

Панковець А.В., Вернігор Ю.Г., Юрочко Т.П.,
Лазарева О.Б.

Наміри студентів з фізичної терапії та ерготерапії щодо їх професійного спрямування: крос-секційне дослідження

Національний університет
«Києво-Могилянська академія», м. Київ, Україна
Національний університет фізичного виховання
і спорту України, м. Київ, Україна

Pankovets A.V., Vernyhor Yu.G., Yurochko T.P.,
Lazarieva O.B.

Career intentions of physiotherapy and occupational therapy students in Ukraine: a cross-sectional study

National University of Kyiv-Mohyla Academy,
Kyiv, Ukraine
National University of Ukraine on Physical Education
and Sport, Kyiv, Ukraine

a.pankovets@ukma.edu.ua

Introduction

In Ukraine, physical therapists, occupational therapists, and their assistants receive degrees in a joint specialty called “Therapy and Rehabilitation”. Our previous research demonstrated the discrepancy between the number of graduates in this specialty and the number of employed professionals [1]. It was shown that only about 25% of them were officially employed. At the same time, there were hundreds of vacancies for such specialists in healthcare facilities. Despite graduating thousands of qualified professionals each year, the existing demand for personnel remains unmet. “The conceptual note on the development of human capital in rehabilitation”, referring to an analytical report of the National Health Service of Ukraine, asserts: “The number of specialists providing rehabilitation in the healthcare sector for all packages of medical services does not meet the needs...” [2, p. 20].

The state of human resources in Ukraine is certainly affected by the historical context. For a long time, the status of rehabilitation specialists in Ukraine remained undervalued. Only in 2015, with the Decree of the President of Ukraine, did the reform of the rehabilitation system begin [3]. In 2017, the first specialists in the new specialty “Physical Therapy, Occupational Therapy” graduated [4]. In 2018, physical therapists (PT), occupational therapists (OT), and their assistants (APT and AOT) were added to the “Handbook of Qualification Characteristics”, a document describing the main responsibilities and requirements for specialists [5]. In 2019, these specialties were added to the list of healthcare workers, which allowed them to be officially employed in relevant positions in healthcare facilities [6]. In 2020, the Law of Ukraine “On Rehabilitation in Healthcare” was adopted. It is the main framework document regulating rehabilitation [7]. The salary of specialists in the state and community facilities was increased and equated to the salary of doctors [8]. However, despite significant efforts to form a modern rehabilitation system, we still

do not understand why the majority of specialists do not work in their field or continue to work unofficially. In other words, it remains unknown where thousands of new specialists ultimately go. We found only two published studies that examined the motivation of students for choosing the profession of physical therapy or occupational therapy [9; 10].

From the analysis of studies conducted in other countries, we highlight the following findings. Among the motives for choosing a specialty in rehabilitation, professionals and students often mentioned the desire to help other people, to belong to a medical practice, to have a higher education, and to have a decent salary [9–14]. Several studies have shown that physical therapists, in general, have high satisfaction with their profession [11; 15; 16]. It was interesting that in Arkwright's study, the presence of private practice among physical therapists was associated with greater job satisfaction [17]. Studies by Öhman et al., Hall et al., and Johanson indicate that specialists, particularly men, show an interest in working in the private sector [18–21]. Several studies established that the majority of respondents worked in musculoskeletal rehabilitation [14; 15; 20]. The studies of Forbes et al. and Cosgrave demonstrated the influence of mentoring, professional support, and management on the intention of specialists to remain in the profession [22; 23]. Various studies identified the following negative factors influencing the further intention to work in rehabilitation: high levels of professional stress and professional burnout, limited opportunities for career development, mismatch between the employer's values and the specialist's personal values [15; 17; 22; 24–27].

Purpose. Given the low number of studies in this area in Ukraine, the existing shortage of specialists in healthcare facilities, and a significant number of graduates, we decided to investigate the professional intentions of students majoring in “Therapy and Rehabilitation”.

Object, materials and research methods

Table 1

Main characteristics of respondents

Characteristic	Categories	Number (n=340)	%
Age	Up to 21 years old	192	56
	22-24 years old	90	26
	25 years and older	58	17
Sex	Male	96	28
	Female	244	72
Region of residence	West	153	45
	Central	109	32
	Southeastern	72	21
	Abroad	6	2
Education level (obtaining)	Bachelor's	221	65
	Master's	119	35
Expected graduation	2024	160	47
	2025	95	28
	2026	59	17
	2027	26	8
Property of HEIs	Private	66	19
	State	274	81
Specialization	Non-medical	179	53
	Medical	161	47

Table 2

Students' intentions regarding professional practice

Characteristic	Option	Number (n =340)	%
Plans to work as a physiotherapist (PT), occupational therapist (OT) or assistant	Yes	300	88
	No	40	12
Choosing a facility for work*	Private only	102	30
	Including state or municipal	198	58
Use of evidence-based practice (EBP)*	Non-evidence-based methods will be used (osteopathy, energy manipulation, etc.)	94	28
	Will mainly use their own experience	25	7
	Will mainly use EBP and own experience	130	38
	Only EPB will be used	51	15
Plans to work abroad*	Yes	9	3
	No	291	86
Currently work as a PT, OT, or assistant	Yes	95	28
	No	105	31
	Not working right now	137	40
	No response	3	1
Will a bachelor's student continue his studies for a master's degree (n=221)	Yes	183	83
	No	38	17

* 40 respondents (12 %) who will not work as PT, OT, or assistant, hidden

The study had a cross-sectional design. Data were collected using Microsoft Forms during May 2024. The questionnaire was developed by researchers and included questions about intentions to work in rehabilitation, employment in private or public facilities, use of evidence-based practice, intended area of practice, satisfaction with education, and socio-demographic data.

Students from ten higher education institutions (HEIs) participated in the survey. The selection of HEIs was based on data from the Unified State Electronic Database on Education (in Ukrainian – ЄДЕБО), taking into account the number of students and institutional ownership types [4]. Prior to the survey, approval was obtained from the heads of the respective departments. The questionnaire link was distributed by the staff of each department without the involvement of the researchers.

Respondents were informed on the first page of the survey about the voluntary nature of participation, the purpose of the study, data processing, and the dissemination of research results. Data collection was anonymous; however, at the end of the form, respondents could voluntarily provide their contact information (name, phone number, or email) if they wished to participate in further research on the topic. Personal data were excluded from the survey dataset and stored separately.

