



STUDENTS AND STAFF PERCEPTION TOWARD PSYCHIATRY CURRICULUM IN III B.P.T.

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ABSTRACT

The course syllabus is a written communication between the course instructor and students, colleagues, and administrators. For this study, we designed a survey to measure faculty and student perceptions of what components of college course syllabi are essential. Need of study to analysis the curriculum of Psychiatry subject in III BPT course. 1.Perception of students about Psychiatry curriculum in III B.P.T, 2.Perception of physiotherapy staff about Psychiatry curriculum in III B.P.T. 3. Perception of Psychiatry staff about Psychiatry curriculum in III B.P.T.Physiotherapy.Ethics committee approval was taken to conduct the study. Students & Staff consent was taken to participate in the study. Three types of Questionnaire were prepared to analyse the perception of psychiatry as subject in Physiotherapy UG course. Questionnaire was circulated among the students, physiotherapy staff & psychiatry staff and asked them to mark appropriate answer by using 5 point likert scale. 47 students, 18 PT staff & 10 Psychiatry staff were filled the questionnaire. Data was collected and descriptive analysis was done Concluded from the study that knowledge of Psychiatry subject is very much important as per point of view of students, PT Staff and Psychiatry staff for Physiotherapy Undergraduate course. Although it may not be possible to develop an ideal syllabus that meets the needs and concerns of all stakeholders, faculty members may use the findings of this study to evaluate, and possibly improve, their course syllabus.

KEY WORDS: *Perception, Psychiatry, Physiotherapy, curriculum, physiotherapy staff. Psychiatry staff*



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INTRODUCTION

The course syllabus is a written communication between the course instructor and students, colleagues, and administrators. Regarded by many as a formal contract between the instructor and students, the syllabus may be binding in student (or faculty) appeal proceedings¹⁻². Faculty members also may view the syllabus as a teaching tool³. Altman (1999) proposes that the syllabus is a guide for faculty and students, but that it can achieve that goal only if sufficient information is provided¹. First, the syllabus usually represents the initial contact between the instructor and students. Second, each course syllabus is a public, permanent product that reflects on the faculty member, department, and institution. Third, a syllabus is a type of contract outlining expectations for performance and responsibilities for both the instructor and students. Finally, the syllabus is a valuable communication device. For this study, Physiotherapists have a role in prescribing exercises to decrease muscle spasm secondary to medication use and to help them get contact with the environment and providing body awareness sessions to get in touch with themselves” Physiotherapists stated that they had an integral role in the assessment and treatment of musculoskeletal conditions in a similar way to a non-mental health physiotherapists⁴. Recent policies from national physiotherapy governing bodies have stipulated that physiotherapists have a central role in treating the physical and mental health needs of individuals with schizophrenia⁵. Physiotherapists are regarded as essential in non-mental healthcare settings for the treatment of individuals with cardiovascular disease⁶, diabetes⁷ and other commonly occurring co-morbidities seen in individuals with schizophrenia⁸. Recently, research has begun to advocate the role of physiotherapists in the delivery of physical activity programmes⁹ while other evidence has also acknowledged the value of support from physiotherapists in undertaking physical activity¹⁰. The Study supported by evidence that demonstrates the effectiveness of physiotherapy-based interventions¹¹. We design a survey to measure faculty & students perception on Psychiatry subject. By using component as subject content, examination and assessment, how knowledge of psychiatry is useful in clinical practice and overview of psychiatry. BPT Physiotherapy degree programmes of 4&1/2 yr. It is desirable to enable

students to gain conceptual knowledge and to apply this knowledge in the clinical setting in a self-directed manner¹²⁻¹³. In 3rd yr there are seven subjects whose has university exam and 2 subject has college level exam i.e Psychiatry and Dermatology are there. The primary purpose of this study was to explore which Psychiatry syllabus components are considered important by both faculty members of Physiotherapy, Psychiatry and physiotherapy students (those passed the subject) and to identify areas in their perceptions.

MATERIALS AND METHODOLOGY

Duration of study: 6 months

Sample size: 47 students, 18 PT Staff, 10 Psychiatry Staff.

