

Practice Educator Training: “The Worcester Way”

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

Overview of the session

- Introductions
- Overview of the OT and PT courses at UW
- Overview of Practice Learning at UW
- Documentation and Student Assessment
- Understanding the students' PebblePad assessment
- Questions and Feedback



Staffing – Practice Education

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

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
(Occupational Therapy,
Physiotherapy and Nutritional
Therapy)

Practice Learning Modules

Please
note
changes to
3rd year



Year 1	Practice Learning 1	Semester 2	2.5 days a week (19 hours) Wednesday/Thursday/Friday for 10 weeks
Year 2	Practice Learning 2	Semester 1	2.5 days a week (19 hours) Monday/Tuesday/Wednesday for 10 weeks
	Practice Learning 3	Semester 2	
Year 3	Practice Learning 4	Semester 1	Full-time 8 week placement
	Practice Learning 5	Semester 2	

Rationale for Part-time placements

- Exposes students to professional practice early in training
 - Allows development of professional behaviours through immersion
 - Develops greater understanding of healthcare and Physiotherapy and Occupational Therapy
- Bridges the theory to practice gap
- Allows for Coaching for Practice in university
- Provides students and educators with greater support
- Provides opportunities for part-time staff to undertake practice education in order to meet the requirements of the CSP and RCOT

Coaching for Practice

- Twice a month, in small mixed-professional groups
- Aims:
 - To facilitate the integration of theory and practice
 - To encourage reflection
 - To provide a safe and confidential environment to discuss placements
 - To encourage sharing of knowledge and experience

Pre-Placement Preparation

Mandatory Training

(completed at University, updated online):

- Professionalism
- Infection Control
- Safeguarding children/ adults
- Moving and handling
- Basic Life support
- Documentation
- Placement Expectations
- Social Media Use
- Food Safety – Level 1 or 2 (OT)



Placement Allocation Schedule

Timeframe	Action
January	Offers requested for upcoming academic year
Approx 6 weeks before placement start date	Students allocated to placements
Approx 4 weeks before placement start date	Practice Educators emailed allocation report
1 week later	Students informed of placement allocation
Within 1 week	Students encouraged to make contact

Placement Schedule

Timeframe	Action
Week 1	Induction & Initial Interview
	Notification of Zoned Academic appointment
Approx week 5 (4)	Zoned Academic visit
	Intermediate Interview
Final week	Final Interview

The Zoned Academic (ZA)

- “Academic Visitor” – OT or PT
- Support for the student
- Support for the Practice Educator

- Student should always meet with ZA in private first, followed by shared meeting
- If PE would like a private meeting please email ZA in advance

- Follow ZA form in PLD
- Ensure opportunities to meet LOs are available



Expectations of UW Practice Educators

- To attend regular training ✓
- To offer placements as able throughout the academic year
- To provide a quality learning experience with regular feedback
- To raise concerns early & appropriately
- To adjust expectations based on student level / prior experience
- To assess the student against the Learning Outcome provided

Expectations of UW students

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



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.

Models of Placement

- 1:1
- 2:1
- 4:1
- Coaching style placement
- Contemporary placement (incorporating REP)

Professionalism

Year One (1)	Year Two (2 & 3)	Year Three (4 & 5)

Communication

Year One (1)	Year Two (2 & 3)	Year Three (4 & 5)

Assessment

Year One (1)	Year Two (2 & 3)	Year Three (4 & 5)

Intervention / Treatment

Year One (1)	Year Two (2 & 3)	Year Three (4 & 5)

Strengths

Weaknesses

Concerns

Expectations

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...