The eligibility criterion was enrollment as a student majoring in the “Therapy and Rehabilitation” specialty. The exclusion criterion was the presence of contradictory responses in the questionnaire regarding evidence-based practice (e.g., simultaneous selection of “only evidence-based” and “only non-evidence-based” rehabilitation methods), which was considered an indicator of “formal” participation in the survey.

Statistical data were processed using in IBM SPSS Statistics (version 21) by calculating the proportion of respondents according to their characteristics. We used The Checklist for the Reporting of Survey Studies (CROSS) for reporting study results [28]. The research was approved by the Research Ethics Committee of the National University of Kyiv-Mohyla Academy.

Results

A total of 372 students participated in the survey. The average response rate across the ten HEIs was 12% (min. 3%, max. 48%). After applying the exclusion criteria, the final sample included 340 respondents (Table 1).

The survey results showed that 88% of respondents intend to work in their field of specialization. However, only 58% are willing to work in public or municipal facilities, and just 53% plan to apply evidence-based practice (EBP) in their professional activities (Table 2).

The choice of area of practice was uneven. Respondents who intended to work as PTs, OTs or assistants chose orthopedics more often than other directions (approx. 50% of respondents), while some other areas were chosen

by less than 10% of respondents (Fig. 1). Women were more likely to work in pediatrics, compared to men (38% and 11%, respectively). At the same time, men more often than women chose to work as sports trainers (20% and 8%, respectively) and in sports rehabilitation (37% and 18%,

respectively). Bachelor's students more often than master's students chose to work in SPA and massage (26% and 10%, respectively), as a trainer (15% and 5%, respectively), and in sports rehabilitation (27% and 17%, respectively). Those students who chose to work in the fields

Table 3

Satisfaction with education and profession (n=340)

Question	Respond	Number (n=340)	%
How satisfied are you with your studies (overall impressions)?	Disappointed	14	4
	Not satisfied	15	4
	Partially satisfied	147	43
	Completely satisfied	148	44
	Exceeded my expectations	16	5
How satisfied are you with the completeness of the knowledge you have gained?	Disappointed	15	4
	Not satisfied	21	6
	Partially satisfied	155	46
	Completely satisfied	131	39
	Exceeded my expectations	18	5
How satisfied are you with the practical skills you gained at university?	Disappointed	31	9
	Not satisfied	30	9
	Partially satisfied	147	43
	Completely satisfied	107	31
	Exceeded my expectations	25	7
How satisfied are you with the clinical practice (overall impressions)	Disappointed	26	8
	Not satisfied	19	6
	Partially satisfied	116	34
	Completely satisfied	138	41
	Exceeded my expectations	41	12
How well does your future profession/specialization meet your expectations?	Not at all what I expected	7	2
	Partially meets expectations	87	26
	Fully meets expectations	186	55
	The profession is better than I expected.	60	18

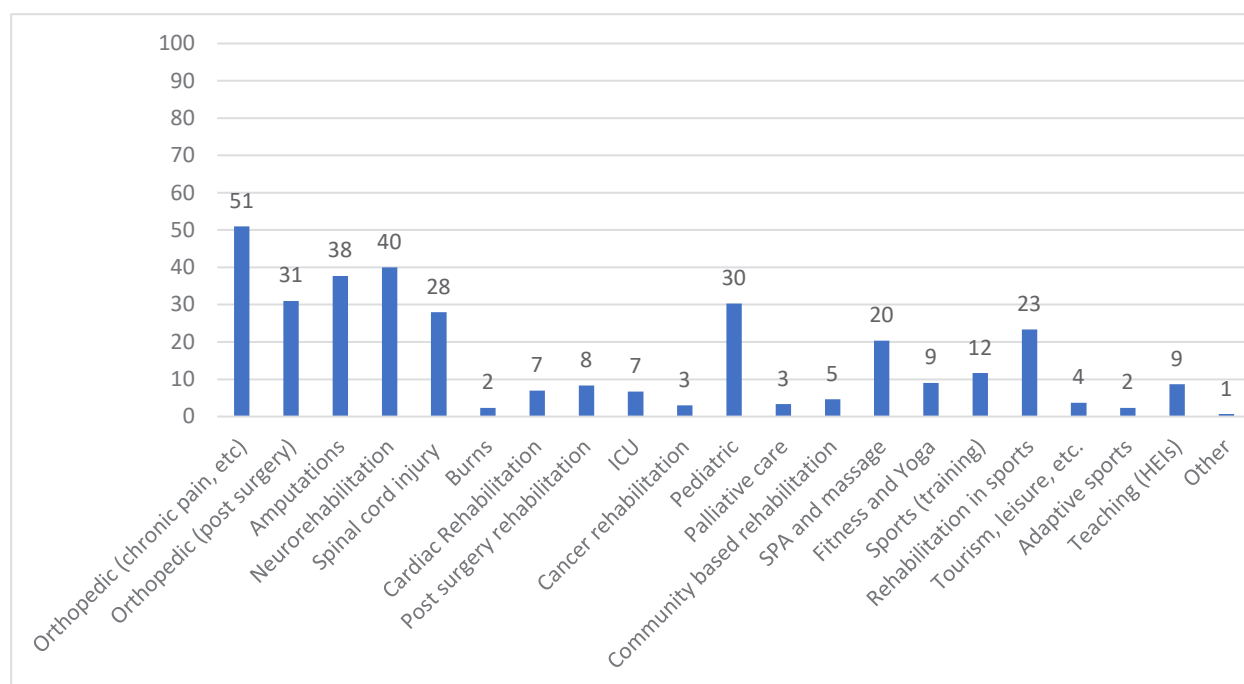


Fig. 1. Choice of practice area among future PTs, OTs and assistants, % (n=300)

of training (21% and 7%, respectively), massage and SPA (28% and 17%), fitness (14% and 7%), and sports rehabilitation (27% and 17%) were more likely to intend to work only in private facilities, rather than municipal or state ones. Accordingly, men were more likely to choose work only in private facilities than women (45% and 30%).

The proportion of respondents who were completely satisfied with a study process in university (overall impressions) along with those whose expectations were exceeded was 49 % of the total number of respondents. The proportion of respondents who were completely satisfied with the practical skills acquired at the university was 38%, along with those whose expectations were also exceeded (Table 3).