METHODOLOGY

Cross sectional observational study conducted in Dr. D.Y. Patil college, Pimpri, Pune after Institutional Ethical committee approval (reference No.DYPCPT/694/2016) was taken to conduct the study. Data from all subject entered in to computer database & analysed with SPSS statistical package (version 14.0). Data analysed by using percentage and mean from total number of sample. Students & Staff consent was taken to participate in the study. Total 47 students, 18 Physiotherapy staff (PT Staff), 10 Psychiatry Staff participated in the study. Three types of Questionnaire were prepared to analyse the perception of psychiatry as subject in Physiotherapy undergraduate course. It was validated by the subject expert. The Questionnaire was modified as per suggestions from each expert. Questionnaire was prepared on the 6 domains, these are: content of syllabus, examination & assessment, use of knowledge in professional practice or clinical posting, overview of psychiatry, useful setting for application of psychiatry knowledge and syllabus topic are relevant to future career. Before filing questionnaire the brief introduction was given about syllabus content of psychiatry, examination pattern and total duration of the Psychiatry in III yr BPT curriculum. Questionnaire was circulated among the students, physiotherapy staff & psychiatry staff and asked them to mark appropriate answer by using 5point likert scale. 47 students, 18 PT staff & 10 Psychiatry staff were filled the questionnaire. Data was collected and descriptive analysis was done.

RESULTS & OBSERVATION

Table 1
Percentage of Perception of PT staff & Students
towards the psychiatry curriculum in III BPT

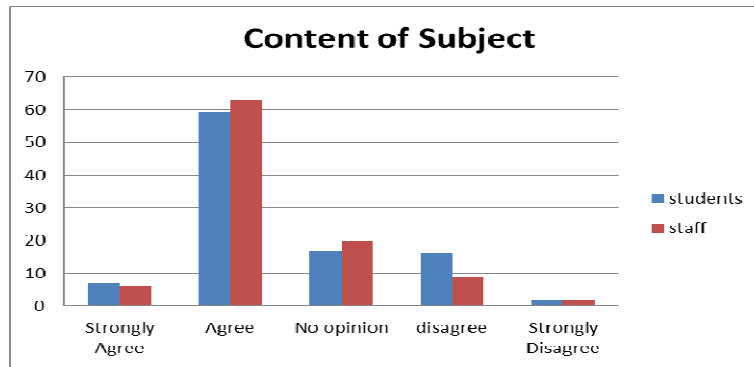
		Student N=47 Physiotherapy (PT) Staff=18				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	Content of subject :					
a	The content of subject met my expectation which were based on subject description	Students 6	74	11	9	0
		PT staff 0	65	24	12	0
b	The content of subject is appropriate to the understandthe subject as a whole at the level of physiotherapy course.	Students 6	62	19	13	0
		PT staff 0	71	24	6	0

c	Content of subject appears so vast which may hamper the study progress	Students	6	32	23	38	0
		PT staff		6	18	29	47
d	Total duration given for the subject met my expectation	Students	2	55	26	15	2
		PT staff	0	65	18	12	6
e	I was interested in learning psychiatry	Students	21	64	4	11	0
		PT staff	29	59	12	0	0
2	Examination & assessment :						
a	In general I am satisfied with pattern of assessment on the basis of grade	Students	9	45	21	19	6
		PT staff	18	53	24	6	0
b	I feel passing in psychiatry subject at college level should be mandatory to appear III BPT university exam	Students	4	64	19	11	2
		PT staff	12	53	12	18	6
3	Practice in clinical posting :						
a	I acquired sufficient knowledge from this subject for Practice in clinical posting	Students	4	64	19	11	2
		PT staff	18	59	6	18	0
b	The content of subject is relevant during clinical posting	Students	4	60	26	9	2
		PT staff	0	53	29	18	0
c	During my clinical posting I benefited from the theoretical knowledge of subject which I acquired during course.	Students	6	60	17	13	4
		PT staff	6	76	12	6	0
d	Knowledge of psychiatry subject in detail helped me in giving better physiotherapy treatment.	Students	4	60	19	9	9
		PT staff	12	41	47	0	0
4	Overview of Psychiatry :						
a	Psychiatry is so vast & imprecise, that it can't be learned effectively in short time	Students	28	38	11	23	0
		PT staff	18	59	12	12	0
b	Psychiatry is not a genuine & valid subject for physiotherapy course	Students	6	6	28	47	13
		PT staff	0	24	12	47	18
c	Learning about Psychiatry subject is waste of time in Physiotherapy syllabus.	Students	2	17	13	45	23
		PT staff	0	6	12	41	41

