

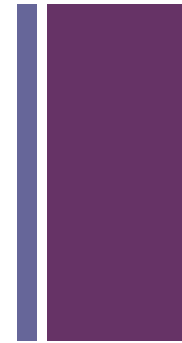
The Planning and Development of a Education Framework for Practice Educators



Maria McNeill, 21st April 2017

+ Background

- BSc (Hons) Clinical Measurement Science
- 4 year programme for Clinical Physiologists
- Cardiology, Respiratory, Vascular & Neurophysiology
- 30 students
- Placements an integral part
- Practice Education Coordinator since 2012
- Prior to 2012 – no practice educator training



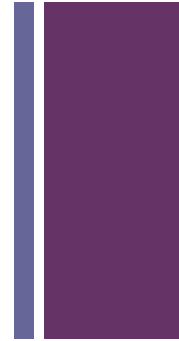
+ Year 3



- 8 weeks in each of 3 disciplines (24 weeks)
- Written examination in 4 disciplines
- Examinations 50% (5% MCQ, 34% written)
- Clinical Placement 50% - (35% logbook, 10% Case Study, 5% presentations)
- Clinical Competency exam on placement – Pass/Fail

+ Year 4

- 13 weeks in Major Discipline
- Written examination in 2 disciplines
- Written Exam 50%
- Clinical Placement 50% - Final year project
- Log Book – Pass/Fail
- Clinical Competency Exam – Pass/fail
- Reflective Practice – Pass/Fail



+ Placement Sites

- 16 Cardiology Sites
- 8 Vascular Sites
- 10 Respiratory Sites
- 9 Neurophysiology Sites



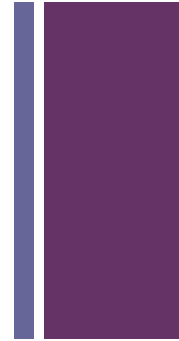
+ Teaching Fellowship 2015

- To identify training needs for practice educators supporting students on clinical placements
- To develop a framework to meet those needs
- To develop a flexible way of delivering the training to include online learning and digital media



+ From the literature

- Competency identified as personal traits, characteristics or skills which can be shown to be directly linked to effective performance (Boyatzis, 1982)
- 5 areas of competency identified





- **Educational Competencies** – learning styles & models
- **Assessment/Evaluation Competencies** – fair assessment, encourage student learning & development
- **Professional Practice Competencies** – develop all practical skills of the student, reasoning skills, adhere to code of ethics, maintain OWN CPD
- **Supervision Competencies** – educate, mentor, identify learning goals
- **Management & Administration Competencies** – effective induction, manage time effectively, implement quality improvement



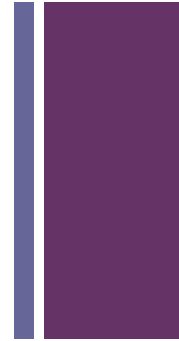
+ Existing Practice Education Courses

- Trinity College Dublin
- University College Dublin
- Royal College of Surgeons in Ireland
- National University of Ireland Galway – multidisciplinary
- University College Cork
- University of Limerick - multidisciplinary



+ Topics

- Supervision Skills
- Communication Skills
- Assessment skills, forms, pass/fail criteria
- Learning styles
- Teaching Methods
- Coaching and Mentoring
- Giving and Receiving Feedback
- Peer Learning
- Dealing with under/over performing student



+ Methods

41 sites surveyed

- Models of Supervision
- Skills, knowledge and support required
- Interest in becoming an accredited PE



+ Findings

Models of Supervision

- Shared model, supervisor/chief responsible for weekly supervision meetings, log book & project.
- Shared responsibility otherwise



+ Knowledge, skills and support

- Annual Education days
- Discipline specific training
- Clear guidelines
- Feedback on how department is doing
- Train the trainer
- Project guidelines
- Research/statistics support
- CPD Points
- Protected learning time
- Provision of post grad education
- Additional senior staff as per original HSE agreement
- More hands on support from clinical tutors
- Reflective practice and leadership skills

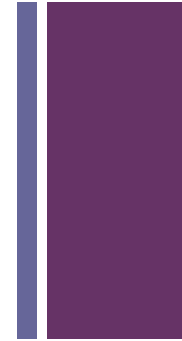




- Follow up survey of 17 competencies
- Based on Therapy Project Office
- Asked to rate competencies Essential, Desirable, Not important



Demonstrates quality, accuracy & thoroughness in own clinical practice	100%
Effective Trainer & Motivator	74%
Competent communicator	95%
Understanding learning styles	32%
Good teaching skills	74%
Ability to articulate own clinical reasoning to staff	74%
Competent in presentation skills	63%
Competent monitor or coach	79%
Competent in setting learning outcomes for students	53%
Competent in assisting students to identify professional development needs	42%
Competent in facilitating students to organise planned learning, goal setting and re evaluation of needs	37%
Competent in tutoring, supervising and evaluating clinical practice	69%
Competent in giving effective feedback	89%
Competent in dealing with conflict	74%
Competent in using assessment tools	21%
Competent in Reflective Practice & Writing	21%
Competent in practical management including time management	53%



2 additional questions asked.

- What other PE training do you require?
- What other non PE training do you require?

+ Results

- Research & Statistics
- Reasoning behind different assessment techniques
- Motivation skills and goal setting
- How to give constructive feedback
- Guidance on choosing student project topics and level of complexity
- Face to face statistics with student and DIT supervisor
- Audit Skills
- Interview Skills



+ Interest in Accreditation

38 responses

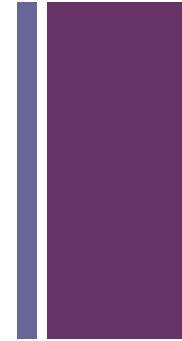
- 27 interested in becoming accredited
- 9 not interested but would like their senior staff member to gain accreditation
- 2 not interested in further education





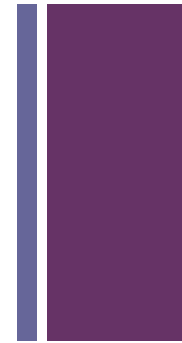
Outcome: Practice Education Module

- 5 ECTS Credits – level 9 Programme
- Blended Learning
- Continuous Assessment
- Content based on survey responses and further consultation with CORU
- Considered as prior learning for Masters Programme
- Available September 2017



+ Developmental Approach

- Online Module for all staff within department
- Annual PE Event for Practice Educators
- Practice Education Module
- Transferrable to other HSCP within DIT



+ Further Research

- Professional Development and Placement Experience Following Post Graduate Education

