

New Practice Educator Training

You are welcome to download this redacted version of the slides used for the training course. This is not a substitute for attending training – please follow the weblinks to book onto the training you require

Please note that should you wish to use these slides as a handout for the training days, they are missing the video clips shown in class along with some instructional slides



PRACTICE EDUCATOR TRAINING

Pre-Reading Quiz

How much do you know about the Worcester Occupational Therapy & Physiotherapy courses?

Please visit www.Socrative.com and login (as a student) to PLACEMENTS2806 to take the quiz whilst other delegates arrive.

Please note that this content will not be re-visited routinely during the training.

Staffing – Practice Education Team

Practice Education Team Lead OT & PT

Terri Grant (Senior Lecturer Occupational Therapy)



Practice Education Co-ordinators

Becky Lees

Annabel Heaslop

Lotoya Neil



Staffing – Teaching Teams

Occupational Therapy

Dr Alison Blank (course lead)

Sophie Smith (admissions tutor)

Terri Grant (Practice Education lead)

Alison Double (lecturer / practitioner)



Physiotherapy

Dr Samantha Gillard (course lead)

Rachel Kyte (admissions tutor)

Kat Wood (lecturer / practitioner)

Gavin Hayden (senior lecturer)

Gordon Smith (lecturer / practitioner)



Senior Staff

Occupational Therapy



Dr Yvonne Thomas
Principal Lecturer

Physiotherapy



Dr Helen Frank
Head of Department

Work Based Learning Support Office (WBLSO)

Teresa sends out all
placement allocation
information



Teresa Harrison

Overview of the UW Practice Educator Course

- 2 full days
- Interactive Learning
- Pre-reading & learning which you have already completed
- Equips you to make your first placement offer
- Follows nationally agreed Learning Outcomes

Nationally Agreed Learning Outcomes

1. Describe the role and critically evaluate the attributes of an effective practice educator
2. Critically apply learning theories that are appropriate for adult and professional learners
3. Plan effective strategies to implement and facilitate learning in the practice placement setting
4. Apply sound principles and judgement in the assessment of performance in the practice placement setting
5. Critically reflect on and evaluate the quality of practice education learning
6. Critically reflect on experience and formulate action plans to improve future practice

Overview of the Course

Day 1 "Theory"	Day 2 "Practical"
Understanding the role and attributes of a Practice Educator	Planning and implementing strategies to facilitate learning in
Understanding students roles, expectations and responsibilities	Assessing Students
Adult Learning Theory	Different models of placement
Learning Styles	Supporting struggling students / students with disabilities

Role	Attributes



What students ask of educators

E xpectations	Tell the student what you expect of them from the start
D evelopment	Help the student improve – ask what they'd like help & guidance to get better at
U nderstanding	Understand that students have lectures as well as placement Understand their learning style Help them to understand what you do by explaining
C ommunication	Keep communication open - regular supervision helps Don't leave it too late to talk about important things
A uthenticity	Be honest about how things are going – placement is about learning Don't leave feedback too late – if you identify an issue, tell the student about it!
T eamworking	Work with the student – use their skills to help your team Give opportunities for them to work with the wider MDT
O pportunities	Give students opportunity to try new things
R elationship	Develop an open relationship – talk about life as well as placement!

Roles	Responsibilities



Roles & Responsibilities

- It is the **Students** responsibility, to bring and complete
 - SWOT analysis
 - Mandatory training
 - Preparation for Supervision
 - Evidence of competencies for Intermediate and Final Interviews
 - Self-assessment
 - Time Sheet (complete)

It is the **Practice Educators** responsibility to complete and sign:

- Induction
- Initial Interview and Plan
- Professional Competencies
- Intermediate and Final Interview
- Concerns Form
- Seek service user feedback

Strengths

Weaknesses

Concerns

Expectations



Lifelong Learning

Q: Why do we need to develop skills in lifelong learning?

A: As a professional, we have a responsibility to develop ourselves, our peers and our staff for the benefit of our patients

College of Occupational Therapists Code of Ethics & Professional Conduct (2015)

5.3 You must undertake continuing professional development (CPD) through a range of learning activities to ensure that your practice is safe, legal and effective, according to the requirements of the Health and Care Professions Council. You must maintain a continuous, up-to-date and accurate record of your CPD activities (HCPC 2012, p6).

5.5 You have a professional responsibility to provide regular practice education opportunities for occupational therapy students where possible, and to promote a learning culture within the workplace

Chartered Society of Physiotherapy Quality Assurance Standards (2011)

3.1 Members actively engage with and reflect on the continuing professional development (CPD) process to maintain and develop their competence to practise

3.2 Members offer quality CPD opportunities that help others learn and develop

3.3 Members actively engage with supporting students' practice education and the development of their professional socialisation

3.4 There are recognised structures, processes and resources in place that support learning and development in the workplace and enable members to meet the requirements of their role and meet professional and regulatory CPD requirements



What's the difference?

- How would you define each of the following:
 - Learning
 - Teaching
 - Facilitating



Approaches to Learning

Surface Learning	Deep Learning
Outcome orientated	Requires sound prior knowledge
Rote learning	Application
Memorising	Understanding
Times tables	Problem solving
Test focussed	Takes time to develop
LEVEL 4	LEVEL 5



LEVEL 6?

Development of Critical Skills

Considering reasons why

Alternative answers & differing perspectives

Understanding and articulating reasons for selection

Complexity



What is your role?

- Teacher?
- Facilitator?
- Guide?
- Expert?
- Font of all knowledge?

