

# Knowledge, Attitude and Practices of Reflective Writing among Physiotherapy academicians: A Cross-sectional study

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## Introduction

Reflection is an essential attribute for a health-care professional who functions in a complex changing environment. Higher educational institutes must adopt conducive learning environments and foster development of reflective thinking during academic learning. Reflective thinking should be modelled by educators & students should be given opportunities to practice reflection. Surprisingly there is very little to guide educators to understand & develop reflective ability in their learners. Physiotherapy as a profession focus on technical aspects of clinical skills which is more task based. There is hardly any time set aside for students to ponder on how they are conducting themselves in clinical setting or on how are they fulfilling their learning needs.

## Aims & Objectives

To explore the knowledge, attitude and practices of Physiotherapy academicians about reflective practices.

## Methodology

**Type of study design:** Cross-sectional study  
**Study setting :** MUHS Colleges in Maharashtra  
**Study population:** Physiotherapy Academicians  
**Sampling method:** Convenience Sampling  
**Sample size (n) :** 60 participants

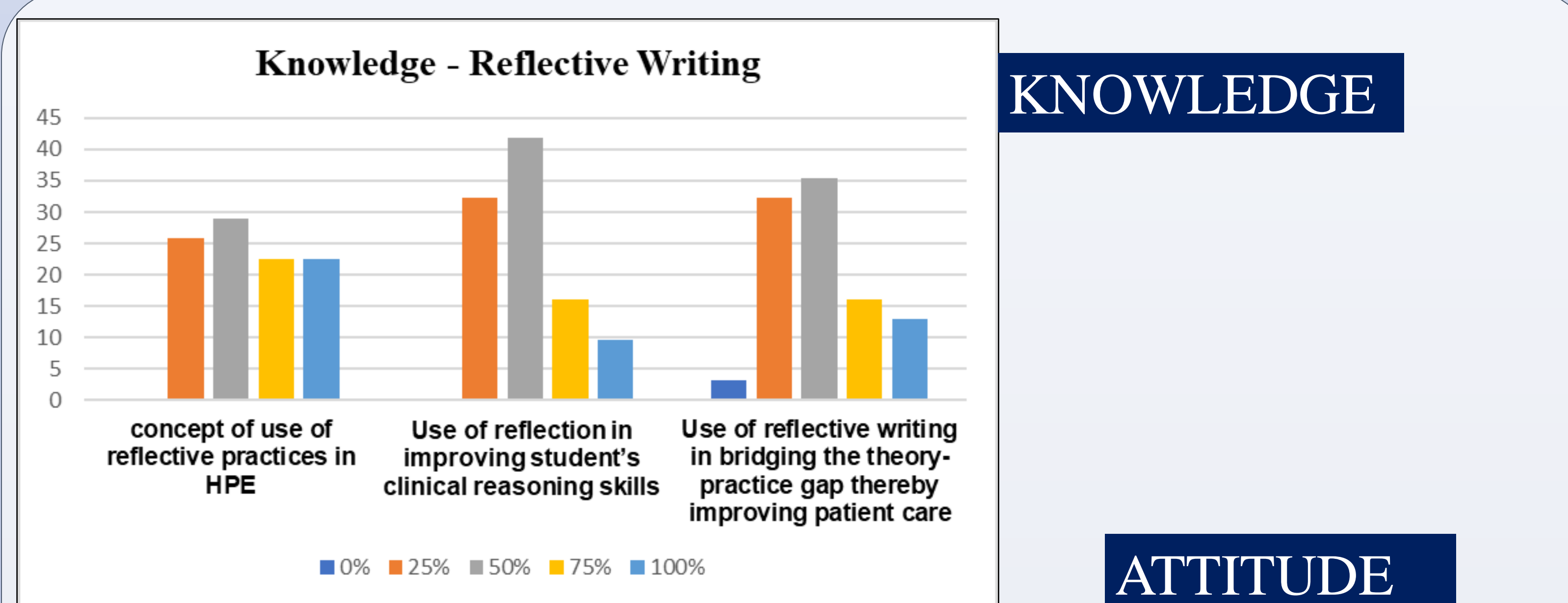
**Development of Questionnaire** consisting of the following domains- Knowledge, Attitude, Practices, Facilitators & Barriers towards use of Reflective training