5	This is useful setting for application of psychiatry knowledge in physiotherapy practice		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
a	OPD	Students	11	74	6	6	2
		PT staff	29	53	18	0	0
b	IPD	Students	4	74	17	4	0
		PT staff	24	53	24	0	0
c	ICU	Students	13	51	28	6	2
		PT staff	6	29	59	6	0
d	Camp	Students	9	60	28	0	4
		PT staff	24	53	12	6	6
6	The following knowledge is relevant to my future career						
a	Psychiatry History, classification & mental status examination	Students	13	68	17	2	0
		PT staff	24	76	0	0	0
b	Organic Mental disorder	Students	13	66	15	6	0
		PT staff	12	53	35	0	0
c	Mood disorders	Students	15	70	11	4	0
		PT staff	47	41	6	6	0
d	Neurotic stress related and somatoform disorders	Students	17	70	11	2	0
		PT staff	35	47	18	0	0
e	Schizophrenia, delusional disorders and schizoaffective disorders.	Students	17	66	13	4	0
		PT staff	29	35	29	6	0
f	Substance use disorders, sexual disorders, sleep disorders and eating disorders	Students	15	74	9	2	0
		PT staff	29	59	6	6	0
g	Child psychiatry	Students	23	68	9	0	0
		PT staff	24	53	12	12	0
h	Disorders of adult personality and behavior	Students	15	66	11	9	0
		PT staff	47	35	6	12	0
i	Stress and psychosomatic disorders	Students	21	68	11	0	0
		PT staff	47	47	6	0	0
j	Suicide, psychiatric emergencies and their management.	Students	17	62	11	11	0
		PT staff	29	35	18	18	0
k	Psychopharmacological management, electroconvulsive therapy and other biological methods of treatment.	Students	15	60	17	9	0
		PT staff	18	47	24	12	0

Table 2
Percentage of Perception of students & physiotherapy staff for content of Psychiatry Subject

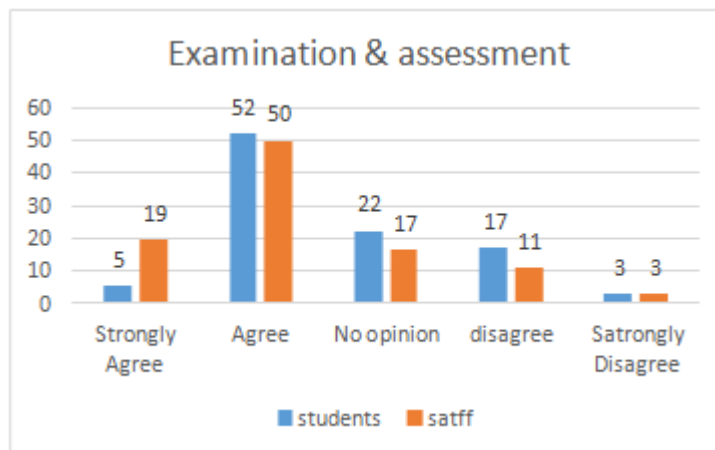
Content of subject :		
	students	staff
Strongly Agree	7	6
Agree	59	63
No opinion	17	20
disagree	16	9
Strongly Disagree	2	2



Graph shows the 66% students and 69% staff were agreed that the content of syllabus is appropriate to understand the subject as whole at the level of physiotherapy course .

Table 3
Percentage Perception of students & physiotherapy staff for Examination & assessment of Psychiatry Subject

Examination & assessment :		
	students	Staff
Strongly Agree	5	19
Agree	52	50
No opinion	22	17
Disagree	17	11
Strongly Disagree	3	3



Graph shows 57% of students & 69% of PT staff agreed among that 5% students & 19% PT staff strongly agreed that pattern of examination and assessment is appropriate

Table 4
Percentage of perception of PT Staff & students sufficient knowledge from subject for professional practice.