A: To learn together with the student
whilst guiding their learning journey



Negotiating learning

- Negotiated between all parties involved in learning
- Combines both/all your learning needs (e.g. you and your staff member / student / University)
- It must be an ongoing activity



Negotiating learning

How will you go about negotiating learning in your placement?

What information do you need to be able to do this?

How will you get that information?





Theoretical Models of Adult Learning

Discuss in groups and summarise what you found out, or know already about these adult learning theories

- Iterative
- Transformative
- Situated

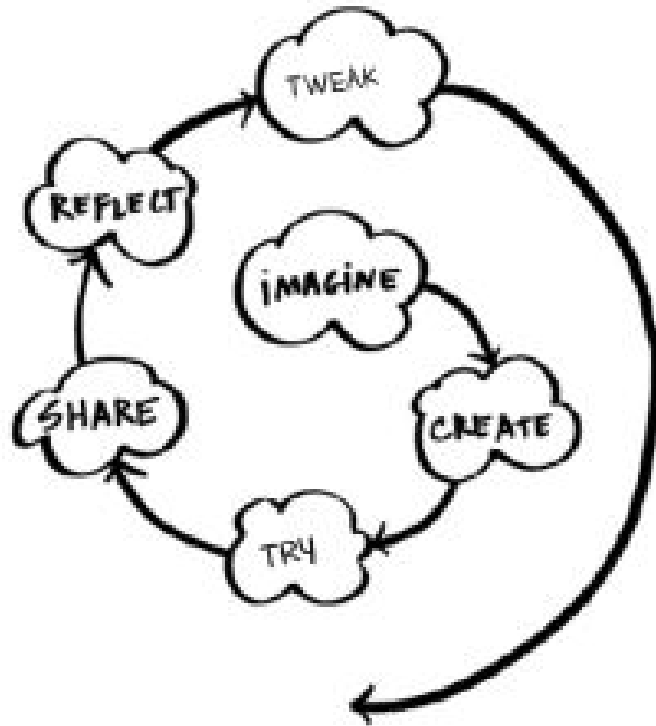
Each group to feedback (in the above order)



The Iterative model

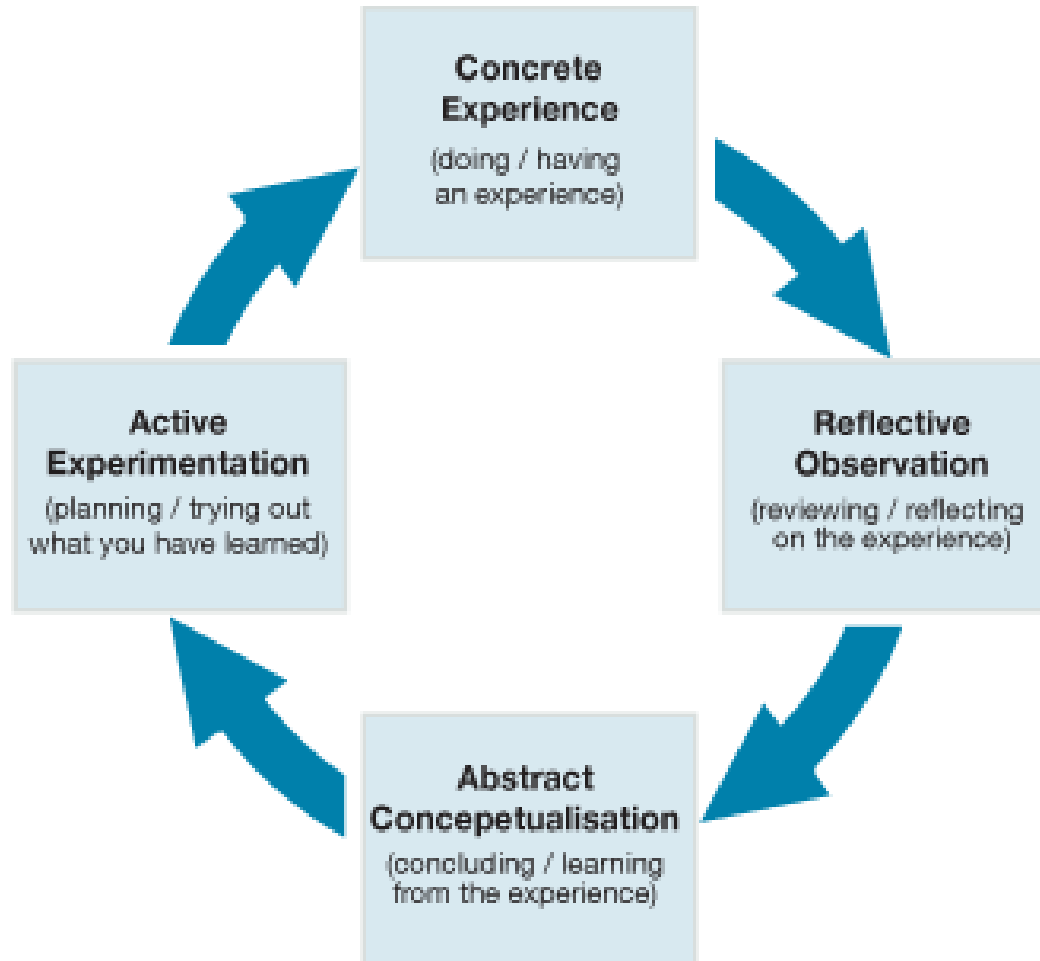
A process for arriving at a decision or a desired result by repeating rounds of analysis or a cycle of operations.

The objective is to bring the desired decision or result closer to discovery with each repetition (iteration).



