies can be elaborated that improve the quality of the planning of the clinical tutelage. The SWOT analysis is a useful tool for planning such improvement strategies.

**Keywords:** Students; Mentors; System Analysis.

## The practicum in 3rd vs 4th physiotherapy course. Contexts that disturb the student (female vs male)

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

**Objectives:** To analyze the possible clinical situations that may disturb the students of 3rd and 4th course (and the possible differences by gender) in Physiotherapy Degree, in their period of clinical practices. **Methods:** An Ad hoc Likert questionnaire of 50 items (10 dimensions) was created with possible predictors of stress during clinical practices. The sample was university students enrolled in the academic year 2016-2017, in the Practicum of Physiotherapy in Andalusia. **Results:** The final participant sample consisted of 373 participants, 47% of 3rd and 53% of 4th course. 60.9% were women and 39.1% men. The clinical situations that students have identified with a high level of concern have been: 1. "Doing my job badly and harming the patient" 60.8% (3rd course); 46.2% (4th course). 10.7% higher in women. 2. "Receive the report of a patient or relatives" 60.6% (3rd course); 59.6% (4th course). 22.7% higher in women. 3. "The news of the death of a patient undergoing physiotherapy treatment" 48.5% (3rd course). 6.4% higher in women. 4. "Finding myself in some situation without knowing what to do" 45.1% (3rd course). 13.4% higher in women. 5. "Receive a verbal or physical aggression from the patient or relative / caregiver" 44.3% (3rd course); 41.9% (4th course). 19.2% higher in women. 6. "That an emergency situation may arise" 40.8% (4th course). 7. "That the patient / caregiver underestimates me, treats badly or disparages for being a student in practices" 39.2% (4th course). 13.3% higher in women. **Conclusions:** About the 10 dimensions analyzed, the superior values were statistically significant in three of them for women. As for the course, there were three for those in 3rd course compared to one for those in 4th course.

**Keywords:** Physiotherapy, Stress, Clinical Practices.

## Is it important to choose the practice center adequately?

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

**INTRODUCTION** Choosing the right place for the internship is very important, because your working life could depend on this decision, as well as many other decisions. This is the case of an internship student that chose the destination by the advice of the coordination of the Practicum and finally when she finished the degree she became a physiotherapist of the team. **OBJETIVE** Visualization of the positive and negative aspects for the election of an alumni in front of a worker with experience from the point of view of the heads of the center and the post graduate. **CONTENTS AND CONTEXT OF THE EXPERIENCE** □ Positive and negative aspects of choosing a post graduate Vs a physiotherapist with experience. • Possibility of knowing her personally and professionally during the rotation. • She showed her involvement, desire to learn and rapid acquisition of knowledge with new treatment techniques. • She correctly learned the guidelines for the operation of the clinic: dealing with patients, managing appointments and treatments. • Great satisfaction of patients with her. • The only negative aspect was the lack of knowledge they possess, but they may be more interested in improving and acquiring knowledge in techniques that the clinic demands. As a student: What did you think when the doors of your working life were opened for you by a clinic where you have completed the practises? • Starting to work after finishing the degree was a very important opportunity at a professional and personal level. I could apply the theoretical and practical knowledge acquired during the course once the university degree was finished. • Start at a clinic where you have done the internships, makes it easier. You know the guidelines to follow and it is a very important point when it is your first work experience. **CONCLUSIONS** The choice of Practicum rotations is fundamentally important both for the skills and competence that are acquired, and for being a showcase where you can show how you are.

**Keywords:** tutelage; first job.

## **Clinical practises and patients satisfied in private clinic in Málaga**

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**Topic:** Support strategies and tutorial reception for undergraduate students who begin their first learning experience in the clinical environment.

**OBJETIVE** Expose a tutelage option in a private clinic, where the student receives the patient, performs physiotherapeutic techniques, manages appointments and the patient is satisfied. **CONTENTS AND CONTEXT OF THE EXPERIENCE** The principle of patient autonomy is respected in our private clinic and the first sessions are performed by the physiotherapist tutor. During the first session the physiotherapist teaches the student the clinical reasoning that is carried out in the therapeutic decision and the correct applications of the techniques used. In the next session the student is asked about what techniques he would use, and his clinical reasoning is observed; It serves as feedback between both. After several sessions, when the relationship between patient and student has been strengthened and having practiced the techniques with the tutor, patients are given the opportunity to perform extra sessions free with the students and most of them accept enchanted. Other times, when the injury requires sports rehabilitation, it is done in the same way, it is the student who once learned the exercises does it with the patient or sometimes, he has to contribute new exercises to encourage their creativity and involvement. **CONCLUSIONS** Physiotherapy treatment by the student without cost, is favorably accepted by patients who attend private clinics and gives the student confidence to practice, observe the variability of patients and develop their skills.