Discussion

Commitment to evidence-based practice

Students' commitment to evidence-based practice remains a challenge for the education system in Ukraine. Despite legislative requirements for the use of EBP, the proportion of respondents in our study who will use mainly evidence-based rehabilitation methods is only 53%. At the same time, 28% of respondents will use methods that do not belong to evidence-based practice (osteopathy, energy impact, etc.). This indicates the number of specialists who will obtain an education in physiotherapy but will work outside the official requirements. We did not find other published studies in Ukraine to compare our data. However, studies from other countries showed the influence of the learning process, in particular the clinical practice, on students' commitment to follow EBP [29–31]. This proves the need for a comprehensive evaluation of the education process and the active implementation of EBP at the stage of clinical practice, which will require the training of supervisors and thorough selection bases for clinical practice with competent specialists.

Areas of practice

The choice of practice areas was uneven. Some socially and clinically important areas were chosen by respondents much less often than others. It can create a lack of rehabilitation specialists in relevant healthcare facilities. The predominant choice of specialists in the field of musculoskeletal disorders has been demonstrated in other studies, which, in general, coincides with the results of our survey [14; 15; 20]. Different studies have repeatedly shown the influence of previous experience, clinical practice and mentor support on the professional choice of specialists [20; 32–37]. Therefore, the lack of students' interest in certain areas can be managed by diversity of clinical practice locations. According to the results, only 56% of master's students and 13% of bachelor's students worked in the positions of PT, OT or their assistants, and 40% of respondents did not work at all. This demonstrates the "window of opportunity" and the number of specialists who can be involved in different areas, including "non-popular".

Choosing a place of employment

The results obtained regarding the specialists' interest in working in the private sector (30% of respondents) are generally consistent with the findings of other studies [16; 18–21]. At the same time, men and specialists intending to work in fields related to sports, massage, and fitness demonstrate a greater inclination toward employment in the private sector. However, at the time of writing, there is no legal basis for PT's private practice in Ukraine. As a result, this limits patients' access to rehabilitation services and reduces the representation and development of PTs in various areas of their possible practice.

Satisfaction with education and profession

Overall, the majority of students were satisfied with their career choice, which is consistent with other studies [11; 15; 16]. At the same time, many students were dissatisfied or only partially satisfied with the amount of knowledge and practical skills they acquired at university. However, overall satisfaction with clinical practice was higher than satisfaction with university studies. It highlighted the importance of changes in the educational process. Also, it showed the significant potential of practice bases with experienced professionals to influence students' intentions.

Limitation

Our study had the following limitations:

- literature review was mostly focused on students majoring in physiotherapy, and the results for occupational therapy students may differ slightly from the results presented in our study.
- the results of the study cannot be considered representative of all students majoring in "Therapy and Rehabilitation" or of all HEIs in Ukraine due to the method of sample formation and the method of respondents engaging.

Prospects for further research

Further research is necessary to investigate the factors contributing to low student satisfaction with the educational process, as well as those influencing the choice of workplace among PTs, OTs, and their assistants in Ukraine.

Conclusions

Although 88% of respondents intended to work in their specialty, only 58% are willing to work in state or municipal facilities. Given the unmet needs of municipal and state health care institutions for specialists, this may indicate the desire of specialists for independent practice or practice in better conditions than these institutions can provide. At the same time, a low commitment of students to evidence-based practice may further exacerbate the shortage of qualified personnel. Specialists who intend to use non-evidence-based rehabilitation methods (28% of respondents) are likely not to meet the requirements set by the Ministry of Health. Moreover, we noted that more than half of the students were dissatisfied with the quality of knowledge and practical skills obtained at the university. Although satisfaction rates regarding clinical practice

places were higher, further research and changes in this area will be necessary for the high-quality and diverse training of specialists. We are confident that these changes

will broaden students' interest in potential areas of practice, especially in such important areas as oncology, burns, intensive care units, etc.