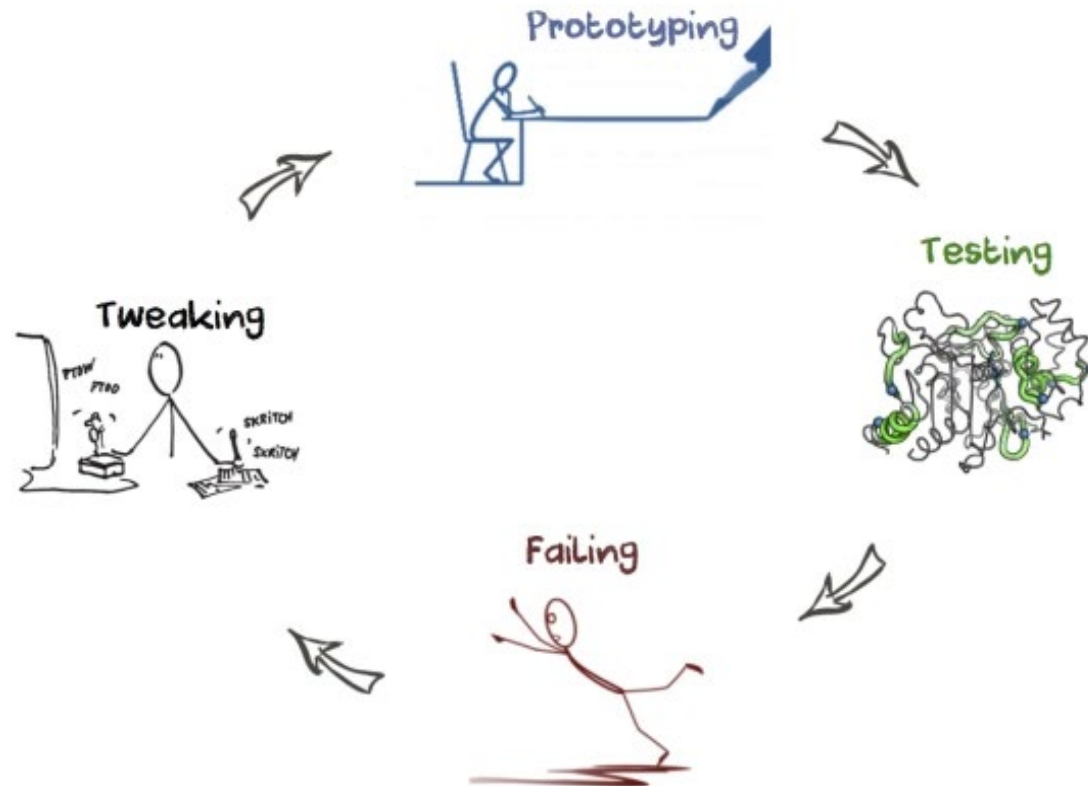


Kolbs (1984) Experiential Learning Cycle





Learning as an Iterative Process



Which tasks or activities in your placement lend themselves to iterative learning?

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Transformative Model

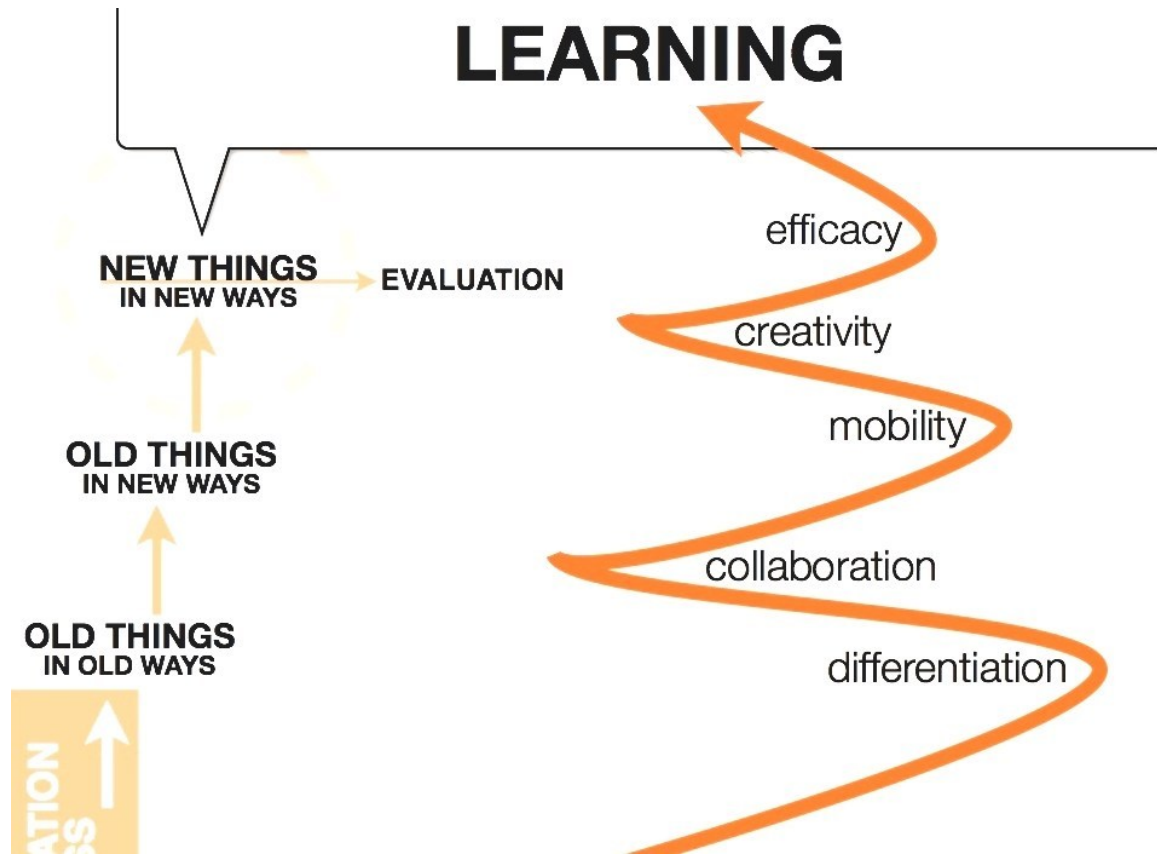
- The process of using a prior interpretation of experiences and constructing and appropriating new and revised interpretations of the meaning of an experience in order to guide future action
- The transformative process is formed and circumscribed by a frame of reference.
- Frames of reference are structures of assumptions and expectations that frame an individual's tacit points of view and influence their thinking, beliefs, and actions.



