Practice Educator Update Training 1: "Managing Challenges in Practice"

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

University
of Worcester

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Update Training Sessions Available

Update 1: Managing Challenges in Practice

Update 2: Facilitating Adult Learning

Overview of the session

- Introductions

- Documentation update

- What are the challenges you are facing in Practice Education?

- Overcoming Challenges in Practice

- Addressing Specific Challenges & considering alternative placement models

- Questions

Practice Learning Modules - Recap

- Practice Learning 1
  - 190 hours over 10 weeks in Semester 2
  - W, Th, F

- Practice Learning 2 & 3
  - 190 hours each over 10 weeks
  - 1 placement each semester
  - M, T, W

- Practice Learning 4 & 5
  - Full time 8 week placements
  - One per semester
  - 276 hours each

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

<u>Students</u> 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 – LO1

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

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

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, BSc (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

Students requiring reasonable adjustments

Students who are struggling to meet the Learning Outcomes
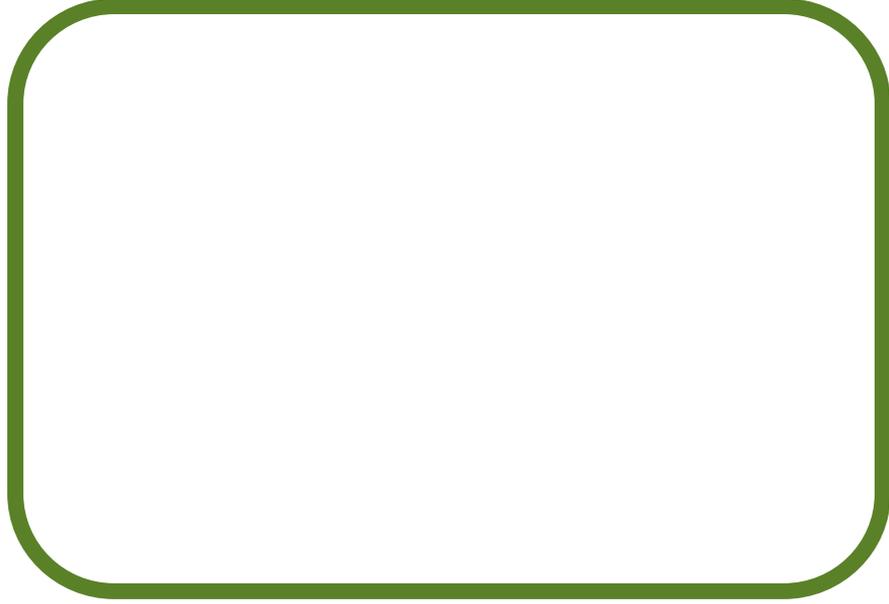
Students who are re-
sitting the placement /
come with an action
plan

Students who are
exceeding expectations

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](#)

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

Raising your Concerns

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

»Complete Identifying Concerns Form

Identifying concerns

- 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 <u>must</u> 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

Reasons for Re-Sit

- Previous failed placement
- Mitigating circumstances
- Sickness
- Inability to complete a placement

- A re-sit placement does not mean the student is a failing student

- A failed placement doesn't mean the student is a failing student
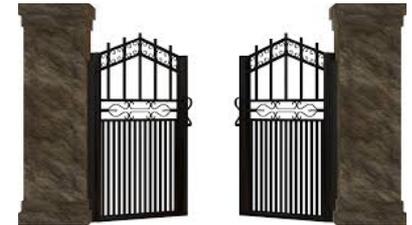
Managing a Re-Sit student

- Usually the student's responsibility to disclose
- Encourage sharing of information
- An action plan may be in place - if so, you will be made aware of this (with the students consent)

  - Reasonable adjustments
  - Development plan
  - Openness and honesty

Failing a re-sit student

- Responsibility as professional gatekeeper to the profession

- Not a personal attack

- Student cannot pass unless they meet the competencies

- University staff will support Educator and Student

- Please seek peer / line management support

- Discontinuing the student from the course is the responsibility of the University, not the PE!

Failing a re-sit student

- Students WILL be very distressed

- You have not caused this distress

- This should never come as a surprise to the student or the University – usual procedures will have been followed

- Consider your own well-being and resilience

Challenging the excellent student

- Goal Setting
- Future Planning
- Increase Independence
- Project Development

Challenging the excellent student

- Increase responsibility and independence
- Increase complexity of case load
- Working with different team members/areas
- Skill/ knowledge development beyond current level of training
- Support with assessed work
- Facilitate opportunities for EBP and critical appraisal
- Look at the LOs for the subsequent placement

Recognising Excellence

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Exploring alternative models

Can you identify some challenges or barriers to alternative models of practice education?

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

Exploring alternative models

Can you identify some positive aspects to the alternative models?

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

Summary and Conclusions

- We are all here to support students to pass
- We work together to overcome challenges in practice
- Students must not be disadvantaged based on previous experiences or disabilities
- However if a student is failing you will be supported in making the final decision