Bibliography

1. Панковець А, Юрочко Т. Стан кадрового забезпечення системи реабілітації у сфері охорони здоров'я в Україні. Україна. Здоров'я нації [Інтернет]. 22, Жовтень 2024 [цит. за 07, Травень 2025];(3):94-100. Доступно на: <https://journals.uzhnu.uz.ua/index.php/health/article/view/1047>
2. Кривоконь М. Концептуальна записка з розвитку людського капіталу в реабілітації [Інтернет]. Київ; 2023 [цит. за 18, Квітень 2024]. Доступно на: https://www.undp.org/sites/g/files/zskgke326/files/2023-10/conceptnote_2023-10-3.pdf
3. Президент України. Про активізацію роботи щодо забезпечення прав людей з інвалідністю [Інтернет]. Україна: Президент України; 2015 [цит. за 18, Квітень 2024]. Доступно на: <https://zakon.rada.gov.ua/laws/show/678/2015>
4. Міністерство освіти і науки України. Єдина державна електронна база з питань освіти [Інтернет]. Кількість осіб, які закінчили навчання [цит. за 18, Квітень 2024]. Доступно на: <https://registry.edbo.gov.ua/opendata/graduate>
5. Міністерство охорони здоров'я. Про внесення змін до Довідника кваліфікаційних характеристик професій працівників. Випуск 78 «Охорона здоров'я» [Інтернет]. Україна: Міністерство охорони здоров'я; 2018 [цит. за 18, Квітень 2024]. Доступно на: <https://zakon.rada.gov.ua/rada/show/v2331282-18>
6. Міністерство охорони здоров'я України. Про внесення змін до наказу Міністерства охорони здоров'я України від 28 жовтня 2002 року № 385 [Інтернет]. Україна: Міністерство охорони здоров'я України; 2019 [цит. за 18, Квітень 2024]. Доступно на: <https://zakon.rada.gov.ua/laws/show/z0417-19>
7. Верховна Рада України. Про реабілітацію у сфері охорони здоров'я [Інтернет]. Україна: Верховна Рада України; 2020 [цит. за 18, Квітень 2024]. Доступно на: <https://zakon.rada.gov.ua/laws/show/1053-20>
8. Кабінет Міністрів України. Деякі питання оплати праці медичних, фармацевтичних працівників та фахівців з реабілітації державних та комунальних закладів охорони здоров'я [Інтернет]. Україна: Кабінет Міністрів України; 2023 [цит. за 18, Квітень 2024]. Доступно на: <https://zakon.rada.gov.ua/laws/show/28-2023-p>
9. Ільницька Г, Ільницька Л, Очередько Л, Улаєва Л, Спужак В. Дослідження факторів, що впливають на вибір професії фізичного терапевта. Освітній дискурс: збірник наукових праць [Інтернет]. 13, Січень 2020 [цит. за 18, Квітень 2024];(18(11-12)):105–13. Доступно на: [https://journal-discourse.com/files/pdf/2019_18\(11-12\)-8.pdf](https://journal-discourse.com/files/pdf/2019_18(11-12)-8.pdf)
10. Захаров С, Неханевич О, Русакова О, Смолянова О. Соціально-демографічний портрет вступника й основні мотиви вибору спеціальності «Терапія та реабілітація». Медичні перспективи [Інтернет]. 16, Жовтень 2024 [цит. за 07, Травень 2025];29(3):183–92. Доступно на: <https://doi.org/10.26641/2307-0404.2024.3.313675>
11. Gamage SW, De Zoysa P. Perception of physiotherapy students regarding their chosen career: an exploratory study on leveling the playing field. University of Colombo Review [Internet]. 2022 Aug 2 [cited 2025 Jan 5];3(1):20. Available from: <https://doi.org/10.4038/ucr.v3i1.57>
12. Wallis L, Locke R, Harden B. Motivations for career choice for physiotherapy students in the UK: findings from a national questionnaire. Physiotherapy [Internet]. 2022 Feb [cited 2025 Jan 5];114:e12–e13. Available from: <https://doi.org/10.1016/j.physio.2021.12.254>
13. Fuente-Vidal A, March-Amengual JM, Bezerra De Souza DL, Busquets-Alibés E, Sole S, Cañete S, Jerez-Roig J. Factors influencing student choice of a degree in physiotherapy: a population-based study in Catalonia (Spain). PeerJ [Internet]. 2021 Apr 1 [cited 2025 Jan 5];9:e10991. Available from: <https://doi.org/10.7717/peerj.10991>
14. Fabunmi A, Adebajo B, AkiNola T. Factors influencing study of physiotherapy and preferred choice of specialisation among final year physiotherapy students in Nigeria. Journal of Health Sciences and Medicine [Internet]. 2020 Mar 19 [cited 2025 Jan 5];3(2):102-8. Available from: <https://doi.org/10.32322/jhsm.632717>
15. Bacopanos E, Edgar S. Identifying the factors that affect the job satisfaction of early career Notre Dame graduate physiotherapists. Australian Health Review [Internet]. 2016 [cited 2025 Jan 5];40(5):538. Available from: <https://doi.org/10.1071/AH15124>
16. Paynter S, Iles R, Hodgson WC, Hay M. Career intentions and satisfaction influences in early career Australian physiotherapists. Physiotherapy Theory and Practice [Internet]. 2024 Sep [cited 2025 Jan 5];40(9):2065-82. Available from: <https://doi.org/10.1080/09593985.2023.2233100>
17. Arkwright L, Edgar S, Debenham J. Exploring the job satisfaction and career progression of musculoskeletal physiotherapists working in private practice in Western Australia. Musculoskeletal Science and Practice [Internet]. 2018 Jun [cited 2025 Jan 5];35:67-72. Available from: <https://doi.org/10.1016/j.msksp.2018.03.004>
18. Öhman A, Solomon P, Finch E. Career choice and professional preferences in a group of canadian physiotherapy students. Advances in Physiotherapy [Internet]. 2002 Jan [cited 2025 Jan 6];4(1):16-22. Available from: <https://doi.org/10.1080/140381902317303177>
19. Öhman A, Stenlund H, Lars D. Career choice, professional preferences and gender? The case of swedish physiotherapy students. Advances in Physiotherapy [Internet]. 2001 Jan [cited 2025 Jan 6];3(3):94-107. Available from: <https://doi.org/10.1080/140381901750475348>
20. Hall M, Mori B, Norman K, Proctor P, Murphy S, Bredy H. How do I choose a job? Factors influencing the career and employment decisions of physiotherapy graduates in Canada. Physiotherapy Canada [Internet]. 2021 Apr 1 [cited 2025 Jan 6];73(2):168-77. Available from: <https://doi.org/10.3138/ptc-2019-0059>
21. Johanson MA. Sex differences in career expectations of physical therapist students. Physical Therapy [Internet]. 2007 Sep 1 [cited 2025 Jan 10];87(9):1199-211. Available from: <https://doi.org/10.2522/ptj.20060285>
22. Forbes R, Wilesmith S, Dinsdale A, Neish C, Wong J, McClymont D, Lu A. Exploring the workplace and workforce intentions of early career physiotherapists in Australia. Physiotherapy Theory and Practice [Internet]. 2024 Dec [cited 2025 Jan 5];40(12):2851-64. Available from: <https://doi.org/10.1080/09593985.2023.2286333>

