

Improving clinical education through understanding ourselves and our expectations

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Outline

- Relevance
- Background
- Activities used
- Outcomes
- Implications for practice



Relevance

- ◉ Value based learning- looking at our own values
- ◉ Impact our effectiveness as PEs and improve quality of our practice
- ◉ Simple and cost effective

Background: the tricky student

- ◉ Lack of effort
- ◉ Apathetic
- ◉ Lack of integration
- ◉ Not listening/ taking advice
- ◉ Talking to a brick wall
- ◉ Frustrating
- ◉ Analysis/ trying to make sense
- ◉ PE different approaches/ personalities



Background: seeking support

- ◉ Liaised with University
- ◉ Link tutor
- ◉ Support from Deborah Harding



Method- ideology

- Prevent dumping ground and encourage reflection
 - > Ideas to encourage discussion/ reflection
 - > My own reflection after this discussion
 - > Open invitation
 - > Not personal



Post it notes

- ◉ Positive and negative experiences
- ◉ Reminding ourselves of our own experience as students
- ◉ Open discussion and setting the scene
- ◉ Sharing between the team
- ◉ Make it less specific to specific incident

1. Post-it notes



Positive experiences as a student

- Good introduction to clinical area
- Flexibility
- Autonomy
- Patient contact
- Friendly team
- With another student that got on well with
- Sociable
- Safe learning space
- Joint teaching
- Regular supervision
- Being trusted
- Patient journey
- Part of the team
- Positive and constructive feedback from CE
- Structured
- Supported
- Enthusiastic educator
- Positive feedback

Less positive experiences as a student

- Not feeling included in the team
- Feeling under pressure
- Constant change
- Placement away from normal home/away from friends etc
- Thrown in at the deep end
- Criticised unfairly
- Passed around the team
- Unfriendly CE
- Hostile environment
- Too restrictive re: patient contact
- Lack of support
- High expectations from CE
- Lack of demonstration
- No time to reflect
- Unfair judgements

Postcards

- ◉ Checking what our colleagues' expectations are
- ◉ Are there differences and why could this be

