

Clinical Education in Practice – HSC4061

Study-unit Information

Continuing Professional Education Study Unit

2020-2021

Aim of the study-unit

Welcome! This inter-professional blended study-unit targets health professionals who need to develop clinical supervisory and educational skills on the field. It builds upon the inherent philosophy of reflection, life-long learning, and use of evidence within health care education to facilitate the bridging of the gap between the classroom and the patient/client's environment. It allows the discussion of emergent issues between participants from various health professions, enhancing problem solving skills and deeper knowledge. The mix of health care professionals on the course ensures crossover of ideas and meaningful discussion. This study-unit will empower the participant to develop the clinical/field setting into a meaningful learning environment for students of the health professions that include, though not exclusive to, occupational therapy, communication therapy, midwifery, nursing, physiotherapy, radiography, podiatry, medical and dental sciences. This CPD study-unit is designed for health professionals who have exposure to/contact with students of their profession in their place of work.

The learning outcomes

By the end of the study-unit the participant will be able to:

- a) identify key players in the clinical education setting,
- b) analyse the qualities that are needed for the successful fulfilment of role of the supervisor/clinical educator or mentor,
- c) appreciate the different ways in which adult learners and supervisors/clinical educators/mentors interact,
- d) adopt a pragmatic approach to ensure that clinical supervision/education/mentorship is performed in meaningful ways within the student's practice environment,
- e) apply broad clinical education principles to the practice setting,
- f) select and critically review appropriate learning methods and models of supervision/education/mentorship and deliver feedback in a constructive manner,
- g) **create a favourable learning environment for the student,**
- h) critically analyse student's professional skills based on his/her level of learning,
- i) manage a challenging student.

This study unit will include attention to the following issues:

The role of clinical supervision/clinical education/mentorship
The learning environment
Teaching and learning styles
Communication skills
Support of students in clinical placements
Competency development and recording
Ethics and quality assurance
The principles of assessment and evaluation
Fostering partnerships between the clinical and educational settings

The study programme

This study unit requires approximately four hours per week in study. It is designed to be completed in one semester. The schedule below is for guidance purposes only. More detailed information will be updated on the UM VLE. All sections of the study-unit are compulsory without the facility of repeat sessions. Failure to attend **all** Zoom and face-to-face sessions or to contribute online in a **timely manner** will automatically earn the participant a grade F and will be asked to exit the course. There will be online tasks, discussions and group projects.

