

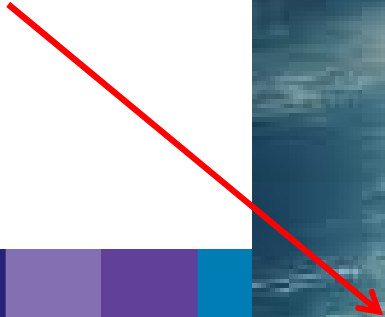
Developing Practice Placements with Labour Market



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Me



Brighter futures begin



Where I
work



Brighter futures b

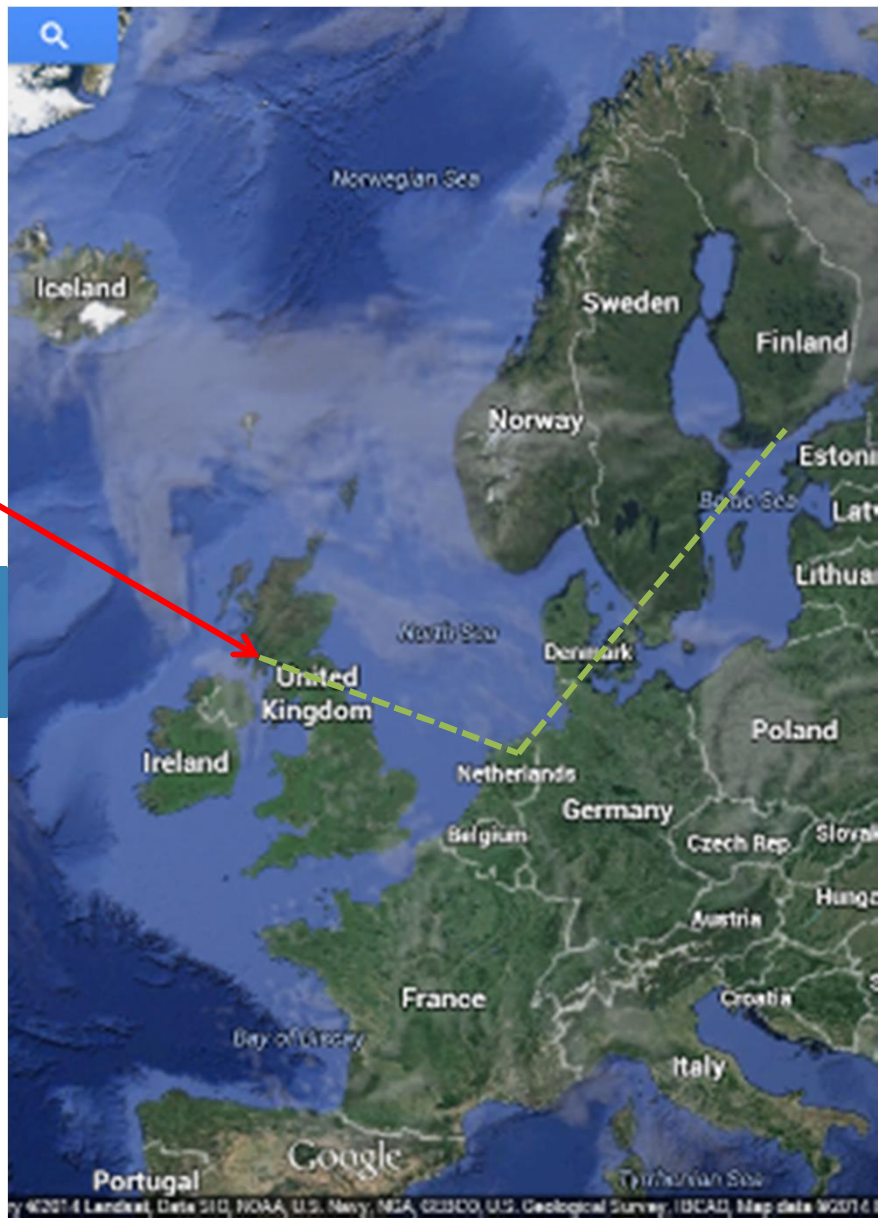
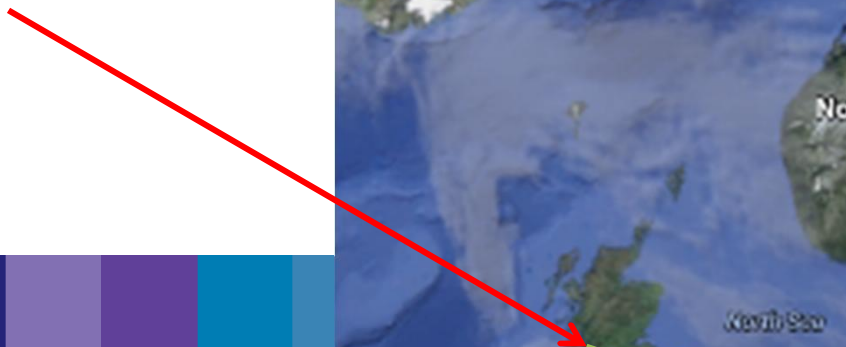