Transformative Learning

- Transformative learning is the revision of a frame of reference with reflection on experience to lead to a more fully developed (more functional) frame of reference that is more:
 - inclusive
 - differentiating
 - permeable
 - critically reflective
 - integrative of experience

(Mezirow, 1996,p. 163).



Which aspects of your placement lend themselves to transformative learning?



Situated Learning Theory and Communities of Practice

- Situated learning is concerned with how learning occurs every day.
- Learning is embedded within activity, context and culture.
- Knowledge needs to be presented in authentic contexts — settings and situations that would normally involve that knowledge.



Situated Learning Theory and Communities of Practice

- Social interaction and collaboration are essential components of situated learning
- Learners become involved in a “community of practice” which embodies certain beliefs and behaviors to be acquired.
- As the novice moves from the periphery of a community to its center, he or she becomes more active and engaged within the culture and eventually assumes the role of an expert.



Communities of Practice



To whom can you introduce / expose students to help develop their community of practice?



Understanding Learning Styles

VARK

Visual	Auditory	Read / Write	Kinaesthetic



Understanding Learning Styles

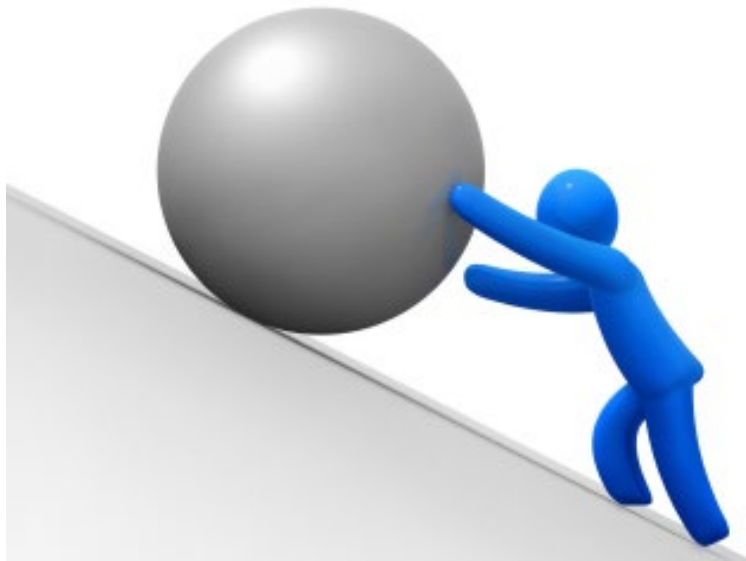
Honey & Mumford

Activist	Pragmatist	Theorist	Reflector



Conflicting Learning Styles

Challenges



Solutions



Preparation for Day Two

- Please review any of the pre-learning that you weren't able to complete
- Think about what you might ask a student to do / how you might generate learning opportunities as you go about your week
- Read the Practice Educator Handbook
- Bring your pack back next week (especially the PLD)
- Write down any outstanding questions

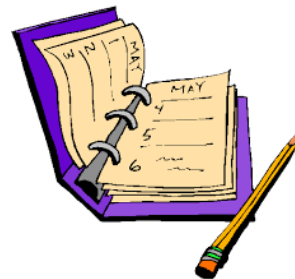
- Next week we will focus on the practicalities of placement – assessment, documentation & feedback



Planning Your Placement



- Placement Offer & Profile
- Pre-placement contact
- Pre-placement visit
- Welcome and induction
- Initial interview date
- Intermediate interview date
- Zoned Academic Visit date
- Final Interview date
- Supervision
 - Frequency
 - Location
 - Preparation
 - Documentation
- Spoke Visits
- Learning Opportunities
- Resources





Quality Assurance

- Risk Assessment is completed for all Practice Placements by University
- Based on Health & Safety questionnaire you (or your manager) complete
- Ensures that placement is suitable and can support student learning
- Ensures that HCPC conditions are met
- Allows us to identify shortfalls or opportunities for practice placements



The Initial Interview

- Block out diary time to:
 - Ensure Local Practice Induction completed
 - Set ground rules & expectations
 - Specific to the opportunities afforded by your placement
 - Use the student-completed modified SWOT analysis
 - Refer to summary of previous Practice Learning (except 1st year)
 - Complete Declarations form