23. Cosgrave C. Context matters: findings from a qualitative study exploring service and place factors influencing the recruitment and retention of allied health professionals in rural Australian public health services. *International Journal of Environmental Research and Public Health* [Internet]. 2020 Aug 11 [cited 2025 Jan 5];17(16):5815. Available from: <https://doi.org/10.3390/ijerph17165815>
24. Cantu R, Carter L, Elkins J. Burnout and intent-to-leave in physical therapists: a preliminary analysis of factors under organizational control. *Physiotherapy Theory and Practice* [Internet]. 2022 Nov 18 [cited 2025 Jan 5];38(13):2988-97. Available from: <https://doi.org/10.1080/09593985.2021.1967540>
25. Reid A. Physiotherapy. Workforce retention and attrition [Internet]. [place unknown]: BERL; 2019. 34 p. 6024. Available from: https://pnz.org.nz/Folder?Action=View%20File&Folder_id=472&File=PNZ%20workforce%20retention%20and%20attrition%20report.pdf
26. Davies JM, Edgar S, Debenham J. A qualitative exploration of the factors influencing the job satisfaction and career development of physiotherapists in private practice. *Manual Therapy* [Internet]. 2016 Sep [cited 2025 Jan 5];25:56-61. Available from: <https://doi.org/10.1016/j.math.2016.06.001>
27. Davies JM, Edgar S, Debenham J. A qualitative exploration of the factors influencing the job satisfaction and career development of physiotherapists in private practice. *Manual Therapy* [Internet]. 2016 Sep [cited 2025 Jan 5];25:56-61. Available from: <https://doi.org/10.1016/j.math.2016.06.001>
28. Sharma A, Minh Duc NT, Luu Lam Thang T, Nam NH, Ng SJ, Abbas KS, Huy NT, Marušić A, Paul CL, Kwok J, Karbwang J, De Waure C, Drummond FJ, Kizawa Y, Taal E, Vermeulen J, Lee GH, Gyedu A, To KG, Verra ML, Jacqz-Aigrain ÉM, Leclercq WK, Salminen ST, Sherbourne CD, Mintzes B, Lozano S, Tran US, Matsui M, Karamouzian M. A consensus-based checklist for reporting of survey studies (CROSS). *Journal of General Internal Medicine* [Internet]. 2021 Oct [cited 2025 Jan 7];36(10):3179-87. Available from: <https://doi.org/10.1007/s11606-021-06737-1>
29. Boshnjaku A, Solveig A. Arnadottir, Pallot A, Wagener M, Äijö M. Improving the evidence-based practice skills of entry-level physiotherapy students through educational interventions: a scoping review of literature. *International Journal of Environmental Research and Public Health* [Internet]. 2023 Aug;20(16):6605. Available from: <https://doi.org/10.3390/ijerph20166605>
30. Olsen NR, Lygren H, Espehaug B, Nortvedt MW, Bradley P, Bjordal JM. Evidence-based practice exposure and physiotherapy students' behaviour during clinical placements: a survey. *Physiotherapy Research International* [Internet]. 2014 Mar;19(4):238-47. Available from: <https://doi.org/10.1002/pri.1590>
31. Helgøy KV, Bonsaksen T, Røykenes K. Research-based education in undergraduate occupational therapy and physiotherapy education programmes: a scoping review. *BMC Medical Education* [Internet]. 2022 May;22(1). Available from: <https://doi.org/10.1186/s12909-022-03354-2>
32. Waiserberg N, Katz Leurer M, Feder-Bubis P. "I feel like this is an area where one can feel a lot of satisfaction": physiotherapy students' preferences for their prospective area of practice. *Physiotherapy Theory and Practice* [Internet]. 2024 Jul 2 [cited 2025 Jan 5];40(7):1492-500. Available from: <https://doi.org/10.1080/09593985.2023.2171270>
33. Harman K, Sim M, LeBrun J, Almost J, Andrews C, Davies H, Khalili H, Sutton E, Price S. Physiotherapy: an active, transformational, and authentic career choice. *Physiotherapy Theory and Practice* [Internet]. 2019 Jul;1-14. Available from: <https://doi.org/10.1080/09593985.2019.1639230>
34. Byrne N. Exposure to occupational therapy as a factor influencing recruitment to the profession. *Australian Occupational Therapy Journal* [Internet]. 2015 Aug [cited 2025 Jan 5];62(4):228-37. Available from: <https://doi.org/10.1111/1440-1630.12191>
35. Torres Sánchez I, López López L, Rodríguez Torres J, Prados Román E, Granados Santiago M, Valenza MC. Influence of cardiorespiratory clinical placements on the specialty interest of physiotherapy students. *Healthcare* [Internet]. 2019 Nov 17 [cited 2025 Jan 6];7(4):148. Available from: <https://doi.org/10.3390/healthcare7040148>
36. Hussey L, Sredic D, Bucci C, Barrett IR, McLeod R, Janaudis-Ferreira T, Brooks D. To be or not to be a cardiorespiratory physiotherapist: factors that influence career choice in a sample of Canadian physiotherapists. *Physiotherapy Canada* [Internet]. 2017 Aug [cited 2025 Jan 6];69(3):226-32. Available from: <https://doi.org/10.3138/ptc.2016-22>
37. Reeve J, Skinner M, Lee A, Wilson L, Alison JA. Investigating factors influencing 4th-year physiotherapy students' opinions of cardiorespiratory physiotherapy as a career path. *Physiotherapy Theory and Practice* [Internet]. 2012 Jul [cited 2025 Jan 6];28(5):391-401. Available from: <https://doi.org/10.3109/09593985.2011.619249>

References

1. Pankovets AV, Yurochko TP. Stan kadrovoho zabezpechennia systemy reabilitatsii u sferi okhorony zdorov'ia v Ukraini [The state of staffing of the rehabilitation system in healthcare in Ukraine]. *Ukraina. Zdorov'ia natsii* [Internet]. 2024 [cited 2025 May 7];(3):94-100. <https://doi.org/10.32782/2077-6594/2024.3/15> (in Ukrainian).
2. Kryvokon M. Kontseptualna zapyska z rozvytku liudskoho kapitalu v reabilitatsii [Concept paper on human capital development in rehabilitation] [Internet]. Kyiv; 2023 [cited 2024 April 18]. Available from: https://www.undp.org/sites/g/files/zskgke326/files/2023-10/conceptnote_2023-10-3.pdf. (in Ukrainian).
3. Prezident Ukrainy. Pro aktyvizatsiiu roboty shchodo zabezpechennia prav liudei z invalidnistiu [On intensification of efforts to ensure the rights of persons with disabilities] [Internet]. 2015 [cited 2024 April 18]. Available from: <https://zakon.rada.gov.ua/laws/show/678/2015>. (in Ukrainian).
4. Ministerstvo osvity i nauky Ukrainy. Kil'kist osib, yaki zakinchyly navchannia. Yedyna Derzhavna Elektronna Baza z Pytan Osvity [Number of graduates. Unified State Electronic Database on Education] [Internet]. n.d. [cited April 18, 2024]. Available from: <https://registry.edbo.gov.ua/opendata/graduate>. (in Ukrainian).
5. Ministerstvo okhorony zdorovia. Pro vnesennia zmin do Dovidnyka kvalifikatsiinykh kharakterystyk profesii pratsivnykiv. Vypusk 78 "Okhorona zdorovia" [On amendments to the Directory of qualification characteristics of employees' professions. Issue 78 "Healthcare"] [Internet]. 2018 [cited April 18, 2024]. Available from: <https://zakon.rada.gov.ua/rada/show/v2331282-18>. (in Ukrainian).