Europe



Brighter futures

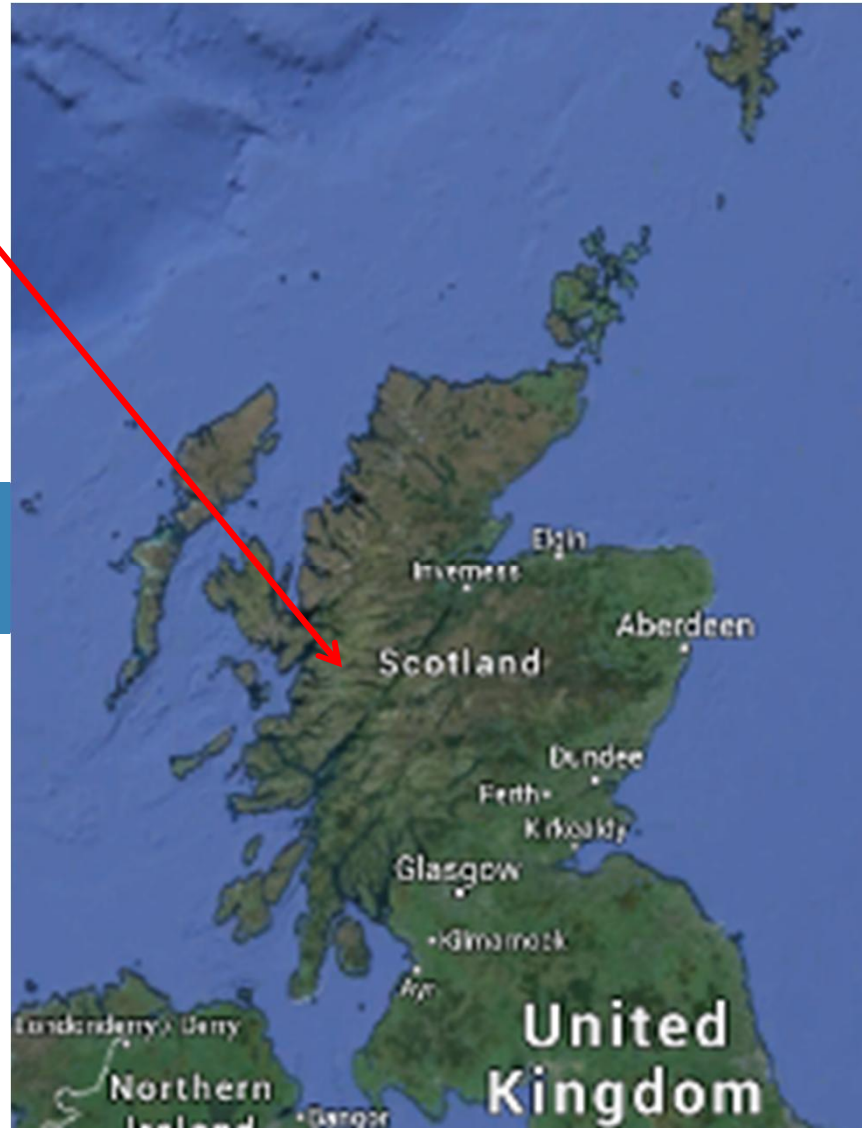
UK



Screenshots from Google Maps



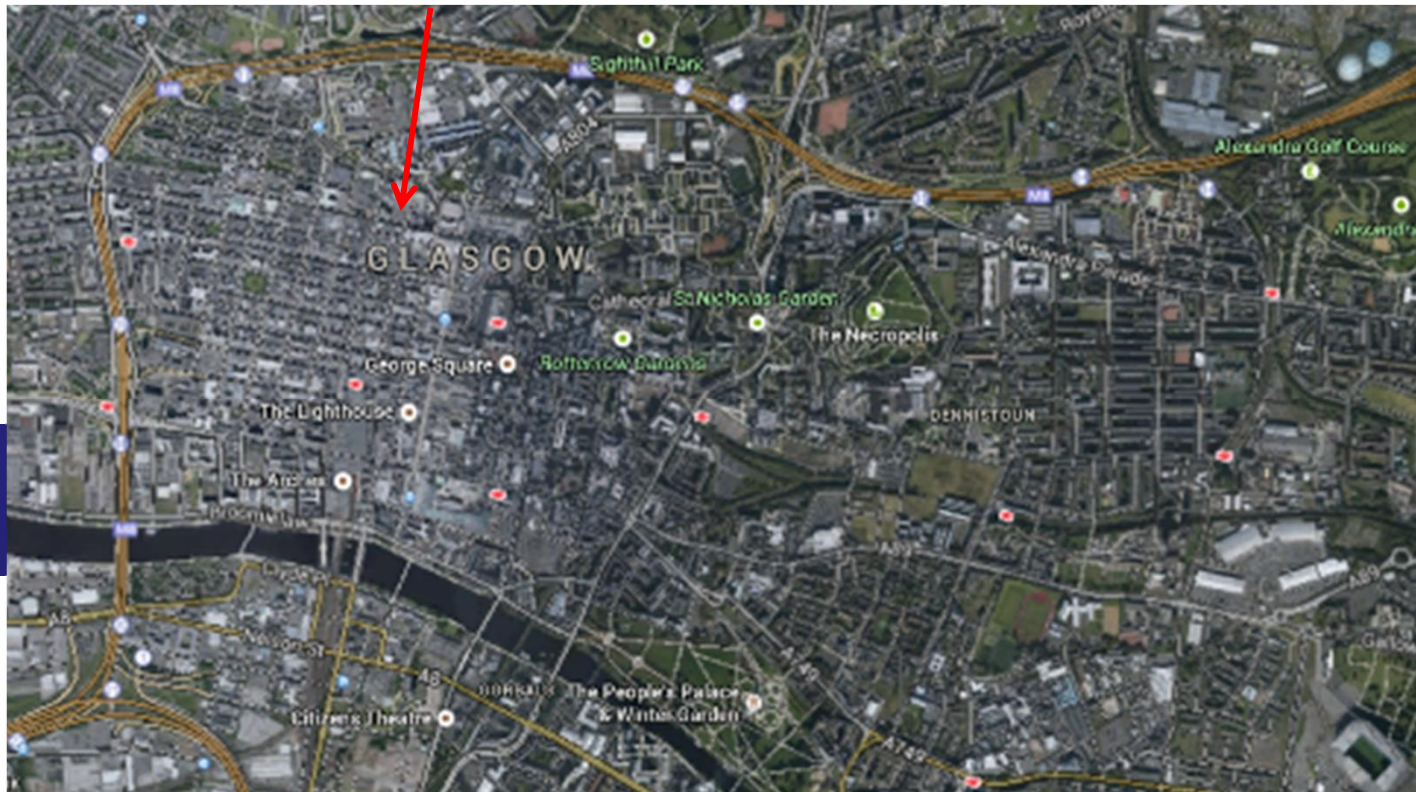
Scotland



Central Belt of Scotland



Glasgow Bird's Eye View



Glasgow Caledonian University



View of the entrance to Govan Mbeki (Health) building



Screenshots from Google Maps, Street View



School of Health & Life Sciences

3 Departments:

- The Department of Psychology, Social Work and Allied Health Sciences
 - The Department of Nursing and Community Health
 - The Department of Life Sciences
- Biomedical Science
 - Human Nutrition and Dietetics
 - Occupational Therapy
 - Operating Department Practice
 - Physiology & Pharmacology
 - Physiotherapy
 - Podiatry
 - Vision Sciences
 - Radiotherapy and Oncology
 - Diagnostic Imaging
 - Nursing
 - Psychology
 - Social Work



Scotland



My Glasgow



Today I am a Qualified Expert...

“An **expert** is somebody who is more than 50 miles from home, has no responsibility for implementing the advice she gives, and shows slides.”