Principles of Assessment

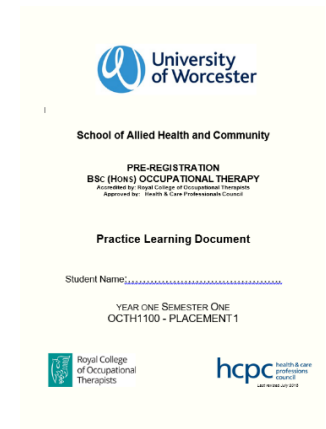
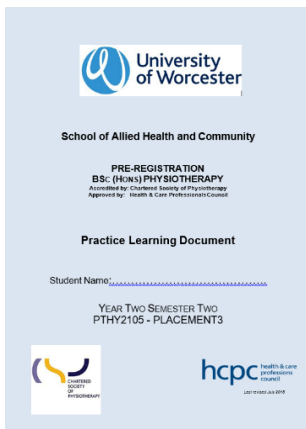
- PASS / FAIL
- Student demonstrates competency against the expectation (PASS) or does not (FAIL)
- All expectations must be passed
- IF all expectations are passed then the Learning Outcome is passed
- ANY failed expectation leads to a failed Learning Outcome
- ALL Learning Outcomes MUST be passed to pass placement



Student Assessment

- Each Practice Module has a different PLD that contains the learning outcomes and expectations
- PLDs are available on website if required
- The student will bring their PLD with them when they start the placement

Let's take a look.....





Professional Competencies

- Students must pass ALL professional competencies as well as Learning Outcomes
- Many students will pass their professional competencies by half way (must be maintained)

COMPETENCY	INTERMEDIATE INTERVIEW PLEASE SIGN AND DATE APPROPRIATE BOX			FINAL INTERVIEW	
	NOT ACHIEVED: ACTION REQUIRED	PROGRESSING	ACHIEVED	ACHIEVED / MAINTAINED	NOT ACHIEVED
Time Keeping					
Appearance					
Listening Skills					
Asking Appropriate Questions					
Appropriate Level and Manner of Communication					
Preparation for the day					
Behaviour Behaviour appropriate to the Situation					
Helpfulness					
Patience and Empathy					
Use of Initiative					



Learning Outcomes

YEAR TWO, PLACEMENT ONE EXPECTATIONS	INTERMEDIATE INTERVIEW			FINAL INTERVIEW	
	COMPLETENCE NOT DEMONSTRATED	COMPLETENCE PROGRESSING	COMPLETENCE ACHIEVED (PASS)	COMPLETENCE NOT DEMONSTRATED	COMPLETENCE ACHIEVED (PASS)
1. Demonstrate professional behaviours and core values of Occupational Therapy practice with a diverse range of clients, and awareness of your own limitations and learning needs.					
a. Maintain standards of personal and professional conduct consistent with RCOT (2015) Code of Ethics and Professional conduct and HCPC (2016) Standards of Conduct, Performance and Ethics.					
b. Respect the rights and diversity of service users, colleagues, visitors and other professionals.					
c. Understand and uphold legal and ethical requirements e.g. confidentiality and informed consent policies.					
d. Demonstrate safe practice in relation to the service i.e. manual handling, safeguarding, infection control and health and safety.					
e. Take responsibility for the Practice Learning Document (PLD) and learning on placement, using supervision to reflect and direct personal development.					
2. With support, demonstrate effective communication with a diverse range of service users, carers and professionals, including team working skills.					
a. Reflect on the use of interpersonal skills, modifying these appropriately to encourage active participation of service users and their families.					
b. Engage with multidisciplinary team members and interact appropriately with those who provide other services across different sectors and settings.					
c. Demonstrate appropriate and clear communication to a range of people including: service users, their families and other professionals through a variety of methods e.g. face to face, telephone calls, letters, e-mails.					
d. Write accurate and legible records and handle data in accordance with local guidelines and legal protocols.					

- Overall indicator of student performance in one of 6 key areas
- Set in relation to the expectation of the year of study
- Incremental progression through placements
- Increase in complexity with academic level and practice module
- All are based on the HCPC Standards of Proficiency



Expectations

- Break down the learning outcome into measurable objectives
- No further need to set student goals or write learning agreements unless there is cause for concern
- Student should provide evidence for how they meet each expectation





Student Assessment

Students responsibilities:

- SWOT analysis
- Mandatory training
- Preparation for Supervision
- Evidence of achievement of learning outcomes for Intermediate and Final Interviews
- Time Sheet (complete)

Supervision

- There is a requirement that a designated supervision meeting takes place for at least one hour per week, pro rata.
- This allows for formal feedback, which is integral to a student's ability to act on feedback given and reflect on performance and placement experiences.
- A record of formal supervision sessions should be kept within the Practice Learning Document.
- Amount of supervision for part time placements:

3 rd Year	1 hour per week
2 nd Year	
1 st Year	1 hour per fortnight

Reflect on your work

Participate in supervision

Identify areas for development

Think about your work

Reflect on your work

What do Practice Educators believe makes a Good Student?

- Awake and Alert
- Be on Time
- Conscientious, committed, communicates well
- Dressed appropriately
- Enthusiastic & empathetic
- Friendly
- Good resilience
- Hardworking
- Initiative
- Joins in
- Knowledgeable
- Listens and Learns
- Maintains Confidentiality
- Non-Judgemental
- Open-minded
- Patient
- Questions – asks and listens
- Respectful, reflective & reliable
- Self-Aware
- Team player
- Understanding
- Versatile
- Willing to try
- eXcellent awareness of boundaries
- Yearning to improve
- Zealousness

University of Worcester

PLACEMENT INFORMATION LEAFLET

Student Roles and Responsibilities

- Maintain Practice Learning document & make available to Practice Educator
- Attend and participate in supervision and all assessment processes.
- Take full advantage of all learning opportunities.
- Ensure professional conduct and safe practice at all times.
- Attend 100% of practice learning hours. **If a minimum of 80% attendance is not achieved the summative assessment of practice cannot be completed.**
- Complete hours of attendance on timesheet
- Reflect and evaluate learning at the end of each placement.