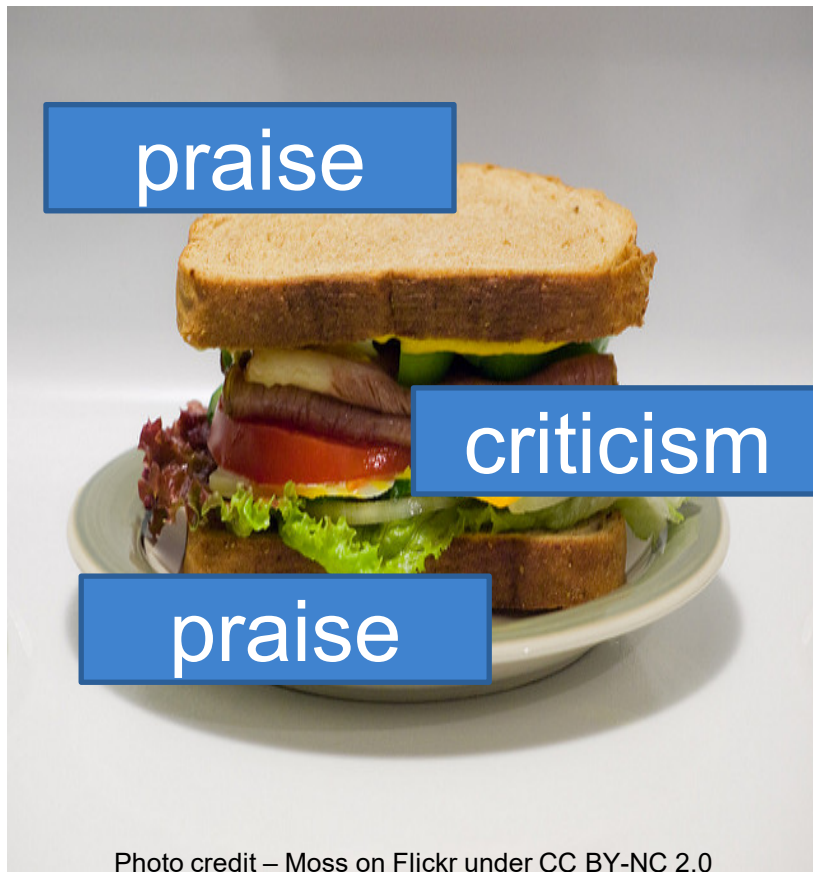


Photo credit – Moss on Flickr under CC BY-NC 2.0
<http://tinyurl.com/gwdu9g9>

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?)

Formal Supervision

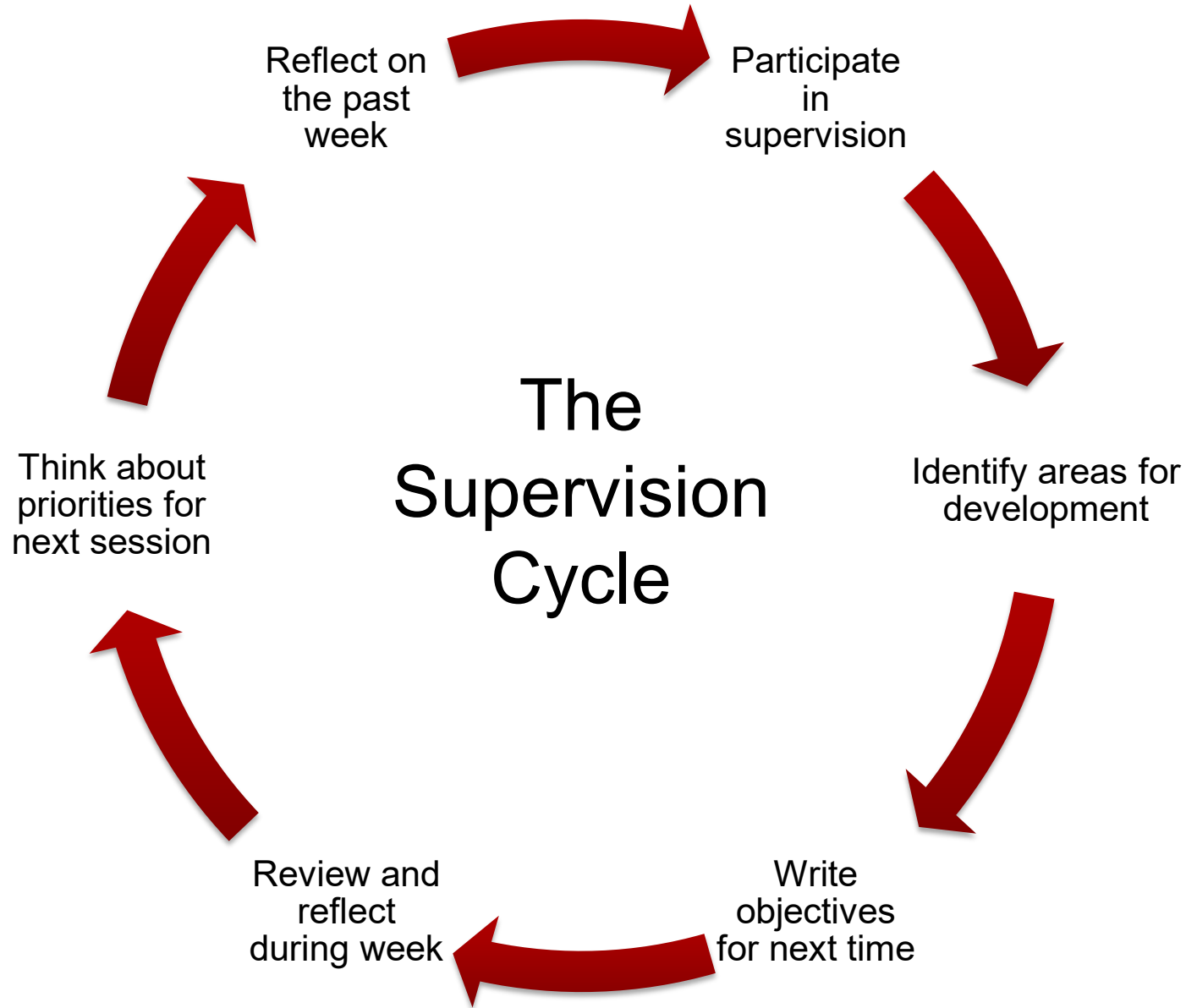
- Sets the standard of what is expected
- Purpose of supervision
 - Encourage reflection (personal/self enquiry) rather than evaluation (self-judgement)
 - What do you need to do differently or now?
 - Collaborative action planning
- Consider own understanding and context of “supervision” – this may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



Formal Supervision

- Full time block placements = 1 hour per week
- Part-time placements = 1 hour per fortnight (pro-rata)





Assessment Documentation

- Practice Learning Document
 - Recently changed to electronic documents
 - Students are supplied with their e-PLD prior to the module commencing
 - Each placement module has a different PLD
 - Print if you wish – but it must be submitted electronically
- Let's take a look....