6. Ministerstvo okhorony zdorovia Ukrainy. Pro vnesennia zmin do nakazu Ministerstva okhorony zdorovia Ukrainy vid 28 zhovtnia 2002 roku № 385 [On amendments to the Order of the Ministry of Health of Ukraine dated October 28, 2002 No. 385] [Internet]. 2019 [cited April 18, 2024]. Available from: <https://zakon.rada.gov.ua/laws/show/z0417-19> (in Ukrainian).
7. Verkhovna Rada Ukrainy. Pro reabilitatsiiu u sferi okhorony zdorovia [On rehabilitation in the field of healthcare] [Internet]. 2020 [cited April 18, 2024]. Available from: <https://zakon.rada.gov.ua/laws/show/1053-20> (in Ukrainian).
8. Kabinet Ministriv Ukrainy. Deiaki pytannia oplaty pratsi medychnykh, farmatsevtichnykh pratsivnykiv ta fakhivtsiv z reabilitatsii derzhavnykh ta komunalnykh zakladiv okhorony zdorovia [Some issues of remuneration of medical, pharmaceutical workers and rehabilitation specialists in state and municipal healthcare institutions] [Internet]. 2023 [cited April 18, 2024]. Available from: <https://zakon.rada.gov.ua/laws/show/28-2023-п> (in Ukrainian).
9. Ilnitska G, Ilnitska L, Ocheredko L, Ulaeva L, Spuziak V. Doslidzhennia faktoriv, shcho vplyvaiut na vybir profesii fizychnoho terapevta [Research of factors affecting the choice of the profession of physical therapist]. Educational Discourse: collection of scientific papers [Internet]. 2020 Jan 13 [cited April 18, 2024];(18(11-12)):105-13. Available from: [https://doi.org/10.33930/ed.2019.5007.18\(11-12\)-8](https://doi.org/10.33930/ed.2019.5007.18(11-12)-8) (in Ukrainian).
10. Zakharov S, Nekhanevych O, Rusakova O, Smolianova O. Sotsialno-demografichniy portret vstupnyka i osnovni motyvy vyboru spetsialnosti «Terapiia ta reabilitatsiia» [Socio-demographic portrait of the applicant and the main motives for choosing the "Therapy and rehabilitation" speciality]. Medicni perspektivi [Internet]. 2024 Oct 16 [cited 2025 May 7];29(3):183-92. Available from: <https://doi.org/10.26641/2307-0404.2024.3.313675> (in Ukrainian).
11. Gamage SW, De Zoysa P. Perception of physiotherapy students regarding their chosen career: an exploratory study on leveling the playing field. University of Colombo Review [Internet]. 2022 Aug 2 [cited 2025 Jan 5];3(1):20. Available from: <https://doi.org/10.4038/ucr.v3i1.57>
12. Wallis L, Locke R, Harden B. Motivations for career choice for physiotherapy students in the UK: findings from a national questionnaire. Physiotherapy [Internet]. 2022 Feb [cited 2025 Jan 5];114:e12–e13. Available from: <https://doi.org/10.1016/j.physio.2021.12.254>
13. Fuente-Vidal A, March-Amengual JM, Bezerra De Souza DL, Busquets-Alibés E, Sole S, Cañete S, Jerez-Roig J. Factors influencing student choice of a degree in physiotherapy: a population-based study in Catalonia (Spain). PeerJ [Internet]. 2021 Apr 1 [cited 2025 Jan 5];9:e10991. Available from: <https://doi.org/10.7717/peerj.10991>
14. Fabunmi A, Adebajo B, AkiNola T. Factors influencing study of physiotherapy and preferred choice of specialisation among final year physiotherapy students in Nigeria. Journal of Health Sciences and Medicine [Internet]. 2020 Mar 19 [cited 2025 Jan 5];3(2):102-8. Available from: <https://doi.org/10.32322/jhsm.632717>
15. Bacopanos E, Edgar S. Identifying the factors that affect the job satisfaction of early career Notre Dame graduate physiotherapists. Australian Health Review [Internet]. 2016 [cited 2025 Jan 5];40(5):538. Available from: <https://doi.org/10.1071/AH15124>
16. Paynter S, Iles R, Hodgson WC, Hay M. Career intentions and satisfaction influences in early career Australian physiotherapists. Physiotherapy Theory and Practice [Internet]. 2024 Sep [cited 2025 Jan 5];40(9):2065-82. Available from: <https://doi.org/10.1080/09593985.2023.2233100>
17. Arkwright L, Edgar S, Debenham J. Exploring the job satisfaction and career progression of musculoskeletal physiotherapists working in private practice in Western Australia. Musculoskeletal Science and Practice [Internet]. 2018 Jun [cited 2025 Jan 5];35:67-72. Available from: <https://doi.org/10.1016/j.msksp.2018.03.004>
18. Öhman A, Solomon P, Finch E. Career choice and professional preferences in a group of canadian physiotherapy students. Advances in Physiotherapy [Internet]. 2002 Jan [cited 2025 Jan 6];4(1):16-22. Available from: <https://doi.org/10.1080/140381902317303177>
19. Öhman A, Stenlund H, Lars D. Career choice, professional preferences and gender? The case of swedish physiotherapy students. Advances in Physiotherapy [Internet]. 2001 Jan [cited 2025 Jan 6];3(3):94-107. Available from: <https://doi.org/10.1080/140381901750475348>
20. Hall M, Mori B, Norman K, Proctor P, Murphy S, Bredy H. How do I choose a job? Factors influencing the career and employment decisions of physiotherapy graduates in Canada. Physiotherapy Canada [Internet]. 2021 Apr 1 [cited 2025 Jan 6];73(2):168-77. Available from: <https://doi.org/10.3138/ptc-2019-0059>
21. Johanson MA. Sex differences in career expectations of physical therapist students. Physical Therapy [Internet]. 2007 Sep 1 [cited 2025 Jan 10];87(9):1199-211. Available from: <https://doi.org/10.2522/ptj.20060285>
22. Forbes R, Wilesmith S, Dinsdale A, Neish C, Wong J, McClymont D, Lu A. Exploring the workplace and workforce intentions of early career physiotherapists in Australia. Physiotherapy Theory and Practice [Internet]. 2024 Dec [cited 2025 Jan 5];40(12):2851-64. Available from: <https://doi.org/10.1080/09593985.2023.2286333>
23. Cosgrave C. Context matters: findings from a qualitative study exploring service and place factors influencing the recruitment and retention of allied health professionals in rural australian public health services. International Journal of Environmental Research and Public Health [Internet]. 2020 Aug 11 [cited 2025 Jan 5];17(16):5815. Available from: <https://doi.org/10.3390/ijerph17165815>
24. Cantu R, Carter L, Elkins J. Burnout and intent-to-leave in physical therapists: a preliminary analysis of factors under organizational control. Physiotherapy Theory and Practice [Internet]. 2022 Nov 18 [cited 2025 Jan 5];38(13):2988-97. Available from: <https://doi.org/10.1080/09593985.2021.1967540>
25. Reid A. Physiotherapy. Workforce retention and attrition [Internet]. [place unknown]: BERL; 2019. 34 p. 6024. Available from: https://pnz.org.nz/Folder?Action=View%20File&Folder_id=472&File=PNZ%20workforce%20retention%20and%20attrition%20report.pdf
26. Davies JM, Edgar S, Debenham J. A qualitative exploration of the factors influencing the job satisfaction and career development of physiotherapists in private practice. Manual Therapy [Internet]. 2016 Sep [cited 2025 Jan 5];25:56-61. Available from: <https://doi.org/10.1016/j.math.2016.06.001>
27. Davies JM, Edgar S, Debenham J. A qualitative exploration of the factors influencing the job satisfaction and career development of physiotherapists in private practice. Manual Therapy [Internet]. 2016 Sep [cited 2025 Jan 5];25:56-61. Available from: <https://doi.org/10.1016/j.math.2016.06.001>