Introductions & Personal Aims

- Introduce self to partner
- Discuss:
 - What do you hope to get from this session?
 - What are your expectations?



Introductions & Personal Aims

- What training do your practice educators get at present?
- What difficulties do you have with training of practice educators?
- What difficulties, if any, do you have obtaining placements for students?
- Do you have any problems with placement cancellations?
- What models of practice placements do you use?
- What do you hope to get from this session?



Definitions

Practice Educator (PE)

- Practitioner who has a role, acts as a mentor, supervisor or critical teaching partner in a practice/ clinical placement

Inter-professional Education (IPE)

- *"Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care"* (CAIPE, 2002)

AHP

- Allied Health Professional



Allied Health Professions in UK

Arts therapists

Biomedical
scientists

Chiropodists/
Podiatrists

Dieticians

Occupational
Therapists

Operating
Department
Practitioners

Orthoptists

Orthotists

Physiotherapists

Prosthetists

Radiographers

Speech &
Language
Therapists



Regulatory Body Requirements (HCPC)

- Approved AHP programmes in UK subscribe to the Health & Care Professional Council Standards of Education and Training (HCPC, 2012)
 - Universities are responsible for ensuring that all practitioners involved in student practice education are suitably trained



Physiotherapy Professional Body Requirements (CSP)

- 1,000 hours of supervised practice placement education
- Suitably trained practice educator
- Practice education is part of the responsibility and role of all practice educators
- Anywhere a physiotherapist works is potentially suitable for a placement as a means of gaining a broad range of skills
- Role of practice educator – evidence of continuing professional development (CPD)



Scottish Context

- 14 National Health Service (NHS) regional health boards
 - 160,000 staff in total
- Integration between health & social care
- NHS Scotland is committed to working closely with partners in local authorities and the third sector
- Drive for inter-professional education



Inter-Professional Education (IPE)

- Governmental drivers in Scotland & UK for IPE (Scottish Executive, 1999; Department for Health, 2007)
- Undergraduate students in healthcare courses in Scotland have increasingly participated in IPE
- IPE is an essential means for developing skills in the practising professional (Health & Care Professions Council, 2012)
- IPE recognised as an appropriate method of preparing staff for the role of practice educator (Emerson 2004)



Scotland & AHP Training

4 universities in Scotland training AHPs

- Glasgow Caledonian University (largest)
 - 17,000 students come from over 100 countries
- Strathclyde University
- Queen Margaret University, Edinburgh
- Robert Gordon University, Aberdeen



Problems & Practice Educator Training

- Reduction in number of staff in health boards
 - NHS staff re-grading & removal of student allowance
- Decreased number of placements in 'traditional' clinical settings
- Increasing difficulties in obtaining sufficient practice placements
- Increasing numbers of placement cancellations
- Large numbers of uni-professional ad hoc training events for practice educators/ lack of standardisation
- Repetition of training for staff taking students from >1 University



Scottish Infrastructure

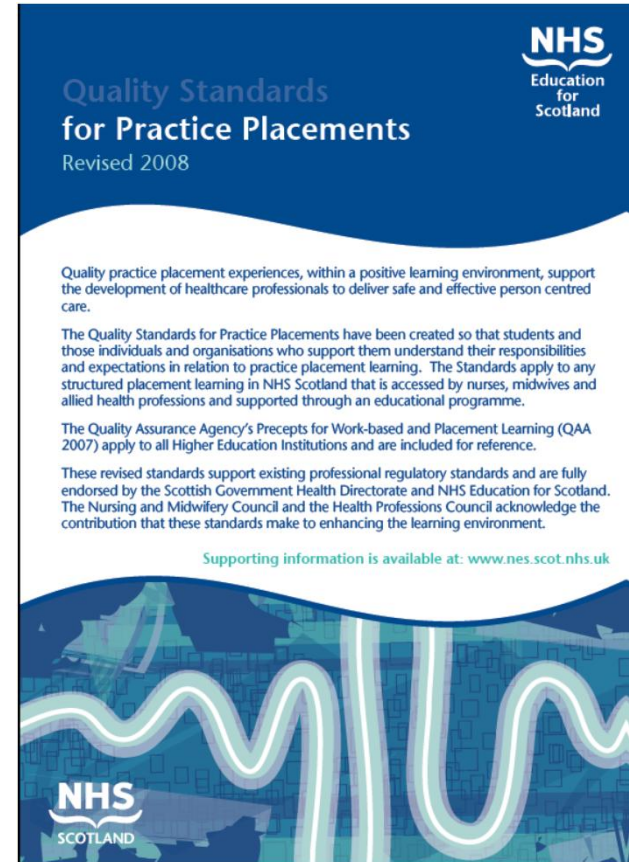
- NHS Education for Scotland (NES)
 - Practice Education Programme with regional leads
 - Each health board has Practice Education Leads (PELs)
- Quality Standards of Practice Placement
- AHP Practice Placement Agreements for Pre-registration Student Placements with all health boards
- Cancellation Guidance