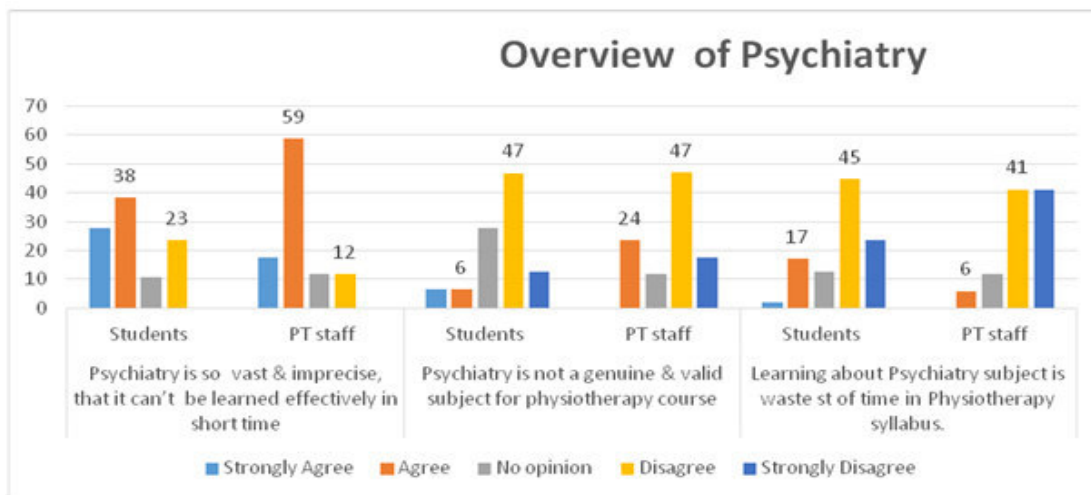
Practice in clinical posting		
	students	staff
Strongly Agree	5	8
Agree	61	60
No opinion	20	22
disagree	10	10
Strongly Disagree	4	0



Graph shows that 66 % of students & 68% of PT staff agreed that they acquired sufficient knowledge from subject for professional practice.

Table 5
Percentage of perception of PT Staff & students on views of Psychiatry.

Questions	Participant	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
Psychiatry is so vast & imprecise, that it can't be learned effectively in short time	Students	28	38	11	23	0
	PT staff	18	59	12	12	0
Psychiatry is not a genuine & valid subject for physiotherapy course	Students	6	6	28	47	13
	PT staff	0	24	12	47	18
Learning about Psychiatry subject is waste st of time in Physiotherapy syllabus.	Students	2	17	13	45	23
	PT staff	0	6	12	41	41

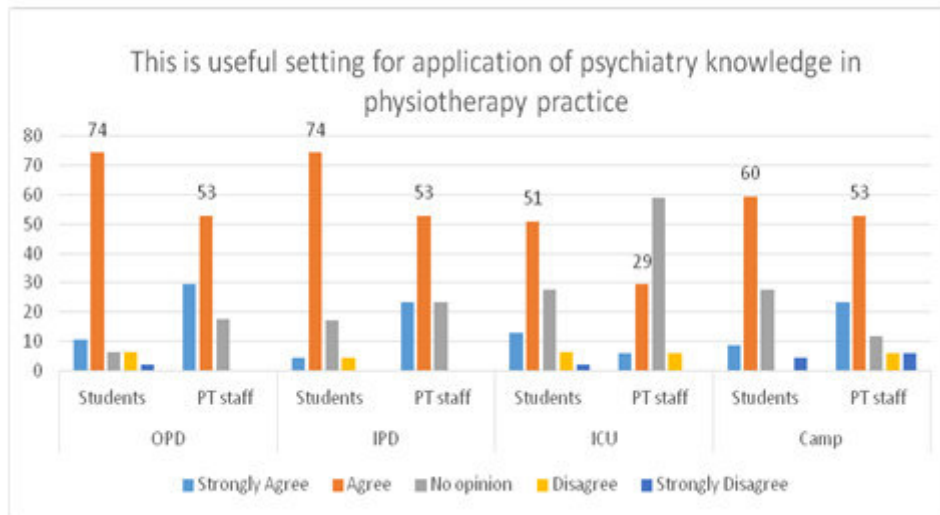


Graph shows that 59 % PT staff & 38% of students agreed on Psychiatry is so vast & imprecise, that it can't be learned effectively in short of time. While Tie between Students & PT staff both were disagreed on 47 % that Psychiatry is not a genuine & valid subject for physiotherapy course Associated with > 41% student & PT staff were disagreed that Learning about Psychiatry subject is waste of time in Physiotherapy syllabus.