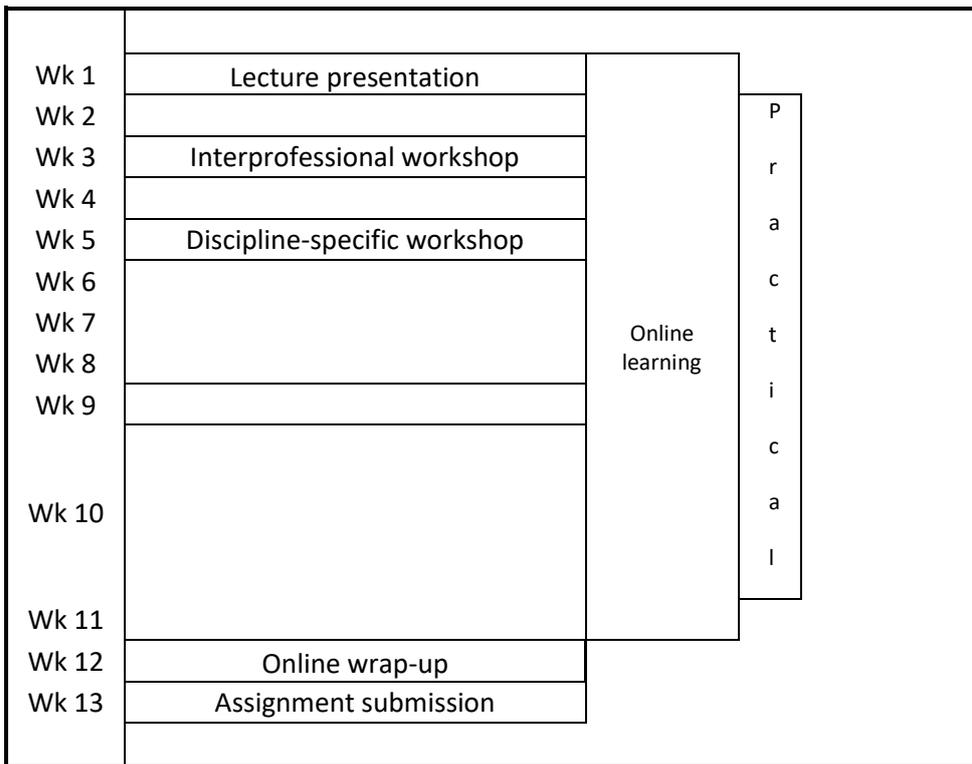


Fig. 1: Diagrammatic representation of the structure of the study unit

Online discussions

This study unit uses the internet to generate an online learning atmosphere. Moodle (Virtual Learning Environment - VLE) will be used as the platform to sustain that atmosphere. It allows the participants to communicate and collaborate with each other and with the moderators. Issues addressed will comprise the nature of clinical supervision, communication, feedback, reflection, conflict resolution, and observation vs hands-on. Participants will be guided through the use of stems, vignettes, directed questions and/or provocative statements. Previous and unfolding experiences during the study unit will come to the fore, supported by individual study. Online involvement is a fundamental part of this study unit. The participant is expected to contribute intelligently and in a timely manner to all the discussions and to all the tasks provided by the moderators. There will be online group work and participants in each group are expected to

collaborate in the spirit of teamwork. Each participant will be monitored via his/her online postings to evaluate evidence of learning and given a grade accordingly. The Faculty will offer a tutorial as a guide to using Moodle on the University computer network system.

The lecture presentations

The lecture presentation involves the introduction of basic practical foundations to learning and the link to clinical education. Using audiovisuals and discussion, two stand-alone day-long sessions provide a stepping stone to online discussion and independent study. They will be held virtually online using the ZOOM platform.

The topics covered in the lecture presentations supplemented by online learning would include

- Planning and management
- Experiential learning
- Principles of adult learning
- Competency
- Strategies and skill acquisition
- Conflict resolution
- Ethical behaviour
- Assessment and feedback strategies

The workshops

This component of the programme allows the participants to express views verbally and share learning experiences with colleagues within their profession, and without. The first and second day workshops will be inter-professional, addressing issues pertaining to the role of the assessor, learning theory, conflict resolution, ethical aspects and the principle of the competency. The third workshop will be discipline-specific, addressing issues gleaned from online blogs and the notion of evaluating the evaluator. The discipline-specific workshop recognises that each health profession will have different issues that will need precise attention, such as learning documents and assessment documents, discussion of common clinical difficulties that students experience. Some issues are better discussed between persons who have common clinical knowledge and experience. The design and type of delivery of this third workshop is at the discretion of the relevant Faculty Head of Department, who may contact you for a specific group meeting.

The practical

The practical consists of a clinical placement whereby the participant is assigned one or more undergraduate students as a clinical educator/mentor/supervisor in the same profession as an integral part of the undergraduate's course programme for approximately 4 weeks. Each Faculty Department will dictate the number of weeks on placement depending on the needs of the student undergraduate programme. It is assumed that the candidate will have usual normal access to

students on clinical placement. He/she will follow the protocols of the profession on the clinical placement. Documentary evidence of the clinical placement is submitted as an appendix to the assignment, while the experience is manifested through online contributions.

Assessment

Participants will be assessed in two ways

- a) Online contribution: participants must contribute meaningfully to online debates in 10 separate instances. Each contribution must provide a new and/or important insight into the issue discussed. All contributions are moderated by one or more named lecturers, who are responsible for the quality of the debate and the value judgement of the participants' contributions. (40%)
- b) A 2000 word written assignment in which the participant is required to present a reflective analysis on an aspect of their role as a clinical educator/mentor/fieldwork educator/supervisor, while relating theory and evidence to practice. (60%)

Recommended Reading

https://www.cqc.org.uk/sites/default/files/documents/20130625_800734_v1_00_supporting_information-effective_clinical_supervision_for_publication.pdf

<https://www.apa.org/about/policy/guidelines-supervision.pdf>

Alsop, A., and Ryan, S. (1996) making the most of fieldwork education. London: Chapman and Hall

Delany, C. and Molloy, E. (2009) Clinical education in the health professions. NSW: Elsevier.

DeYoung, (2003) Teaching Strategies for nurse educators. New York: Prentice Hall.

Fish D. and Twinn S. (1997) Quality clinical supervision in the health care professions. Oxford, Butterworth .

Forrest, K., McKimm, J., and Edgar, S. (2013) Essential simulation in clinical education. Wiley, West Sussex.

Lekkas P, Larsen T et al (2007) No model of clinical education for physiotherapy students is superior to another: a systematic review. Australian Journal of Physiotherapy 55: 19-28.

Oliver, R. and Endersby, C. (1994) Teaching an assessing nurses. London: Balliere Tindall.

McAllistair, L. and Lincoln, M. (2004) Clinical education in speech-language pathology. London: Wiley and sons.

Moore A, Hilton R, Morris J, Caladine L and Bristow H (1997) The clinical educator - role development. Churchill Livingstone.

Rose, M. And Best, D. (2005) Transforming practice through clinical education, professional supervision and mentoring. London: Elsevier

Stengelhofen J (1995) The assessment of professional competence. Chapman and Hall.

Vella J. (2004) Learning to listen Learning to teach, San Francisco, CA: Jossey-Bass.

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Study-unit code: HSC4061

Level: 4

ECTS value: 6

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