Quality Standards for Practice Placements

“The QSPS have been created so that students and those individuals and organisations who support them understand their responsibilities and expectations in relation to practice placement learning”

(NES, 2008)



Brighter futures begin with GCU



Quality Standards for Practice Placements

4 sections/ sets of standards:

1. Learners on Practice Placements
2. Individuals Supporting Learners in the Workplace
3. Managers and Facilitators Supporting Education in Practice
4. Organisations Providing Practice Placements



Quality Standards for Practice Placements

Quality Standards for Practice Placements Audit Tool

Contents

Students on practice placements can expect to:						
Standard number	Standard	Indicator	Evidence	Does the evidence meet the standard?		Action Points Please describe action required
				Yes	No	
1.1	A placement appropriate to their learning needs	Evidence of a joint approach between service and education institutions to the preparation, audit and allocation of practice placements				
1.2	Access to information about the placement and the learning opportunities available	Pre-placement information is available and accessible (written, verbal, electronic)				
1.3	Access to the Quality Standards for Practice Placements (NES, 2008)	Quality Standards for Practice Placements are available				
1.4	Support from a named individual who is prepared for the role of supporting students	A relevant named individual is available to the student				
1.5	An opportunity to discuss learning needs early in the placement (normally within 48 hours)	Placement learning outcomes and how they will be achieved are discussed and recorded/ documented early in the placement.				



Practice Placement Agreements

- Between each Scottish Universities that train AHPs & all Scottish health boards
- Facilitated by NHS Education Scotland & AHP Practice Education Leads within each health board
- Signed by each health board's AHP Director in 2012/13
- Agreed number of placement weeks per health board per profession per year
- Universities agree to provide initial & refresher training for practice educators
- Educators supposed to take students within 6 months



Practice Placement Cancellation Guidance

- Supports Practice Placement Agreements
- Each health board operationalises locally
- Introduces an escalation policy to manage risks to placement cancellations
- Provides an outline of all involved parties, e.g. practice educators & their line managers
- Ensures communication is timely
- Encourages creative problem solving for avoiding placement cancellation



International Review of PE Training

(Rodger et al, 2008)

Learning outcomes should include:

- Describe the role & identify the attributes of an effective clinical educator
- Apply learning theories appropriate for adult & professional learning
- Plan, implement & facilitate learning in a clinical setting
- Apply sound principles & judgement in the assessment of clinical performance
- Evaluate the learning experience
- Reflect on the experience & formulate action plans to improve future practice



Professional Body Accreditation Schemes

Physiotherapists

- Accreditation of Clinical Educators (Chartered Society of Physiotherapy, 2004)

Occupational Therapists

- Accreditation of Practice Placement Educators (College of Occupational Therapists, 2005)

Radiographers

- Practice Educator Accreditation Scheme (Society of Radiographers, 2006).



Project Aims – Action Research

1. Develop a comprehensive inter-professional practice education training programme for AHPs in Scotland that covered the required learning outcomes in existing accredited and non-accredited uni-professional training courses.
2. Undertake piloting and review of the inter-professional training programme in order to refine content and delivery and to ensure that participants' personal learning outcomes were being met.
3. Complete a follow up evaluation of the refined inter-professional training programme.



