



'Spurring you on' The value of group research projects.

Clair Hebron BSc (Hons) MSc MACP

Course Leader for MSc Neuromusculoskeletal Physiotherapy
Course Leader MSc Independent Practice
University of Brighton, UK

Jane Morris MA MCSP PG Cert HE. FHEA

Professional Head of Physiotherapy. Assistant Head of School of Health Professions. Principal Lecturer in Practice Education. Chair of Pedagogic Research Group, University of Brighton.

Mark Cage MSc BSc (Hons)

Research Officer, Clinical Research Centre



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Research Question

What are the alumni's experiences of taking part in a group research projects?



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Study design

- FREGC approval
- Adopted a phenomenological approach
- Six individual telephone interviews
- Digitally recorded
- Transcribed verbatim
- Thematic analysis



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Themes

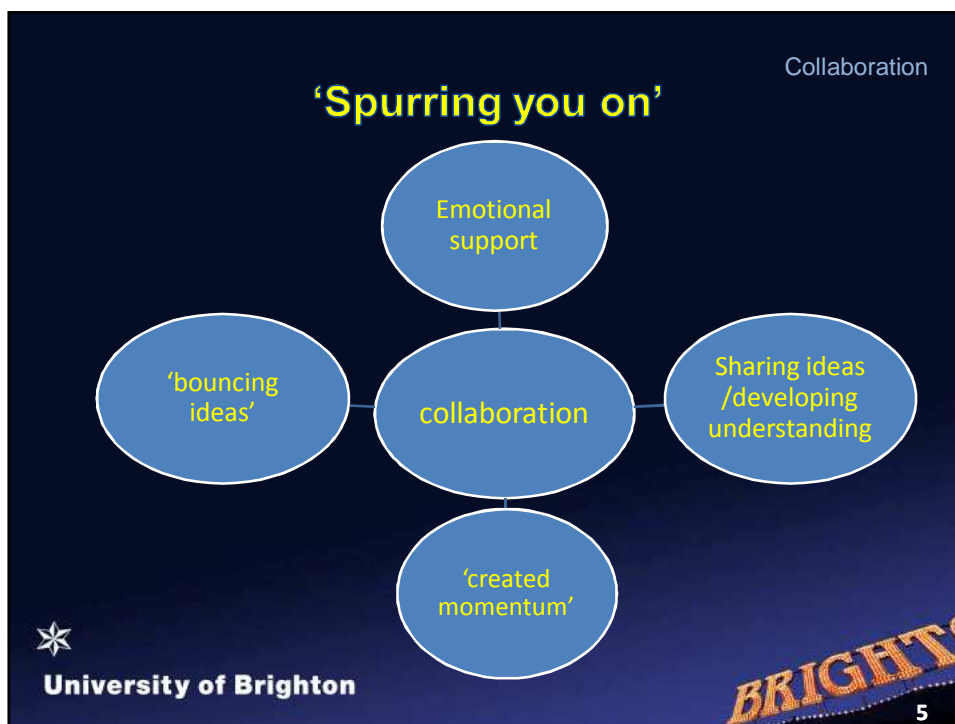
- Collaboration
- Peer learning
- Quality
- Balance
- Becoming a team member
- Constraints



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Collaboration

'... It was nice to talk to somebody that you'd been gathering information with, they'd worked really hard with me, I'd worked hard with them collecting stuff so, you know, you're rooting for each other and it...I think there is a lot of that which was helpful that you um...spurred each other on to greater things really'

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Collaboration

'...well I certainly didn't feel as though I got stagnant at any point with it in terms of my understanding because there was always somebody else there to bounce an idea or two off, so it was really positive for me'



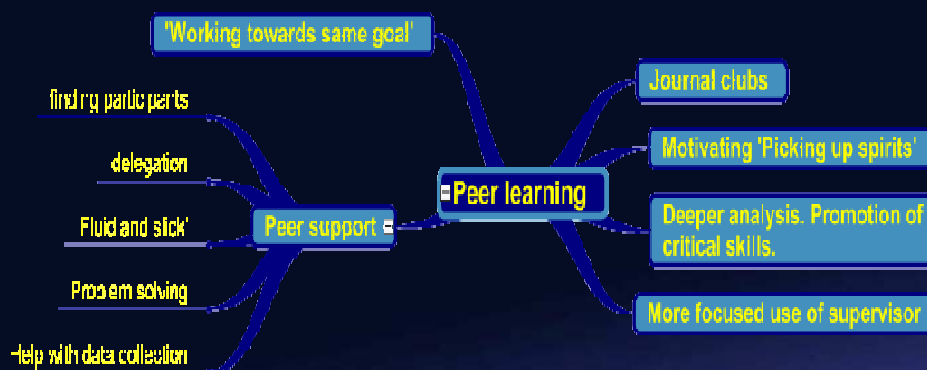
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Peer learning

Peer Learning



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Peer learning

‘ it was so nice to be able to all sit down and go “crikey how do we do these sort of things?”’



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Quality



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It's something that I think sort of makes it...almost puts more of a quality spin on it and being a study topic where you sort of get possibly more benefit out of it at the end'



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Quality

Publication

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Original Article

An investigation into the potential hypoalgesic effects of different amplitudes of PA mobilisations on the lumbar spine as measured by pressure pain thresholds (PPT)

Oliver Krouwer^a, Clair Hebron, Elaine Willett

^aUniversity of Brighton, Faculty of Health, School of Health Professions, United Kingdom

ARTICLE INFO

ABSTRACT

Mobilisation of the spine is a manual technique used in clinical practice. Studies have shown that mobilisation tends to reduce pain. The optimum treatment dose for achieving this has not yet been investigated. Previous studies that demonstrated the pain-relieving effects of mobilisations have used large amplitudes of oscillation. The importance of amplitude on pain relief has not been established. The current study aims to: (a) test the effect of amplitude on pain relief of the treatment dose; (b) measure the effect of large pain-relieving effects on pressure pain thresholds.