28. Sharma A, Minh Duc NT, Luu Lam Thang T, Nam NH, Ng SJ, Abbas KS, Huy NT, Marušić A, Paul CL, Kwok J, Karbwang J, De Waure C, Drummond FJ, Kizawa Y, Taal E, Vermeulen J, Lee GH, Gyedu A, To KG, Verra ML, Jacqz-Aigrain ÉM, Leclercq WK, Salminen ST, Sherbourne CD, Mintzes B, Lozano S, Tran US, Matsui M, Karamouzian M. A consensus-based checklist for reporting of survey studies (CROSS). *Journal of General Internal Medicine* [Internet]. 2021 Oct [cited 2025 Jan 7];36(10):3179-87. Available from: <https://doi.org/10.1007/s11606-021-06737-1>
29. Boshnjaku A, Solveig A. Arnadottir, Pallot A, Wagener M, Äijö M. Improving the evidence-based practice skills of entry-level physiotherapy students through educational interventions: a scoping review of literature. *International Journal of Environmental Research and Public Health* [Internet]. 2023 Aug;20(16):6605. Available from: <https://doi.org/10.3390/ijerph20166605>
30. Olsen NR, Lygren H, Espehaug B, Nortvedt MW, Bradley P, Bjordal JM. Evidence-based practice exposure and physiotherapy students' behaviour during clinical placements: a survey. *Physiotherapy Research International* [Internet]. 2014 Mar;19(4):238-47. Available from: <https://doi.org/10.1002/pri.1590>
31. Helgøy KV, Bonsaksen T, Røykenes K. Research-based education in undergraduate occupational therapy and physiotherapy education programmes: a scoping review. *BMC Medical Education* [Internet]. 2022 May;22(1). Available from: <https://doi.org/10.1186/s12909-022-03354-2>
32. Waiserberg N, Katz Leurer M, Feder-Bubis P. "I feel like this is an area where one can feel a lot of satisfaction": physiotherapy students' preferences for their prospective area of practice. *Physiotherapy Theory and Practice* [Internet]. 2024 Jul 2 [cited 2025 Jan 5];40(7):1492-500. Available from: <https://doi.org/10.1080/09593985.2023.2171270>
33. Harman K, Sim M, LeBrun J, Almost J, Andrews C, Davies H, Khalili H, Sutton E, Price S. Physiotherapy: an active, transformational, and authentic career choice. *Physiotherapy Theory and Practice* [Internet]. 2019 Jul;1-14. Available from: <https://doi.org/10.1080/09593985.2019.1639230>
34. Byrne N. Exposure to occupational therapy as a factor influencing recruitment to the profession. *Australian Occupational Therapy Journal* [Internet]. 2015 Aug [cited 2025 Jan 5];62(4):228-37. Available from: <https://doi.org/10.1111/1440-1630.12191>
35. Torres Sánchez I, López López L, Rodríguez Torres J, Prados Román E, Granados Santiago M, Valenza MC. Influence of cardiorespiratory clinical placements on the specialty interest of physiotherapy students. *Healthcare* [Internet]. 2019 Nov 17 [cited 2025 Jan 6];7(4):148. Available from: <https://doi.org/10.3390/healthcare7040148>
36. Hussey L, Sredic D, Bucci C, Barrett IR, McLeod R, Janaudis-Ferreira T, Brooks D. To be or not to be a cardiorespiratory physiotherapist: factors that influence career choice in a sample of canadian physiotherapists. *Physiotherapy Canada* [Internet]. 2017 Aug [cited 2025 Jan 6];69(3):226-32. Available from: <https://doi.org/10.3138/ptc.2016-22>
37. Reeve J, Skinner M, Lee A, Wilson L, Alison JA. Investigating factors influencing 4th-year physiotherapy students' opinions of cardiorespiratory physiotherapy as a career path. *Physiotherapy Theory and Practice* [Internet]. 2012 Jul [cited 2025 Jan 6];28(5):391-401. Available from: <https://doi.org/10.3109/09593985.2011.619249>

Despite a significant number of graduates in the specialty of "Therapy and Rehabilitation" (a common specialty for students of physical therapy, occupational therapy, and their assistants in Ukraine), there are still hundreds of vacancies for these specialists in state and municipal healthcare facilities and existing demand for personnel remains unmet. Moreover, there is still limited understanding of the intentions and motivation of students in this field.

The purpose of our research is to determine the intentions of students majoring in "Therapy and Rehabilitation" regarding their future professional pathways.

Materials and methods. The study had a cross-sectional design. The data collection was conducted in May 2024 through an online survey of students of the specialty "Therapy and Rehabilitation" of all years of study.

Results. We analyzed data from 340 respondents from 10 higher education institutions in Ukraine. Only 58% of respondents were ready to work in state or municipal healthcare facilities. 28% of respondents intended to use non-evidence-based rehabilitation methods, such as osteopathy or energy manipulation. More than half of the respondents were dissatisfied with the quality of knowledge and skills obtained at the university. Orthopedic rehabilitation was selected by 51% of respondents, while other areas, including oncology, burns and intensive care units, were selected by less than 10%.