Action Research Rationale

- Intended to be both educative & problem-focused
- By concentrating on individuals in social contexts, it seeks to promote improvement through change processes
- Action research is cyclical in nature & underpinned by a collaborative and democratic philosophy
- Action research may employ a range of research methodologies to achieve its goals



Aim 1: Programme Development

Steering group established with membership from:

- Academic representatives from two Scottish Universities from pre-registration education programmes including Dietetics, Occupational Therapy, Physiotherapy, Podiatry, Prosthetics and Orthotics, Radiography, Radiotherapy and Oncology, and Speech and Language Therapy
- AHP Practice Education Facilitators from NHS Education for Scotland (NES) based in the Health Boards



Steering Group Purpose

- To share and discuss the learning outcomes in existing uniprofessional training programmes
- Conduct a mapping process to identify common learning outcomes
- Design agreed training programme to meet common learning outcomes



Steering Group Findings

- PE training content was similar across all professions
- Most professions matched the learning outcomes in their professional bodies' accredited programmes
- Duration of training ranged from 0.5 - 2 days
- Common learning outcomes for interprofessional practice education training agreed & mapped to professional bodies' learning outcomes



Agreed Learning Outcomes

Professional Body Learning Outcomes	Interprofessional Practice Educator Training
<ul style="list-style-type: none"> Describe the role and identify the attributes of the effective clinical educator 	<ul style="list-style-type: none"> Appraise the roles and responsibilities of the student, practice educator, HEI and the multidisciplinary team in relation to pre-registration practice placement experiences
<ul style="list-style-type: none"> Apply learning theories that are appropriate for adult and professional learners 	<ul style="list-style-type: none"> Evaluate learning theories appropriate to adult and professional learners
<ul style="list-style-type: none"> Plan, implement and facilitate learning within the clinical setting 	<ul style="list-style-type: none"> Plan, implement and facilitate learning within the clinical setting
<ul style="list-style-type: none"> Apply sound principles and judgement in the assessment of performance in the clinical setting 	<ul style="list-style-type: none"> Apply sound principles and judgement in the assessment of performance in the clinical setting
<ul style="list-style-type: none"> Reflect on experience and formulate action plans to improve future practice 	<ul style="list-style-type: none"> Profession and HEI specific information supporting practice placement
<ul style="list-style-type: none"> Evaluate the learning experience 	<ul style="list-style-type: none"> Evaluate and reflect on the learning experience



Pilot Training Events

Pilot Health Board	Participant Preparation time	Interprofessional time	Uniprofessional time	Number of Participants
1	0	1.5	0.5	64
2	0	1.0	0.5	57
3	0.5	0.5	0.5	11
4	0.5	0.5	0.5	86
5	0.5	0.5	0.5	109
6	0.5	0.5	0.5	47