**Keywords:** tutelage; practices; private patients.

## Tutoring of group classes of fisiopilates

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**Topic:** Clinical simulation and tutelaje.

**INTRODUCTION** Due to the high demand of patients who request exercises to improve back pain, it was decided to do a training in Physiopilates. Therapeutic discipline not included in the university curricula in Physiotherapy We have been doing this activity for 8 years and, clinically due to the very positive results obtained, we found it interesting that the students could expand their range of treatment using this therapeutic tool **OBJECTIVES** To teach the student to carry out and direct an exercise program based on the Pilates method, in small groups of patients, adapting it to the individual physical needs of each one **CONTENTS AND CONTEXT OF THE EXPERIENCE** Before any patient begins the directed Fisiopilates classes, we perform a complete physiotherapy assessment, patient symptoms, health problems and musculoskeletal assessment test. In the first days, the student receives the classes to feel how he should perform the exercise, breathing, body alignment, contraction of the abdominal transverse, pelvic floor and from here to incorporate strengthening and stretching exercises to the general group and later adapt it to the individual pathology. Observe how the qualified physiotherapist directs and corrects the exercises in the class. The following days the student takes care of the palpation of the abdominal transverse, of controlling the posture and correct execution of the exercise in each patient. Incorporate exercises to some patients adapting individually and always supervised by their tutor. In last days, the student performs his own exercise program and directs the group, as previously mentioned. The tutor evaluates the student in the last class of practices **CONCLUSIONS AND IMPLICATIONS FOR TUTORIAL AND CLINICAL LEARNING** We observe that the students are involved, motivated and learn quite well the realization and direction of this type of treatment, finally obtaining a very good score. We are very satisfied with the results of the students in this discipline.

**Keywords:** tutelaje, pilates.

## Physiotherapeutic treatment of the patient subjected to upper abdominal surgery

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**Topic:** Clinical tutorials and the development of the skills to take the major decisions and the clinical judgment.

1. INTRODUCTION: Patients undergoing abdominal surgery have a higher risk of postoperative respiratory complications. These complications are responsible for the increase in morbidity, hospital stay and the additional costs of patient care. It is essential to know, plan and execute a correct treatment of respiratory physiotherapy. 2. OBJECTIVES: - Plan together with the student a good treatment of respiratory physiotherapy. - Learn the techniques of respiratory physiotherapy adapted to the patient. 3. CONTENTS AND CONTEXT OF THE EXPERIENCE: Once the patient is assessed in the preoperative phase, we propose some objectives and a treatment plan. The main objective is to learn the techniques of respiratory physiotherapy: abdominodiaphragmatic ventilation and costal expansions, airway permeabilization techniques: assisted cough and finally use of incentive spirometry. We explain the advantages of early mobilization after surgical intervention in order to involve the patient in the process. We give the patient a triptych that summarizes the actions carried out. In the postoperative phase, the objective is to prevent the appearance of possible respiratory complications. After evaluating the patient, we elaborated a treatment plan based on drainage techniques of secretions and lung reexpansion, we taught measures of surgical wound containment and toning of MMSS and MMII. We insist on early mobilization to prevent complications. 4. CONCLUSIONS AND IMPLICATIONS FOR CLINICAL TUTORING AND LEARNING: The student participates actively in the planning, teaching and subsequent execution of respiratory physiotherapy techniques.

**Keywords:** Upper abdominal surgery, Respiratory physiotherapy.

## Consentimiento informado escrito en aplicaciones de termoterapia

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**Topic:** Clinical tutors and teaching how to take the better decisions and development of clinical judgment.