Graph shows that 59 % PT staff & 38% of students agreed that Psychiatry subject is so vast & imprecise, that it can't be learned effectively in short time. Students & PT staff had similar opinion as both were disagreed that Psychiatry is not a genuine & valid subject for physiotherapy course. Associated with more than 40% student & PT staff were disagreed that Learning about Psychiatry subject is waste of time in Physiotherapy syllabus.

Table 6
Percentage of Perception of PT Staff & Students about useful setting for application of psychiatry knowledge in physiotherapy practice

Useful setting for application of psychiatry knowledge in physiotherapy practice						
Setting	Participant	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
OPD	Students	11	74	6	6	2
	PT staff	29	53	18	0	0
IPD	Students	4	74	17	4	0
	PT staff	24	53	24	0	0
ICU	Students	13	51	28	6	2
	PT staff	6	29	59	6	0
Camp	Students	9	60	28	0	4
	PT staff	24	53	12	6	6



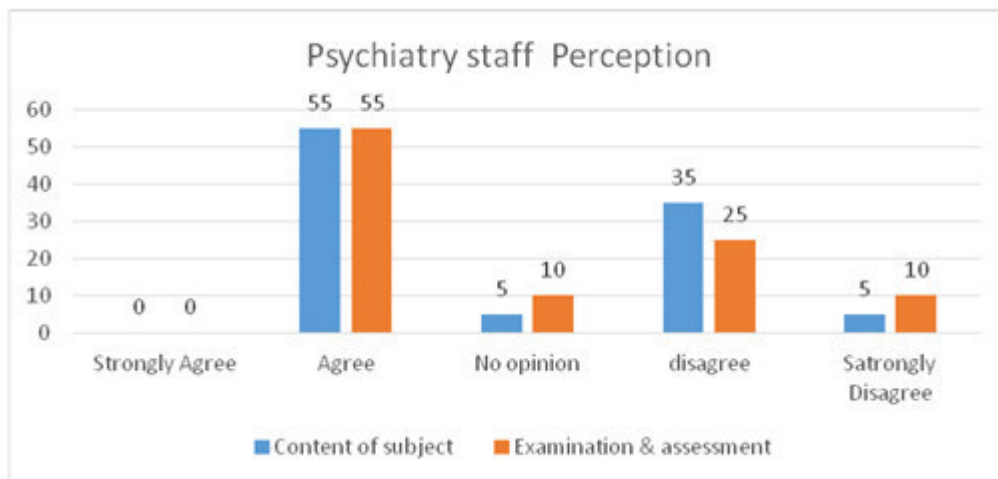
Graph shows that student (74%) are highly agreed that OPD & IPD are useful setting for application of psychiatry knowledge in physiotherapy practice. While majority of PT staff (53%) gave equal weightage for OPD, IPD & Camp as these are useful setting for application of psychiatry knowledge in physiotherapy practice

Table 7
Percentage of Perception of Psychiatry Staff towards Psychiatry subject In III BPT course

Psychiatry Staff N=10		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1	Content of subject :					
a	The current syllabus impart the sufficient knowledge of psychiatry to physiotherapy students which is expected from them	0		10	10	0
b	Total duration of lecture & clinics are sufficient to fulfill the requirement of subject	0	30	0	60	10
2	Examination & assessment :					
a	In general I m satisfied with pattern of assessment on the basis of grade	0	40	20	40	0
b	I feel passing in psychiatry subject at college level should be mandatory to appear III BPT university exam	0	70	0	10	20
3	The following topic are relevant to physiotherapist career					
a	Psychiatry History, classification & mental status examination	0		0	0	0
b	Organic Mental disorder	0	90	0	10	0
c	Mood disorders		100	0	0	0
d	Neurotic stress related and somatoform disorders	0	100	0	0	0
e	Schizophrenia, delusional disorders and schizoaffective disorders.	0	70	10	20	0
f	Substance use disorders, sexual disorders, sleep disorders and eating disorders	0	80	10	10	0
g	Child psychiatry	0	60	30	10	0
h	Disorders of adult personality and behavior	0	60	30	10	0
i	Stress and psychosomatic disorders	0	100	0	0	0
j	Suicide, psychiatric emergencies and their management.	0	50	10	40	0
k	Psychopharmacological management, electroconvulsive therapy and other biological methods of treatment.	0	40	10	20	30