Assessments

The Practice Learning Document

It is the **Student's** 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 Educator's** responsibility to complete and sign:

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

Intermediate Interviews

MANDATORY FOR ALL STUDENTS

- Complete formative feedback on professional competencies (Section 4.5)
- Complete intermediate interview feedback against learning outcomes and expectations



Students must provide evidence of their progress towards achievement of learning expectations and learning outcomes

**This should be documented in the PLD
(AND via PebblePad)**

Assessment example – L01

YEAR TWO EXPECTATIONS	INTERMEDIATE INTERVIEW			FINAL INTERVIEW	
	COMPETENCE NOT DEMONSTRATED	COMPETENCE PROGRESSING	COMPETENCE DEMONSTRATED (PASS)	COMPETENCE NOT CONSISTENTLY DEMONSTRATED (FAIL)	COMPETENCE DEMONSTRATED (PASS)
PLEASE <u>TICK</u> EACH BOX AS APPROPRIATE AND <u>SIGN</u> BELOW					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Respects the rights and diversity of service users, colleagues, visitors and other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Understands and upholds legal and ethical requirements e.g. confidentiality and informed consent policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Demonstrate safe practice in relation to the service i.e. moving and handling, safeguarding, infection control and health and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Take responsibility for the Practice Learning Document (PLD) and learning on placement, using supervision to reflect and direct personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Final Interview

At the end of placement hours

- **PASS ✓ / FAIL ✗**
 - of professional competencies (see checklist) **AND**
 - of learning outcomes and expectations
- A complete record of attendance (minimum of 80% attendance usually required for summative assessment of practice to take place)
- Provide formative service user / family / carer feedback

PASS

FAIL

Recognising Excellence

- Recognises students' professional progress
- Outstanding conduct and performance
- Linked to Learning Outcomes and / or professional competencies
- Certificate for their portfolio
- PE can award if email placements team in good time!



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.



Terri Grant

Practice Education Lead, BCo (Hons) Occupational Therapy



PebblePad!

Students also have to complete...

- 3000 (1500) word Reflective Portfolio
 - demonstrating evidence of learning and achievement of competencies
 - making clear use of portfolio evidence to demonstrate how they have met each learning outcome
 - **EVIDENCE SHOULD BE THE SAME AS USED FOR INTERMEDIATE / FINAL INTERVIEWS!**
 - **Submission date = 5 days after the placement**
- Oral presentation optional for placements 3 & 4, compulsory for placement 5
- Both the portfolio and placement must be passed to pass the module. There is no compensation between components.

Supporting students with their 'Pebble Pad' portfolios

- ASK students to share a link to their pebble pad page
- ASK to see evidence they are collecting on PP
- REQUIRE Reflections to demonstrate their learning (can be shared from PP or printed out)
- ENCOURAGE use of Blog



Supporting students with difficulties on placement

- Open, early communication
- **Identifying concerns form**
(formalises process and ensures all parties are involved)
- Does not necessarily mean that a student is failing...they might be “borderline” or ‘not yet competent’
- Update 1: managing challenges in practice

Disabled students

- Students are STRONGLY encouraged to disclose
- Appropriate support needs will be shared **IF** student discloses
- Support before and during the placement will be provided as required
- See Practice Educator Handbook
- Accessible high quality placements and work based learning for all students (UW 2011)
- Adjustments for Disabled Students (Disability Rights UK 2018)

Support sources for educators

Support system	Role
Work Based Learning Team	Arc PEP, allocations, placement profile
Practice education team	Overview of all placement issues. Placement offers, PE training & support or signposting to the appropriate person.
Zoned Academic (ZA)	First port of call for any concerns about placement once it has started
Personal Academic Tutor	Pastoral care; (probably) the person who knows the student best. PE team may signpost you to the PAT
Disability Team / Tutor	Issues relating to reasonable adjustments



Support sources for students

Support system	Role
Work Based Learning Team	Placement details; expenses claims
Practice education team	Issues relating to ability to complete the placement
Zoned Academic (ZA)	First port of call for any concerns about placement once it has started
Personal Academic Tutor	Pastoral care; (probably) the person who knows the student best
Disability Team / Tutor	Issues relating to reasonable adjustments



Exploring alternative models



Can you identify some challenges or barriers to the alternative models we mentioned earlier?

(2:1; 4:1; Coaching; Contemporary)

Exploring alternative models



Can you identify some positive aspects to the alternative models we mentioned earlier?

What might need to happen for you to consider trying an alternative model?

Accessing practice education information

- All information will soon be on our new webpage!
 - PLDs
 - Limited training slides
 - Handbooks

<https://www.worcester.ac.uk/therapy-practice-education>