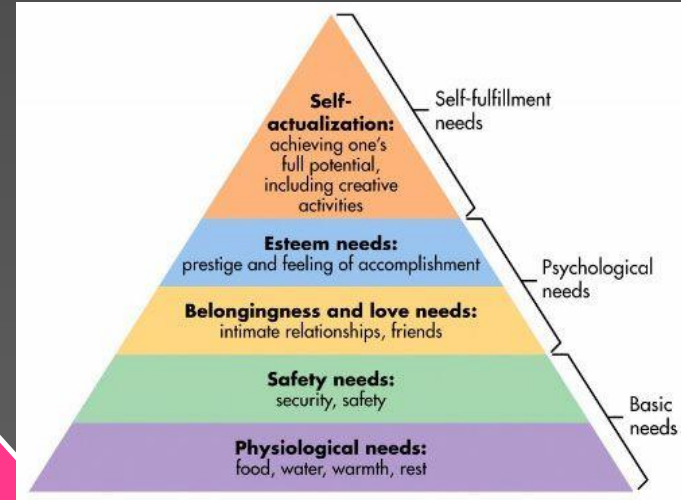
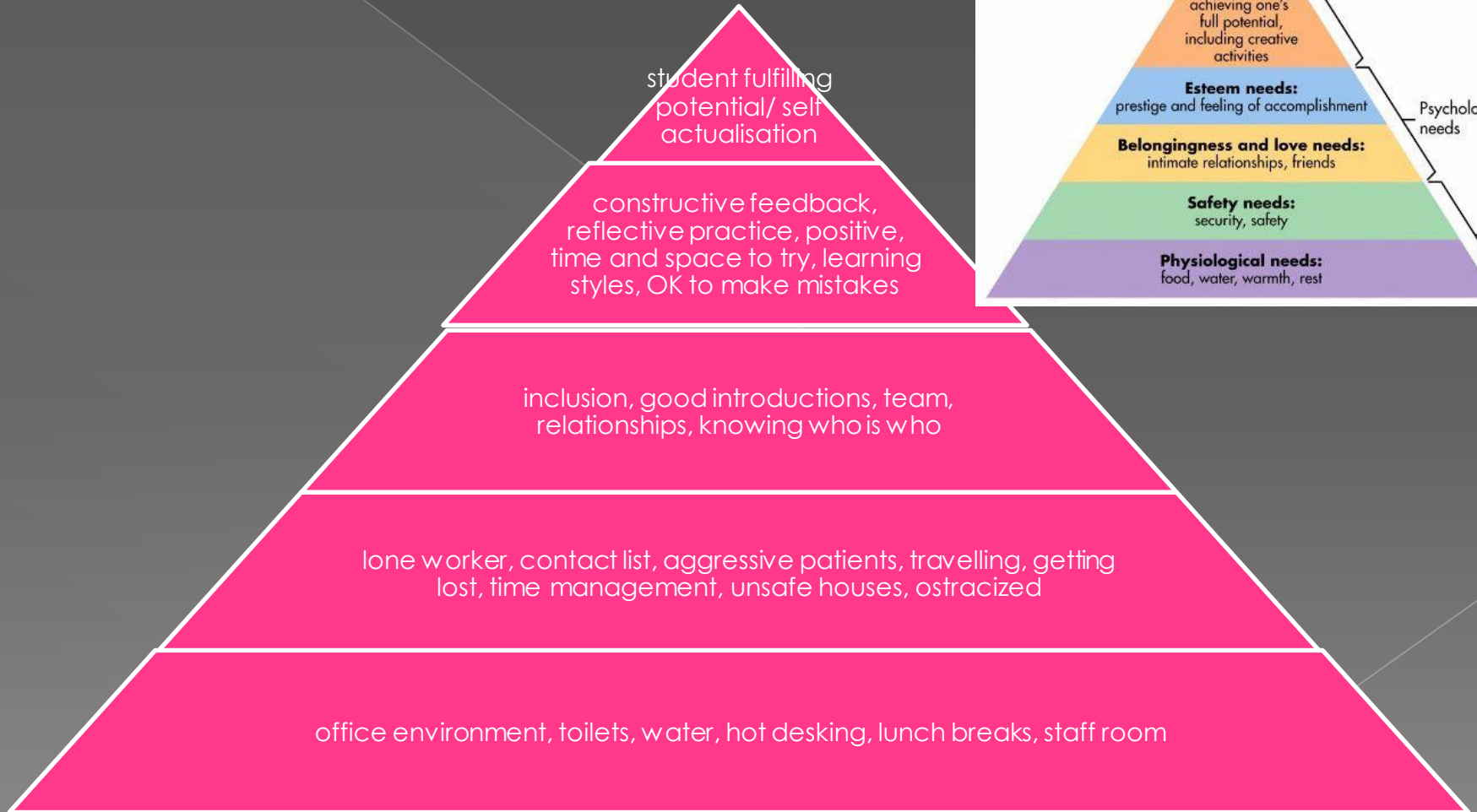
2. Pick a postcard

| Good Student | OK Student | Worst Student |
|---|---|--|
| <ul style="list-style-type: none">- Masterpiece- Enjoyable- Engaged- Getting involved- Proactive- Takes a chance- Trusts educator- Hard working- Getting it right for lots of people- Calm- Can't tell who is a student within the team- Common sense- Can be themselves- Problem solves- Aware of own learning | <ul style="list-style-type: none">- Sits, listens, appears to take it on board- "nice" not too exciting- Following the pack- Plodding along- Mixed up but trying- Conscious and trying- Passive | <ul style="list-style-type: none">- No effort- Having to carry them- Lack of understanding- Copying- Hitting head against a brick wall- Rabbit in headlights- Disengaged- Doesn't care- Needing a lot of input but not getting much back- No initiative |

Maslow

- ◉ Student wants to have a positive experience
- ◉ If this doesn't happen, think about what else could be going on?
- ◉ Drawing on our specific clinical setting

3. Maslow's Pyramid



Key Learning from 3 activities

- Team expectations vs. university criteria
- Why we love our job might be a reason students dislike it
- OK to be OK
- Students don't need to be like us



Implication

- ◉ Feedback from practice educators
- ◉ For our team- change to our induction and expectation document
- ◉ For others- presentation at Practice Educator Day, shared experiences



Evaluation

- ◉ Holding key themes in mind
- ◉ Planning variety of different learning experiences
- ◉ Getting to know student on personal level
- ◉ Acknowledging student's choices
- ◉ Positive attitude towards students within the team
- ◉ Changed expectations of students

Conclusion

- ◉ Value based learning
- ◉ Simple of cost effective tools
- ◉ Improving quality of practice education by understanding our own values and beliefs



discover
questions
where? how? why? asking questions challenge who?
QUESTIONS clues

ask
who?
discover

what?

when? knowing
investigation

clues
how

why?
ask

knowing

investigation