Student Assessment

Intermediate Interview

- Provide feedback on achievement of
 - Professional competencies
 - Learning outcomes and expectations
 - Indicate demonstrated, progressing or not achieved
- Identify action plan
 - For ongoing development
 - To address any concerns

Final Interview

- Assess achievement of
 - Professional competencies
 - Learning outcomes and expectations
 - Indicate demonstrated or not achieved
- Complete PASS/FAIL box
- Sign Time Sheet



Recognising Excellence

- Recognises students' professional progress
- Outstanding conduct and performance
- Linked to Learning Outcomes and professional competencies
- Certificate for their portfolio



This is to certify that

Student Name

has received a commendation for

Excellence in Practice Learning

during placement *x* on *date*

This award is a result of achieving a higher level of performance than required for the learning outcomes listed overleaf.

A handwritten signature in black ink, appearing to read 'Terri Grant', enclosed in a thin black rectangular border.

Terri Grant

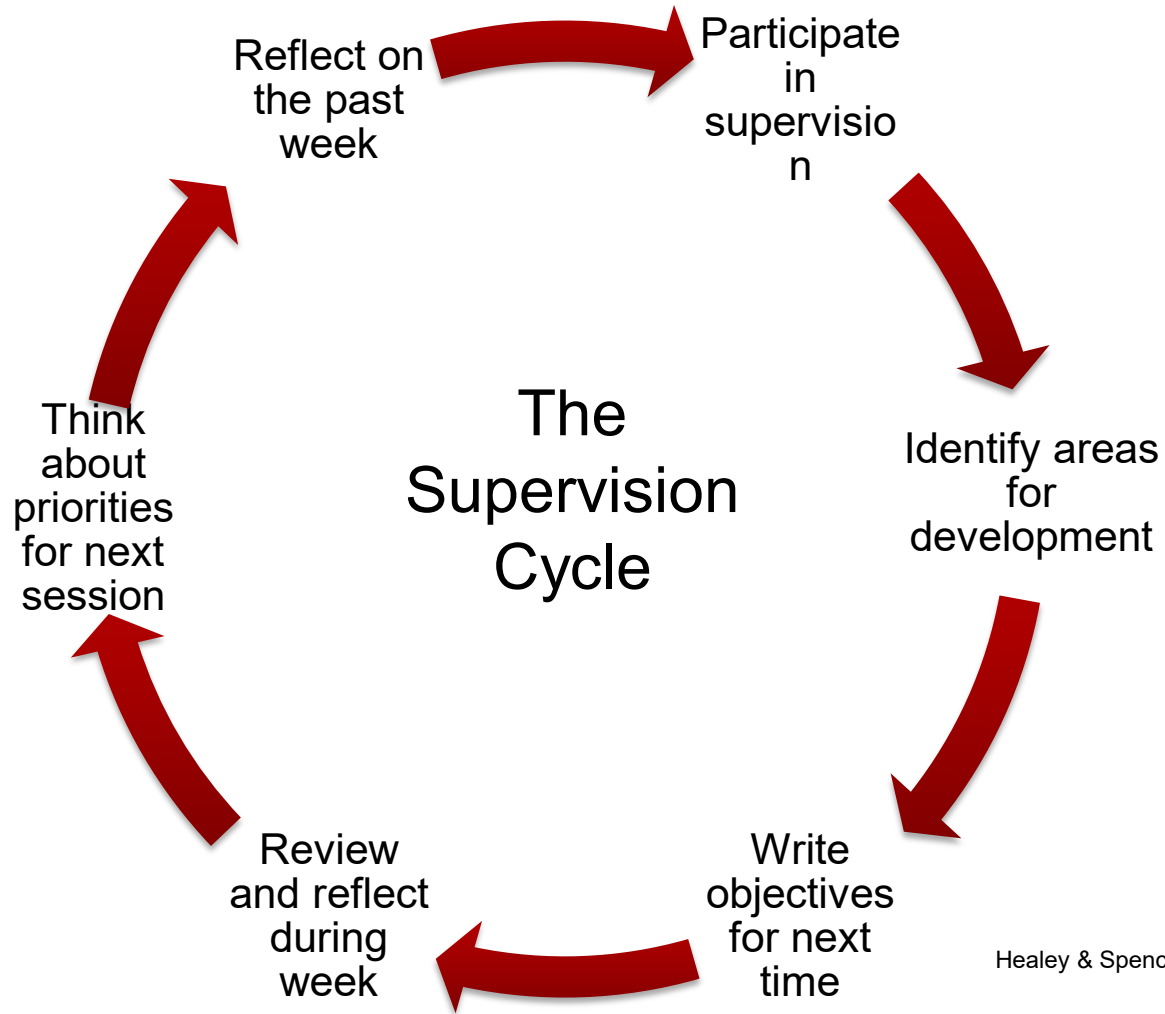
Practice Education Lead, BSc (Hons) Occupational Therapy