Aim 2: Pilot & Review Content & Delivery

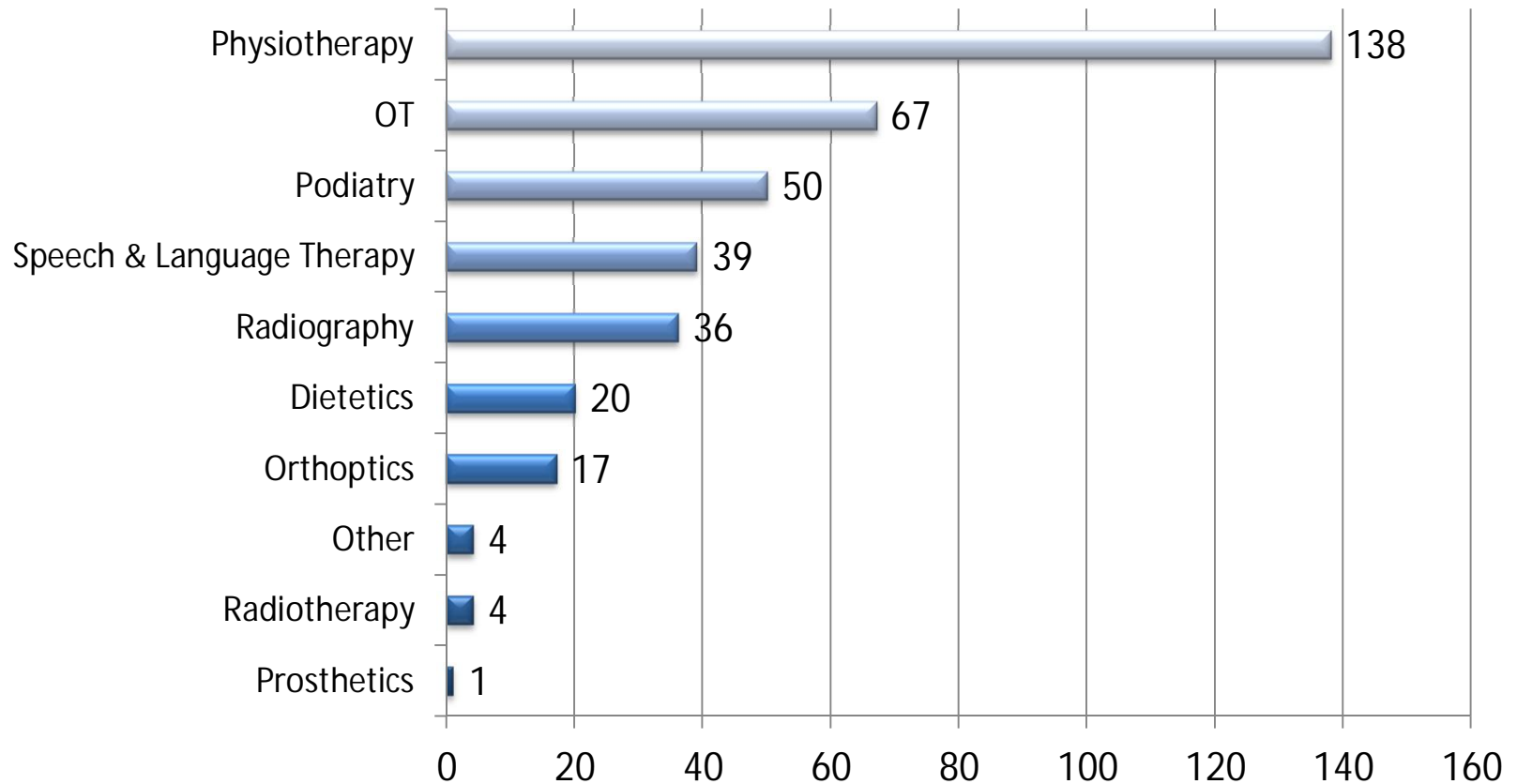
- All participants completed an anonymous questionnaire at the end of each training event
- Participants recorded their personal learning aims & indicated the extent to which they felt these had been met
- General consensus that 2 and 1.5 days was too long away from workplace
- Satisfaction and ability to meet personal learning aims did not deteriorate when going from 2 to 1.5 to 1 day



Participants' Personal Learning Aims

Pilot site	Most cited personal learning aims
1	<ol style="list-style-type: none">1. Managing student with difficulties or the student who is failing2. Role of the practice educator3. Increase confidence
2	<ol style="list-style-type: none">1. Managing student with difficulties or the student who is failing2. Role of the practice educator3. Placement planning and time management
3	<ol style="list-style-type: none">1. More understanding of current curriculum / HEI documentation / placement aims2. Role of the practice educator3. Increase knowledge and skills / assessment and grading
4	<ol style="list-style-type: none">1. Strategies for facilitating learning / learning styles2. Roles/responsibilities/expectations3. Assessment and grading
5	<ol style="list-style-type: none">1. How to assess/ assessment paperwork and how to use it/ specific programme detail2. Roles/expectations/relationships3. How to support students/ give feedback
6	<ol style="list-style-type: none">1. Increase awareness of paperwork / assessments2. Roles/expectations/relationships3. Placement planning and student support

Latest AHP PE Training Event (Jan 2014)



Inter-institutional Collaboration

Problem

- Practice educators may supervise students from several universities
- Attended multiple training events - duplication

Solution

- Representatives from all 4 universities met
- Examined & agreed each others' PE training materials
- Standardised training, i.e. 0.5 IPE/ 0.5 uni-professional
- Developed annual calendar of Scotland-wide training
- Split Scotland into 3 regions: north, east west



Benefits of Inter-professional & Inter-institutional Training

- University staff do not have to deliver at all training sessions
 - Shared amongst staff
- Participants learn with & from other professions
 - Cited as beneficial
- Useful support & sharing of practice
- Clinical staff do not have to attend multiple training events
- University staff do not have to travel all across Scotland



Aim 3: Evaluation of Training

- Once finalised training programme refined
- Electronic questionnaire to participants from 4th & 5th pilots
- Nominal group technique (focus group)



Questionnaire Results

Achieved following learning outcomes:

- Appraising the roles and responsibilities of all parties
- Evaluating learning theories appropriate to adult and professional learner
- Planning, implementing and facilitating learning within the clinical setting
- Applying sound principles and judgement in the assessment of performance
- Profession specific information supporting practice education

- BUT – less confident in relation to evaluation and reflection on the learning experience