Conclusions. The unmet staffing needs in municipal and state facilities may indicate that specialists seek independent practice or better working conditions than those currently available at these institutions. Furthermore, the limited commitment of students to scientific and evidence-based practices could worsen the ongoing shortage of qualified personnel. It will be important to implement changes in the training program to encourage students' interest both in evidence-based practice and engagement in less popular fields.

Key words: education, motivation, rehabilitation, management, development, workforce.

Незважаючи на значну кількість випускників спеціальності «Терапія та реабілітація» (спільна спеціальність для студентів з фізичної терапії, ерготерапії та їх асистентів в Україні), в державних та комунальних закладах охорони здоров'я наявні сотні вакантних місць для цих фахівців по всій країні. В той же час, досить незначна кількість фахівців, порівняно з загальною кількістю випускників, працевлаштовані на відповідних посадах. Незважаючи на значні зусилля по формуванню сучасної системи реабілітації, ми досі не розуміємо, чому більша частина фахівців працюють не за фахом, або працюють не офіційно. Інакше кажучи, ми не знаємо, куди зникають тисячі нових спеціалістів. З моменту впровадження цих спеціальностей, в Україні було опубліковано лише два дослідження мотивації студентів щодо вибору професії в реабілітації. Відповідно, майже нічого не відомо про професійні наміри та мотивацію студентів.

Метою нашого дослідження було визначення намірів студентів спеціальності «Терапія та реабілітація» щодо майбутнього професійного спрямування та працевлаштування.

Матеріали та методи. Дослідження мало крос-секційний дизайн. Збір даних відбувся у травні 2024 року шляхом онлайн опитування студентів спеціальності «Терапія та реабілітація» усіх курсів навчання. З цією метою в базі ЄДЕБО було відібрано 10 закладів вищої освіти (ЗВО), спираючись на кількість студентів, форму власності закладу та його спеціалізацію.

Статистична обробка виконувалася у IBM SPSS Statistics (Version 21) шляхом розрахунку частки респондентів за відповідними характеристиками.

Результати. Ми проаналізували дані 340 респондентів з 10 ЗВО. Частка респондентів жіночої статі склала 72%, бакалаврів – 65%, студентів державних ЗВО – 81%, студентів медичних ЗВО – 47%. Середній відсоток відповідей серед загальної кількості студентів відібраних ЗВО склав 12% (мін. 3%, макс. 48%).

Загалом 88% респондентів мали намір продовжити роботу за фахом, проте лише 58% готові були працювати в державних або комунальних закладах охорони здоров'я. 28% опитаних мали намір використовувати недоказові методи реабілітації, такі як остеопатія, вплив на енергії тощо. Лише 56% магістрів та 13% бакалаврів на момент опитування були працевлаштовані в якості фізичних терапевтів, ерготерапевтів або їх асистентів. Більше половини опитаних студентів були не задоволені якістю знань та навичок, отриманих в університеті. У той же час, 83% бакалаврів повідомили про намір в подальшому отримувати магістерський ступінь.

Вибір напрямків майбутньої практики був нерівномірний. Ортопедична реабілітація була обрана 51% студентів. В той же час деякі інші напрямки обиралися менше ніж 10% студентів (онкологія, опіки, реанімація тощо).

Жінки частіше обирали роботу в педіатрії, порівняно з чоловіками (38% та 11%, відповідно). В той же час чоловіки частіше за жінок обирали роботу спортивних тренерів (20% та 8%, відповідно) та реабілітації у спорті (37% та 18%, відповідно). Бакалаври частіше, порівняно з магістрами, обирали роботу в сфері SPA та масажу (26% та 10%, відповідно), тренерів (15% та 5%, відповідно) та реабілітації у спорті (27% та 17%, відповідно). Намір працювати лише у приватних закладах, а не комунальних чи державних, більше мали ті студенти, які обирали роботу у сфері тренувань (21% та 7%, відповідно), масажу та SPA (28% та 17%), фітнесу (14% та 7%) та реабілітації у спорті (27% та 17%). Відповідно, роботу лише у приватних закладах частіше обирали чоловіки порівняно з жінками (45% та 30%).

Висновки. Незадоволені потреби комунальних та державних закладів охорони здоров'я у фахівців з реабілітації можуть свідчити про прагнення фахівців до незалежної практики або практики у кращих умовах, ніж можуть надати ці заклади. Низька прихильність студентів до науково-доказової практики може ще більше підсилювати нестачу кваліфікованих кадрів. Зміни в процесі підготовки фахівців, особливо щодо клінічної практики, може покращити ситуацію з залучення студентів до менш популярних напрямків реабілітації, таких як онкологія, опіки, реанімація, а також покращити їх прихильність до науково-доказової практики.

Ключові слова: освіта, мотивація, реабілітація, менеджмент, розвиток, персонал.

Conflict of interest: absent.

Конфлікт інтересів: відсутній.

Information about the authors

Pankovets Andrii Vasylovych – Postgraduate Student at the Doctoral Studies School of the National University of Kyiv-Mohyla Academy; Hryhoriia Skovorody St., 2, Kyiv, Ukraine, 04655.
a.pankovets@ukma.edu.ua, ORCID ID 0009-0000-0691-2711 ^{A, B, C, D}

Vernyhor Yuliia Hryhorivna – Senior Lecturer at the School of Public Health of the National University of Kyiv-Mohyla Academy; Hryhoriia Skovorody St., 2, Kyiv, Ukraine, 04655.
y.vernyhor@ukma.edu.ua, ORCID ID 0000-0001-5243-1716 ^{A, E}

Yurochko Tetiana Petrivna – PhD in Public Administration, Associate Professor, Head of the School of Public Health of the National University of Kyiv-Mohyla Academy; Hryhoriia Skovorody St., 2, Kyiv, Ukraine, 04655.
t.yurochko@ukma.edu.ua, ORCID ID 0000-0002-9455-9141 ^{E, F}

Lazarijeva Olena Borysivna – Doctor of Physical Education, Professor, Head of the Department of Therapy and Rehabilitation of the National University of Physical Education and Sports of Ukraine; Fizkultury St., 1, Kyiv, Ukraine, 02000.
olazarijeva@uni-sport.edu.ua, ORCID ID 0000-0002-7435-2127 ^D

Стаття надійшла до редакції 08.04.2025

Дата першого рішення 30.04.2025

Стаття подана до друку 05.06.2025