1. INTRODUCTION: Thermotherapy is the treatment of different injuries by applying heat, this application can be carried out superficially or deeply The application of heat will be carried out by conduction, convection and radiation. Thermotherapy is an important technique in trauma and rheumatology whose main effect is the relief of pain. It must be carried out after passing the acute initial phase, that is 48 hours after the injury, since before it is absolutely contraindicated. It is essential that the patient knows through informed consent that this thermotherapy treatment will consist of. 2. OBJECTIVES: - Elaborate with the student an informed consent of thermotherapy. - Instruct the student the important of said consent at the time of carrying out the treatment 3. CONTENTS AND CONTEXT OF THE EXPERIENCE Once the patient is evaluated and before the treatment is performed by applying thermotherapy, it is necessary to give the patient the informed consent of the technique to be carried out. This consent must be clear and concise, with information that is understandable to the patient where there is the option to refuse treatment at any time without damaging other treatments. Another aspect to take into account is the voluntariness, these patients must submit freely to treatment without persuasion or manipulation, with enough time to consult, reflect or decide whether or not to carry out this treatment. The informed consent must have several key points such as: Definition of the technique carried out, performance of the same, effects, benefits, other alternatives, possible risks, indications and contraindications. 4. Conclusions and implications for tutelage and clinical learning. The student participates actively in the planning, teaching and subsequent execution of a written informed consent of Thermotherapy when carrying out the physiotherapy treatment.

**Keywords:** fisioterapia, termoterapia, consentimiento informado.

## **Clinical practises in health activities in the sport center of malaga university**

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**Topic:** Support strategies and tutorial reception for undergraduate students who begin their first learning experience in the clinical environment.

**INTRODUCTION** The Sports Center of Malaga University (UMA) has an Sports Medicine Area formed by a doctor specialist in sport medicine and several sports physiotherapists. It is responsible for the advice and assistance of university athletes, university staff and external personnel, as well as the evaluation and direction of the different activities of the health program. **OBJETIVE** Present our experience in the tutelage with the students of UMA Health Sciences in the program of health activities. **CONTENTS AND CONTEXT OF THE EXPERIENCE** The students learn the bio-psycho-social approach with the practice of multimodal physiotherapy. Later they practice the exercises both in dry and in aquatic environment (new for most of them), help patients to perform the exercises properly and collaborate giving group classes individualizing the exercises based on the symptomatology and clinical history of each patient. During this rotation: - They learn to work within a multidisciplinary team (doctor, physiotherapist, sports technician). - Integrate theoretical and practical knowledge about the correct performance of basic patterns exercises of daily life activities. As well as mobility exercises, toning-strengthening and stretching. - They learn to perform a correct clinical history and assessment of the locomotor system, which will serve to establishing short, medium and long-term objectives, indicating and teaching the appropriate exercises for each phase. - Improve their verbal and non-verbal expression and communication with patients. **CONCLUSIONS** Performing the physiotherapy practices at the UMA Sports Center is a good option to observe and learn the entire process of evaluating a patient from the beginning to its final evolution. It is also an opportunity to know the aquatic environment and to give group classes, aspects that are not common in most physiotherapy students.

**Keywords:** tutelage; practices; health activities.



## **Self-evaluation and learning agreement: tools for monitoring and evaluating competence development in clinical practices of Physiotherapy**

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**Topic:** Design, development or improvement of methods for assessing the competencies of undergraduate students in the clinical environment.

**INTRODUCTION:** The implement of the degree in Physiotherapy was focused on competence based learning and the self-regulated learning of the students. Self-evaluation is an excellent tool to promote a better awareness of his own knowledge and is a way of learning. The learning agreement is the result of a metacognition process and it allows the student to plan learning objectives in order to improve their clinical placement. Several studies support the usefulness of self-evaluation as a valid and reliable approach for the assessment of professional skills; increase an active attitude of learning; and encourages self-reflection, awareness and identification of weaknesses.

**OBJECTIVES:** To describe the usefulness of self-assessment and learning agreement as tools for monitoring clinical placement; and to analyze the self-perception of the students with respect to the clinical tutor in the final evaluation of the subject in the Physiotherapy degree. **CONTEXT:** Twenty four physiotherapy students of the San Rafael-Nebrija University Center were followed up since the first semester of the third course to the second semester of the fourth course. We analyzed the average mark in the evaluation document and self-assessment in the next competences: interprofessional cross-disciplinary, attitudinal and organizational; specific assistance skills, technical language and research. **CONCLUSIONS:** The use of self-assessment and the learning agreement allowed students to know what their competence level was; the strengths they had to improve; and the weakness they had to correct in order to face future learning situations. Both tools require training and teaching support, to prevent students over-dimensioning their knowledge, skills and abilities; in order not to decrease their theoretical and practical training.

**Keywords:** Self-evaluation, learning agreement, evaluating competence development.

## **Batallas Académicas como estrategia de innovación educativa en fisioterapia**

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**Topic:** Clinical tutors and teaching how to make the best decisions and clinical judgment development.