Table 8
Percentage of perception of Psychiatry Staff about content, examination & assessment of Psychiatry Subject

Psychiatry Staff	Content of subject	Examination & assessment
Strongly Agree	0	0
Agree	55	55
No opinion	5	10
Disagree	35	25
Satrongly Disagree	5	10



Graph shows 55% Psychiatry staff agreed that the content of syllabus, assessment & examination of psychiatry subject are appropriate. whereas 40% staff disagreed regarding the content & 35% staff disagreed regarding the examination & assessment

DISCUSSION

1. The present study was carried out with the aim of Perception of students about Psychiatry curriculum in III B.P.T.
2. Perception of Physiotherapy staff (PT staff) about Psychiatry curriculum in III B.P.T.
3. Perception of Psychiatry staff about Psychiatry curriculum in III B.P.T.

The result of present study indicates that perception of students, PT staff & psychiatry staff were highly agreed on content, examination & assessment of psychiatry subject in III yr BPT course. As noted earlier, few empirical studies are available for new course instructors, fresh from training or newly arrived from the field setting, on the desirable and useful components of college course syllabi¹⁴. The results of this study provide some of this needed guidance, informed by input from faculty members as well as students from a college. In general, faculty members and students report preferring a more comprehensive syllabus. Syllabi should not be static documents, but should be revised as needed throughout the year. The study revealed that faculty members may better meet students' needs by including in their syllabi components that students believe to be particularly important. For example, in Useful setting component staff were more agreed on OPD, IPD & camp setup where student are more agreed on OPD & IPD setup than by faculty members. More than 40% Psychiatry staff were disagreed regarding the content, assessment & examination of Psychiatry subject in Physiotherapy curriculum as compare to Physiotherapy staff it may be because of Psychiatry subject has only 20 hr (Didactic hr) in curriculum so they feel it is very less time to teach Psychiatry as whole. At same time PT staff agreed on same topic as they feel 20 hr are more sufficient to acquire the knowledge of specific condition where physiotherapy treatment needed. Understanding the psychiatry is very important because the Physiotherapist must be aware of the patient's psychiatric condition to know how much co-operation therapist might expect and also so that any communication therapist makes with the patient is in line with the therapeutic plan advised by the doctor. To develop a good psychotherapeutic technique one needs to acquire a fair working knowledge of psychiatry and

psychology. Here the physiotherapist can do no better than to emulate a good psychiatric nurse. Physiotherapy is used too, in a purely psychotherapeutic way. The psychotically depressed patient sitting miserably in bed, not wanting to eat or even move and the withdrawn schizophrenic, unable and unwilling to make any easy social contact-these benefit from the physiotherapist's daily interest in them and her pleasant encouraging remarks as much as from the few lungs full of air she may persuade them to take. Many different types of psychiatric patients find it difficult to mix freely with others and many, in the hospital situation, do not get as much activity as they need. So here the physiotherapist becomes the leader for team ball games and calisthenics.¹⁵ There are some common suggestion in open end question given by Students, PT staff and Psychiatry staff that

- Most beneficial topic from syllabus : Neurotic stress related and somatoform disorders, Mood disorders, Child psychiatry.
- Least beneficial topic from syllabus are : Substance use disorders, sexual disorders, sleep disorders and eating disorders, Psychopharmacological management, electroconvulsive therapy and other biological methods of treatment, Suicide, psychiatric emergencies and their management.
- Few point of improvement for this syllabus : Assessment should include practical examination, addition of communication skill in syllabus, Psychiatry subject is very important so it should be include in curriculum of any other academic year because students are already overloaded with other university examination subject.

CONCLUSION

Faculty members may use the findings of this study to view the syllabus from the perspective of the student, so feedback regarding the same can be given to Board of study through the proper channel so necessary revision can be done in subject for successful performance in the course.

CONFLICT OF INTEREST

Conflict of interest declared none.

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