Nominal Group Technique Findings

Most useful		Need more of	
1	Information and suggestions for solutions when supporting the challenging student	1	Streamlined access to profession specific information, including curriculum
2=	Information on approaches to assessment and giving feedback	2	Quality Standards for Practice Placements – individual and organisational responsibilities
2=	Listening and learning from other professional groups	3	Profession specific flow chart giving directions of what to do and when



IT Solutions to Facilitate Training

- Online registration via 'Eventbrite'
- Staff self-enrol onto virtual learning environment for course materials/ pre-reading
 - Coursesites – open access version of Blackboard
- Use of electronic text walls & mobile phones during training
 - Instant feedback/ questions
- Use of electronic surveys for evaluation
- Electronic mailing lists for post course follow-up/ reminders



Recent & Ongoing Developments

- Tailored session for refresher training
 - Operationalisation of practice placement cancellation guidance
 - Quality Standards for Practice Placements
 - Practice Placement Agreements
 - Contemporary models of practice
- Scottish Practice Educator Training Passport
- Central register for those trained/ need update training
- Set up online community of practice
- Role emerging placements



Peer Assisted Learning

- A natural way of learning or completing tasks if the same task has been set for more than one person.
- Allows pooling of resources/ reduces duplication of effort
- Uses paired and team working throughout
- Enables in-depth analysis of the processes and decision-making
- Students learn from their own tasks and by observing and discussing tasks performed by their peers



How Peer Assisted Learning (PAL) Works

- Students carry out their own tasks but throughout the placement observe and give formative feedback on their peer's performance
- PAL is supplemented by the input of experienced supervisors and the use of student led enquiry sessions
- Summative assessment is undertaken by supervisors who observe student performance in the clinical setting



Benefits of PAL

Evidence shows:

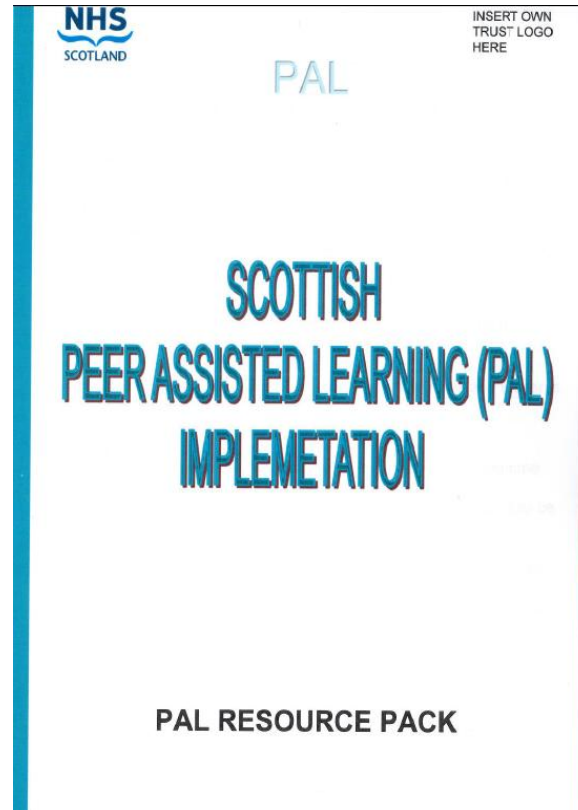
- It enhances the student learning experience
 - Learning is more effective when there is collaboration between students

Student benefits include:

- Improved team working skills
- Mutual support and companionship = reduced stress
- Greater ability for critical enquiry, reflection and reasoning
- Enhanced deep learning
- Increased clinical competence



Free Peer Assisted Learning Resource



<http://www4.rgu.ac.uk/scdp/placement/page.cfm?pge=65009>



Resource Development

Scottish Peer Assisted Learning (PAL) Implementation Pack



References

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- Health and Care Professions Council (2012a). Standards of Education and Training. [http://www.hpc-uk.org/assets/documents/10002C0EHPCStandardsofeducation\(A5\)\(final\).pdf](http://www.hpc-uk.org/assets/documents/10002C0EHPCStandardsofeducation(A5)(final).pdf) [accessed 14/11/12].
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- Society of Radiographers (2006). *Practice Educator Accreditation Scheme: The Approval & Accreditation of Educational Programmes & Professional Practice*, Society of Radiographers, London.



Any Questions?

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