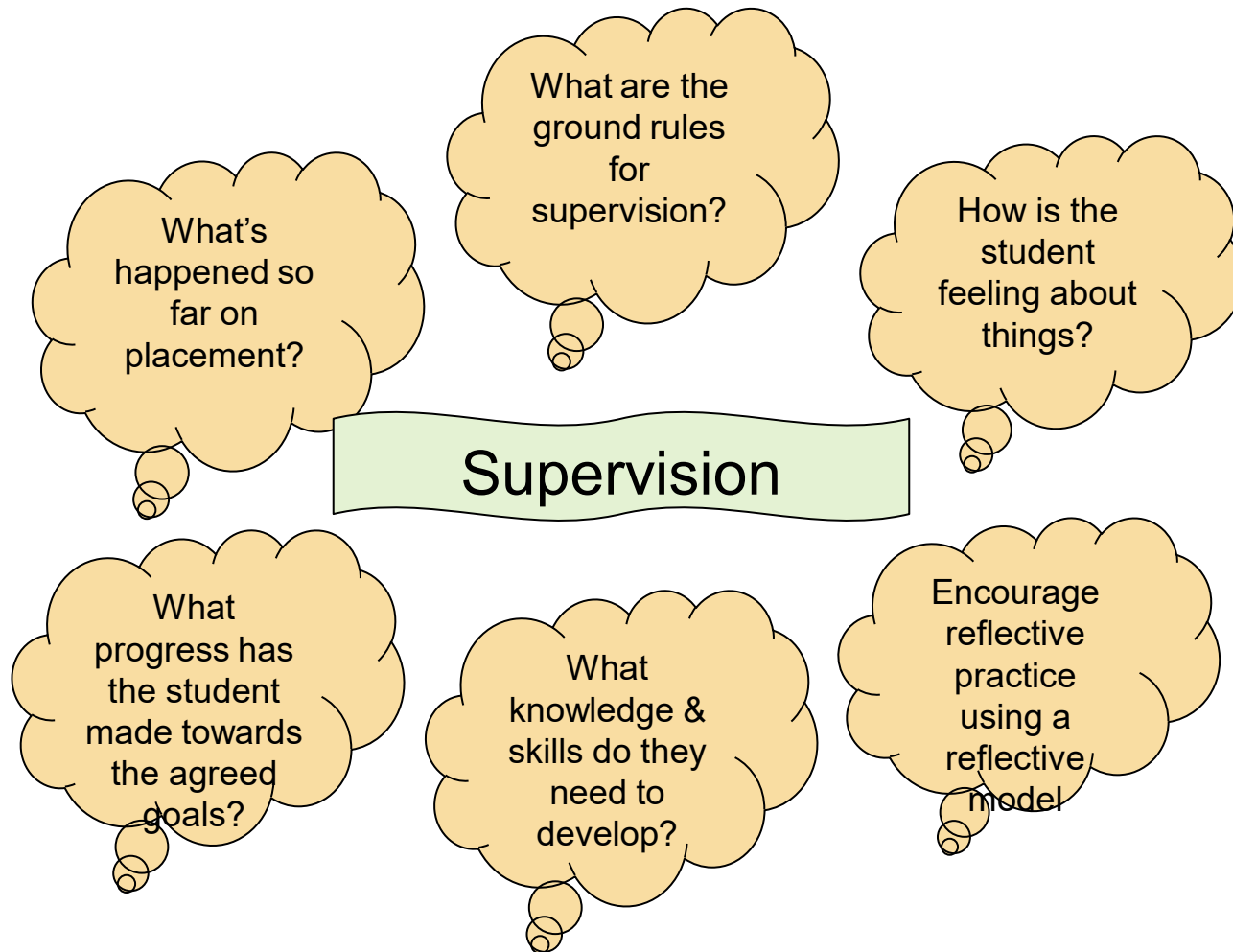
Formal Supervision

- **1 hour per week pro rata**
- Sets the standard of what is expected
- Purpose of supervision
 - Encourage reflection (personal/self enquiry) rather than evaluation (self-judgement)
 - What do you need to do differently or now?
 - Collaborative action planning
- Consider own understanding and context of “supervision” – this may be different for students





Healey & Spencer (2007)





Providing Feedback on Student Performance

- Feedback should be:
 - Given in a timely manner
 - Provided frequently (both positive & negative)
 - Clear and easily understood by the student
 - Based on a culture of openness
 - Performance (not person) based.





Moving away from the feedback sandwich...

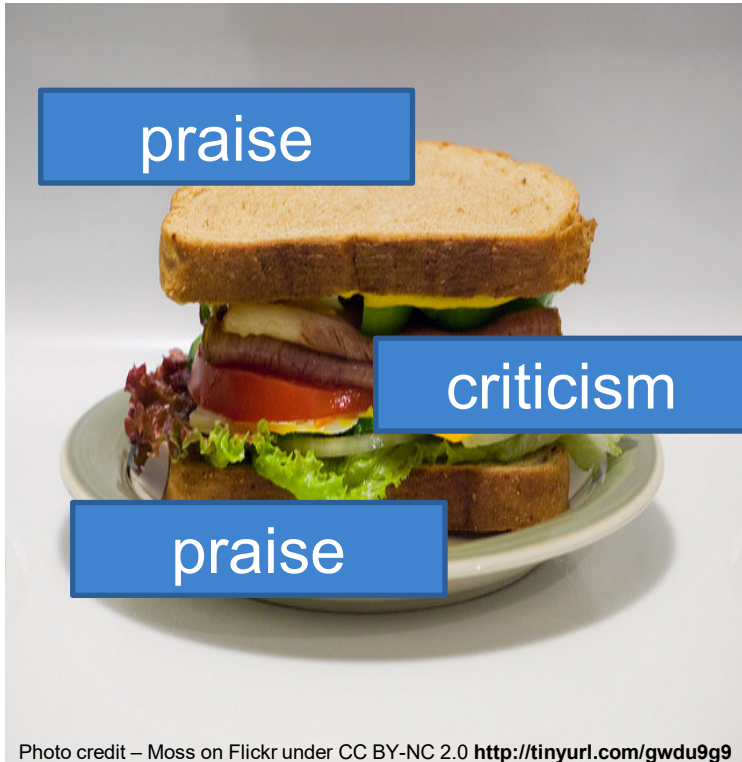


Photo credit – Moss on Flickr under CC BY-NC 2.0 <http://tinyurl.com/gwdu9g9>

Does not really impact students' behaviour
(Parkes, Abercrombie and McCarty, 2013)

