THE EFFECT OF ACTION POTENTIAL SIMULATION THERAPY ON BLOOD FLOW

ABSTRACT: Action potential simulation therapy (APS) is mostly used for the relief of pain in a variety of conditions. However, the APS user’s guide (Lubbe & Van Zyl, 1997) also lays claim to an effect of increased blood flow which has not yet been supported by published scientific research. The above study was carried out to determine whether APS has an effect on the blood supply of the area under treatment. Ten voluntary, healthy men were used as experimental subjects. Factors that could affect their blood flow and that served as exclusion criteria, could not be found. Blood flow was normalised by a resting period of 30 minutes before application. A radioactive substance (99m Tc-sestamibi) was injected intravenously. The blood flow baseline was determined by means of tomographic studies on a gamma camera. A standard application of APS was administered for 16 minutes at 2mA. Blood flow was determined immediately after this. Two further measurements with an interval of 15 minutes were taken thereafter. Although associated non-parametric confidence intervals for the median difference in blood flow from baseline was not statistically or clinically significant, the blood flow of 8 experimental subjects increased after 41 minutes of administration, while it decreased in only 2 experimental subjects. After the ensuing 15 minutes (thus at 56 minutes) the blood flow of 6 experimental subjects increased and that of 4 decreased. It can therefore not be stated with certainty that APS increases blood flow in the area under treatment.

THE ROLE OF CLINICAL EDUCATORS IN PHYSIOTHERAPY CLINICAL EDUCATION: THE STUDENT’S PERSPECTIVE

ABSTRACT: Background and aim: Clinical educator’s play an important role in the training of physiotherapy students as they spend most of their time in a clinical setting. Clinical educators facilitate the integration of theoretical and practical components of physiotherapy education with actual patients in a real life situation. The aim of the study was to establish the clinical educator’s role as perceived by students. Methods: Descriptive survey methods utilising a close ended questionnaire were used to collect data from students. A study sample of 80 students was used. Data collected were analysed using the SAS statistical program. Results: Orientation was cited as the most important role of the clinical educator (94%), by the respondents. Teaching activities were the second most important category of the clinical educator’s role (75%). Assessment was the next category considered to form part of clinical educator’s role. Communication were not considered to be part of clinical educator’s role. Conclusion: The students perceive orientation, teaching and assessment of performance activities to constitute the role of the clinical educator. Communication activities were rated not to form part of the clinical educator’s role.