The study employed a randomised, single-blind, within-subjects repeated measures design. Thirty asymptomatic subjects participated. The subjects completed three experimental conditions on three separate occasions. The amplitudes were large (amplitude of oscillation from 50 to 220 Hz), small (amplitude of oscillation from 10 to 20 Hz) and quasi-static (movement of 200 N). Each condition involved a 1 s low-amplitude mobilisation at a frequency of 1.5 Hz on the lumbar spine. Pressure pain thresholds (PPT) were measured immediately before and after each intervention at 4 different sites. The sites were chosen to represent the extent of the hypoalgesic response.

Results demonstrated a significant (Fisher's LSD) difference in PPT between mobilisations ($p < 0.001$) at all dependent sites. However, no significant difference was found between amplitude mobilisations ($p > 0.05$). The study suggests that in asymptomatic subjects a systemic hypoalgesic response is caused by lumbar mobilisations regardless of amplitude.

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Original Article

The initial effects of different rates of lumbar mobilisations on pressure pain thresholds in asymptomatic subjects

Elaine Willett^a, Clair Hebron, Oliver Krouwer

^aUniversity of Brighton, Faculty of Health, School of Health Professions, United Kingdom

ARTICLE INFO

ABSTRACT

Lumbar mobilisations are commonly used in clinical practice to reduce pain and increase function. Mobilisations to the cervical spine have been shown to reduce pain using pressure pain thresholds (PPT). Yet there is no evidence to confirm this happens in the lumbar spine. Furthermore little is known about the effects of different treatment doses on the amount of hypoalgesia produced. It is unknown if changing the rate of application of mobilisations has an effect on hypoalgesia. The aim of this study was to investigate the immediate effects of lumbar posteroanterior mobilisations performed at different rates on PPT and the extent of the hypoalgesia.

A repeated measures, single-blind, randomised trial was conducted on 30 asymptomatic subjects. PPTs were measured at 4 sites in the upper and lower quadrants, before and after the application of lumbar posteroanterior mobilisations performed at 2 Hz, 1 Hz and quasi-static. The study demonstrated an immediate and significant improvement in PPT measures ($P = 0.000$) irrespective of the rate or site tested. The effects were both local and widespread. There was no significant difference in PPT between the rates of mobilisations.

This study provides some experimental evidence that lumbar posteroanterior mobilisations produce an immediate and significant widespread hypoalgesic effect, regardless of the rate of mobilisation in asymptomatic subjects.

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Balance

Balance



- Between peers and supervisor support
- Between individual and group
- Between supervisor and other 'experts'.



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Becoming a
team member

Becoming a team member

- Personal learning experience
 - Learning about yourself
 - Reflect on your impact in a group
- Learning to work with others
 - Consider views and agendas of others
- Keeping to deadlines



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'..you probably learn a little bit about yourself. Um...in like how you can work in a group, do you know? Because obviously as physios, you know, on wards and stuff you've got to work together as a group'

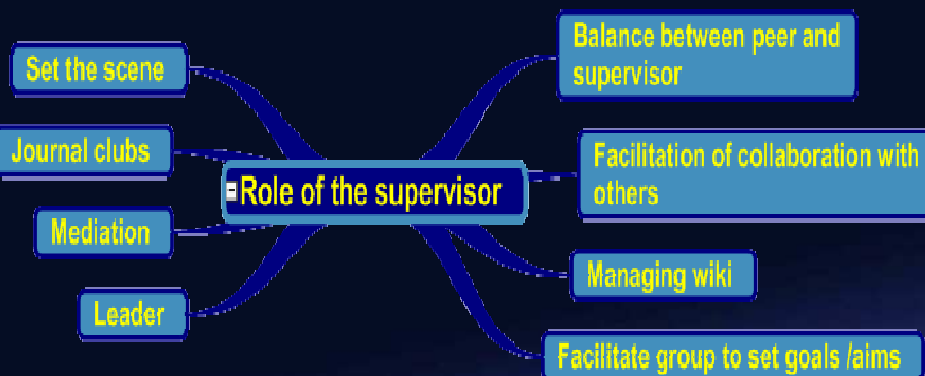


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Becoming a team member



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Continuum of supervision adapted from Anderson (1988)

As participation by students increases degree of involvement of supervisor decreases.

Early Transitional Self -
supervision



Diagnosis of readiness

Direct
active

collaborative

consultative



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Constraints

Constraints

- Difficulty getting together
- Group member not pulling their weight
- Finding time
- Felt more under pressure
- Pressure of placement at the same time.



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Constraints

'..occasionally you felt a little more under pressure, not to let people down...and also when discussing things with people thinking...oh blimely I'm not that far along yet...So from the pressure point of thing, it can be a good thing, so it's sort of to spur you on, to keep you going, to keep you motivated...'



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Learning Framework

- Project design
- Action learning sets
- Journal clubs
- Facilitation of pilot work
- Input from different members of staff
- Wiki



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Thank you
C.L.Hebron@bton.ac.uk



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