Disguises helpful information for students
(Boud and Molloy, 2012)

'Mask' complexity of feedback (Scott and Coate, 2003)



Strategies for delivering feedback

Pendleton's (1984) rules:

1. Ask the student to reflect back the things they did well (you can agree/add to this)
2. Ask the student what they would do differently next time (you can agree/add to this)
3. Ask the student to summarise;
 1. The positives (Keep doing these things)
 2. Suggested changes (Action plan/support required?)



Giving feedback

- Timely
- Appropriately
- Sensitive
- Honestly
- Constructively





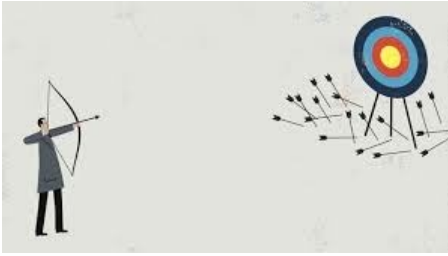
Accepting feedback graciously...

- Assume it will be constructive and useful
- Listen (rather than preparing a response)
- Let the person finish giving feedback
- Monitor your verbal and non-verbal communication
- Ask for clarification if required
- Paraphrase what you have heard
- Thank them for their feedback
- Take time to think about it; consider possible actions

Pros & cons of different models of placement

- Traditional (1:1) placement model
- Group (2:1) placement model
- Coaching placement model (SCiP)
- Contemporary placement model





Supporting struggling students on placement



Raising your Concerns

- Early!!!!
- Be honest with the student
- Communicate with ZA
- Be objective, justify your decisions



» Complete Identifying Concerns Form



Identifying concerns

Do!

- Identify the learning outcome not being achieved
- Tell the student if they are at risk of failing
- Use the word “fail” appropriately
- Provide clear examples to evidence your concerns
- Provide clear and objective feedback to student ASAP
- Discuss an action plan/goal with the student
- Develop a learning plan to meet this goal
- Contact the Zoned Academic (ZA) ASAP



Identifying concerns

Don't!

- Tiptoe around the issues
- Reassure the student that it will all be OK
- Use the word “fail” as a scare tactic
- Be vague about what they are doing wrong / not doing
- Leave the conversation until last thing Friday afternoon
- Expect the student to be able to draw up an action plan without any help
- Forget to grade the action plan
- Keep quiet and hope they'll get better without saying anything
- Leave it until the last 2 weeks



Identifying Concerns Form

- Found at the back of the PLD
- Formalises processes and ensures all parties are involved
- Gives the student the opportunity to turn things round
- Does not necessarily mean that a student is failing...they might be "borderline" or 'not yet ready'
- Might be exactly what is needed





Failing Students

- All learning expectations AND professional behaviours must be passed in order to pass the placement
- Decision to pass or fail must be justified and objective based on the learning expectations
- Opportunity must be provided for student to remediate with an action plan to address the at risk expectations
- Opportunity to resit will be offered (once only)



Strategies to Support the struggling / failing student

- Ask the student what else is going on in their life (might they have a claim for mitigation?)
- Review the SWOT analysis
- Clarify expectations with the student and clearly explain what they need to do to meet those expectations and learning outcomes
- Use Supervision
- Give regular, balanced feedback



Practice Panel

- Independently chaired by Senior Academic
- Attended by ZA, placement team and other academic staff from the courses
- Reviews the evidence and documentation in light of a practice fail (was process followed?)
- Considers mitigation claims
- Ensures that the policy for practice assessment has been adhered to, reflecting University and professional body guidelines

Supporting students WHO ARE ENTITLED TO REASONABLE ADJUSTMENTS





Diversity and Equality

- HCPC Standards of Education and Training 5.5:
 - *"the practice placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored"*



Disclosure

- Students are not obliged to disclose a disability
- BUT If they do not disclose they cannot receive support
- We strongly encourage all students to disclose so we can support them
- Support before and during the placement will be provided as required **IF REQUESTED**
- Please refer to PE handbook





Supporting students with disabilities

- Open discussion – they may well know their disability and their style / methods of learning
- Be aware of recently diagnosed (or undiagnosed) students
- Individual barriers
- Individual enablers
- What works well for them?
- Can you support them?





Supporting students with disabilities

▪ Reasonable adjustments - examples:

- Extra time to assess or write notes
- Use of a laptop to write notes (care with confidentiality)
- Use of a dictaphone (care with confidentiality)
- Flexible working patterns
- Provision of templates to organise notes
- Time to ingest / absorb information
- Consider what might be made available for employees





Supporting students with disabilities – useful documents

- [Into Physiotherapy - Welcoming and supporting disabled students](#) (CSP 2010)
- [Accessible high quality placements and work based learning for all students](#) (UW 2011)
- [Adjustments for Disabled Students](#) (Disability Rights UK 2018)
- [UW Disability and Dyslexia Support Service](#)