**Content Validation** of Questionnaire from a panel of eight experts followed by **Pilot testing**

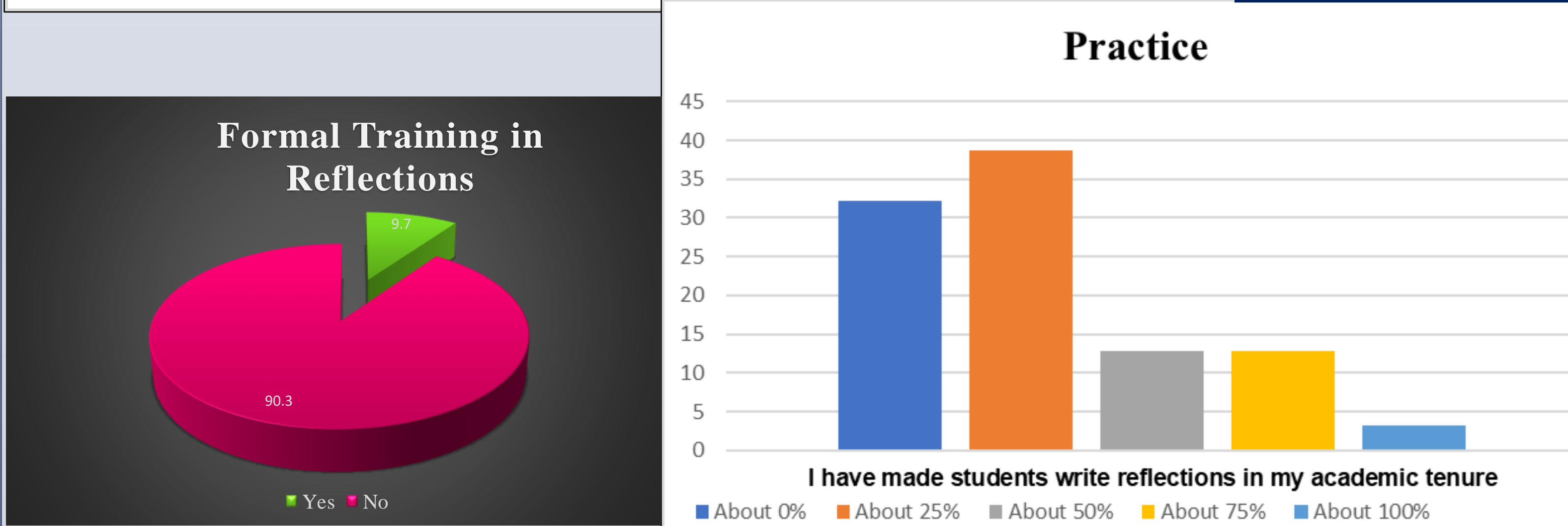
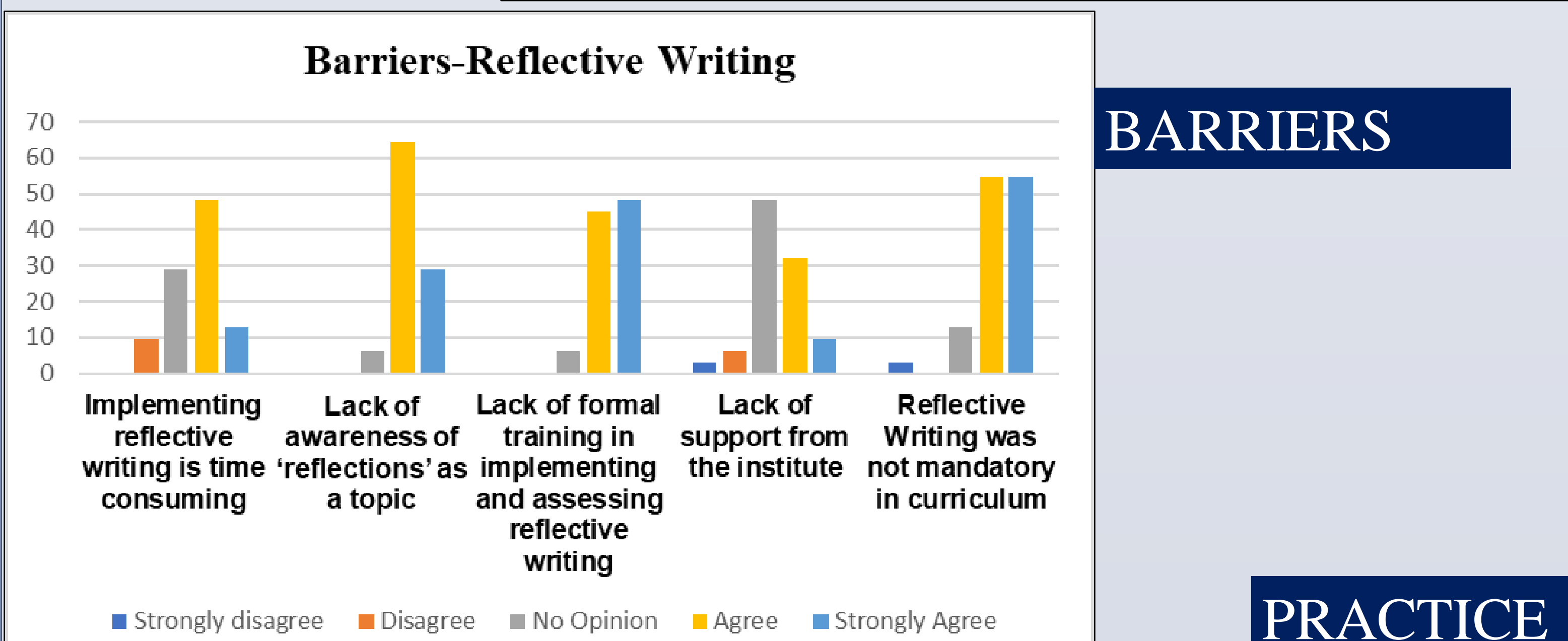
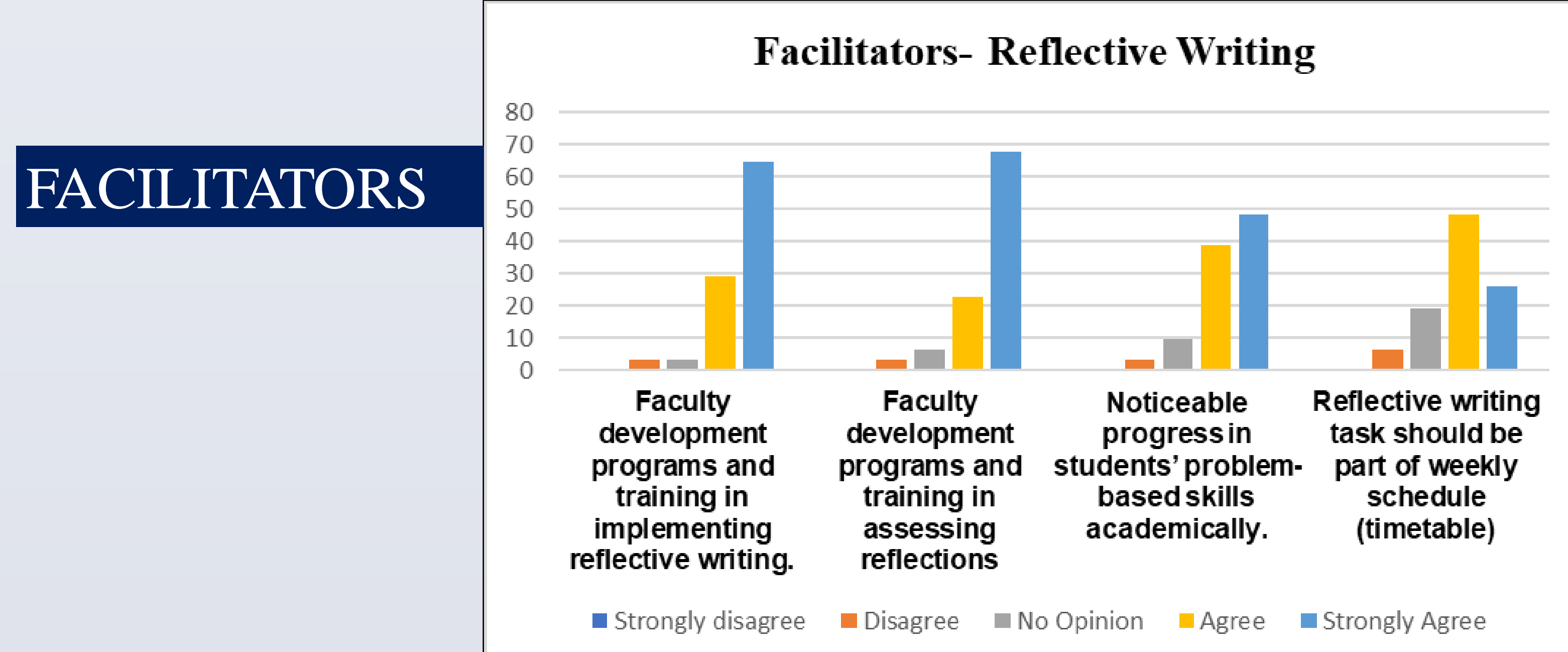
**Data collection:** Final validated questionnaire was converted into Google form and link was circulated to faculty from different MUHS colleges in Maharashtra and further through snow-ball sampling reached out to other faculty from their colleges to achieve desired sample size.

## Results

In total 60 respondents (out of 85) participated in this survey (response rate being 71%). Majority (72%, n=43) of them belonged to MUHS colleges from Mumbai followed by Pune (17%, n=10). Total teaching experience ranged from 1.5 year to 24 years. Almost 94.4% (n=57) had taken formal training in Basic MET followed by 11.6% (n=7) in Advanced MET



ATTITUDE [% (n=)]	strongly disagree	disagree	no opinion	agree	strongly agree
Regular assessment of reflections is a tedious process	.05%	.03%	38.9%	41.7%	11%
Reflective writing is a good tool for making student self- directed learner.	-	-	.05%	66.7%	27.7%
Reflective writing helps students develop their clinical competencies	-	-	18.3%	52.8%	27.7%
Making students write reflections is a challenging activity	-	11%	20%	56.7%	11%
A physiotherapist should always be a reflective practitioner	-	.03%	25%	38.9%	33.33%



## Conclusion

Though Physiotherapy academicians showed favorable attitude towards knowing more about reflections and implementing it, they lacked adequate knowledge and hence they didn't practice it.

## Acknowledgement

We express sincere gratitude to the participants for participating in the study.