1. Introduction The new paradigm in clinical decision-making requires an integration of the three main components that must be taken into account in this decision: - Clinimetric approach. - Scientific evidence. - Clinical reasoning. Since the clinical results are going to be influenced by factors such as, previous expectations and beliefs (clinimetric approach), structured according to clinical data, judgment and knowledge of the professional (clinical reasoning) and taking into account the best possible evidence (practice based on the evidence). 2. Aim To Develop and introduce a tool for therapeutic decision making that integrates 3 components (clinimetric approach, clinical reasoning and clinical practice based on evidence), to generate a implementing protocol for the student that reproduces the clinical practice decision times and to increase his/her ability to make high quality treatment proposals 3. Contents and context of the experience. This Educational Innovation Project (from the PIE - 188) was developed in 3 stages: 1) Development of the tool 2) Weightening/deliberation of the tool 3) Introduction of the tool. The context is developed in the Degree of Physiotherapy and the Official Master of New Research Trends in Health Sciences in the Faculty of Health Sciences of the UMA. Once the tool was developed, it was transferred to new subjects as well as to other universities. 4. Conclusions and implications. The tool for clinical decision making offers an answer to the new clinical paradigm faced by the health professionals. It helps the student in the therapeutic decision making process in real time that in clinical practice will be available for such a decisive process. Being a transversal tool to all health professions, it can be projected to the rest of health degrees from the University of Malaga.

**Keywords:** Batallas académicas, Fisioterapia, Evidencia.

## Design of an organizational model for the development of physiotherapy practicum in primary care

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**Topic:** Support strategies and welcoming for undergraduate physical therapy students who start their first learning experience in clinical environment.

Introduction: from the Andalusian Universities-Andalusian Public Health System (APHS) partnership model, as well as the development of the European Space of Higher Education approaches, there is a need for the APHS to be highly involved and relevant providing a high quality training for students of health sciences degrees to respond of citizen's requirements and expectations. Objectives: to implement a support and welcoming strategy for the trainee; to improve coordination between the Training Unit of the Costa del Sol Primary Care District, associate professor, tutor and the Practicum coordinator of the University of Malaga; to implement the continuous evaluation of the Practicum quality as well as a communication plan of the Training Unit of the Costa del Sol Primary Care District. Content and context of experience: the design a "Welcome guide" for the trainee; the design a clinical history model; the communication and information management by the Training Unit of the Costa del Sol Primary Care District; the implementing a Physiotherapy Diagnostic through the International Classification of Functioning, Disability and Health (ICF); the implementing a evaluation of trainee's and tutor's satisfaction. Conclusions and implications for tutoring and clinical learning: through this model is intended to achieve easier the learning goals proposed for the students in their educational program, to offer an opportunity for the tutor to participate in designing the student's tools, to improve the tutor's and trainee's satisfaction, and to develop a management and feed-back strategy, for the collaborating institution, about the Practicum development.

**Keywords:** Practicum; organizational model; primary care.

## The student as an active agent in its learning

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**Topic:** Experiences, barriers and facilitators for the exercise of clinical tutelage.

1. INTRODUCTION Considering our experience as students and clinical tutors, we have found beneficial to establish in our workplace the same protocol for physiotherapists and O.T. The students show difficulties realizing how much do they know about the pediatric population (assessment and intervention) at the time to start their clinical practice. It is not easy for the tutor to organize and focus the clinical practice in a self-organized way. We believe the proactivity of the student is essential to optimize their learning, being the clinical tutor a guide according to their needs. 2. OBJETIVES - establish a protocol for clinical tutors of different specialties - make a self-assessment to establish lines of work - learn to do an evaluation and intervention plan 3. CONTENTS AND CONTEXT OF THE EXPERIENCE 1° Complete a self-assessment questionnaire using a video at the beginning and the end of the practice with: - common areas: diagnosis, assessment, environment, fine motor skills (grasp and pencil) - specific areas (O.T./physiotherapy): A.D.L./gait 2° Choice one clinical case to: - perform an evaluation and an intervention program with goals to achieve - make a direct intervention through the game - develop a report including guidelines for the family 4. CONCLUSIONS AND IMPLICATIONS FOR TUTELAGE AND CLINICAL LEARNING This protocol provides a solid structure in our workplace where professionals act in a uniform way offering all students the same tools. It improves the work organization of the clinical tutor and helps them to know the specific needs of each student. The students learn to observe, evaluate and improve their knowledge. The student: - Works the involvement and communication with pediatric population, their family and their environment. - Knows general and specific test - Makes a report and an intervention plan including guidelines for the family - Plans and carry out individual intervention through the game.

**Keywords:** active learning, students, physical therapy modalities.