

## **Australian Physiotherapy Association Congress 2010**

### **TEACHING ON THE RUN**

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#### ***Can one “Teach on the Run” in all clinical settings?***

Learning in the clinical setting is key for clinical trainees, whatever their profession. It provides opportunities to be immersed in professional practice in terms of gaining knowledge, skills, communication and professional behaviour, to see a range of conditions and practice in terms of diagnosing and managing patients. Successful clinical attachments however must ensure access to patients, authentic involvement in activities and enthusiastic supervisors who can provide feedback and assess competence. Teaching on the Run is a staff development programme, well regarded in terms of helping develop the skills of supervisors. In addition, Learning on the Run aimed at students and trainees helps them make the most of opportunities in a chaotic, busy work environment. But challenges combining teaching and supervision with clinical care, in particular in the private setting, remain. There, patient mix, patient support for being involved in teaching and clinician interest may differ. Other than feeling confident as a teacher, things such as the impact on the private practice, in terms of organisation and finances, availability of physical space, willingness of patients to be involved, models of supervision and the basis for interaction with tertiary trainers need to be considered. These should be balanced against the benefits of having students in terms of job variety, job satisfaction and striving for quality. To be able to train sufficient health professionals in the future we need a wide range of clinical settings being involved with students and this is possible by addressing the challenges and with commitment by the profession.