

Practice Education

Rehabilitation Sciences Lund 2005

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Introduction

- Definition of terms
- Practice context
- Workforce issues
- Characteristics of desirable clinical practice
- Supporting clinical educators
- Interface between research and clinical practice
- Strategies for practice

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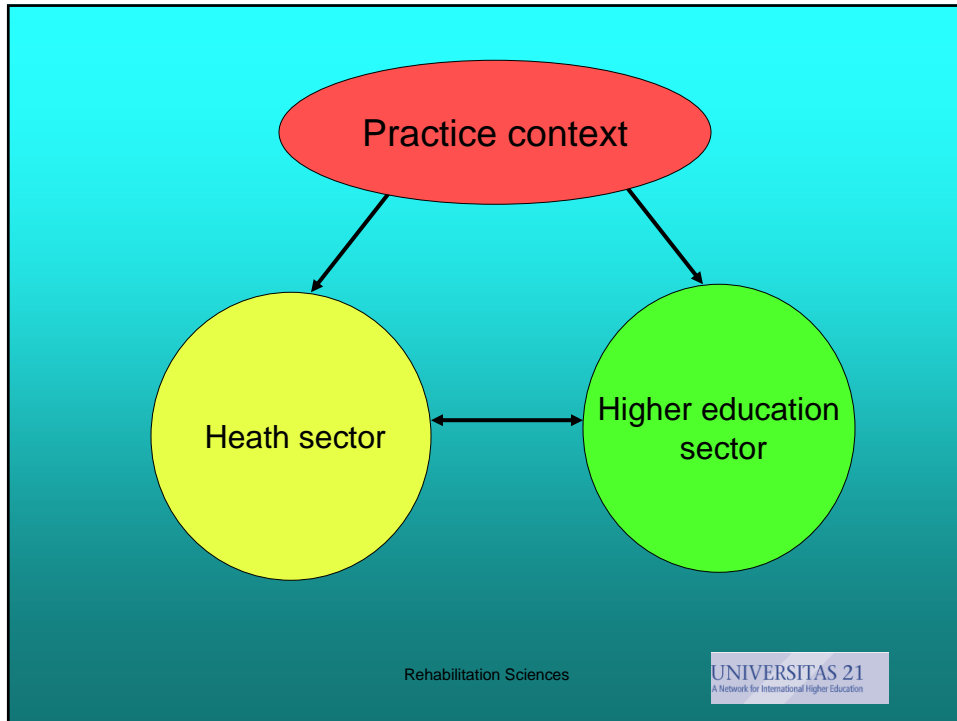
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Language

- Practice education/ Clinical education/
Field work
- Clinical Educators/ Preceptors/ Mentors/
Supervisors/Clinical teachers

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Practice context

- Issues in the Health sector that affect practice include:
 - changes in practice across the sector
 - shorter stays in hospitals for patients
 - increases in the use of Ambulatory care
 - demands for inter professional team work
 - changes in boundaries of practice
 - pressures on health services to contain costs





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- The practice context
 - downsizing of health care staff
 - fewer experienced staff to serve as preceptors and mentors
 - health care restructuring
 - fewer facilities and reduction in services

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Work force issues

- In many instances no hard data on work force needs
- Changing work places
- Ageing of the work force
 - Retention and attrition
- Rural / remote practice

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The higher education sector

- Issues in the Health sector that affect practice include:
 - in many countries there is no funding or decreased funding for clinical education
 - increased clinical practice hours in programs
 - a significant increase in the number of health profession education programs and students over the past few years
 - external demands on the professional courses by
 - The professions
 - Accrediting bodies
 - Registration requirements
 - Internationalisation and globalisation

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Characteristics of desirable clinical practice

- Learning and teaching need to be valued by all participants. Education is a joint responsibility and presents opportunities for health care and higher education institutions
 - health profession and employer representatives need to be welcome partners in health profession education planning, design, and delivery
 - educators need to be welcome partners in human resource management and planning
- Learning needs to be done collaboratively

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Characteristics of desirable clinical practice

- Interprofessional education and team work needs to be valued
- Emphasis on effective communication skills
- Recognition of shared skills and specialist skills
- An understanding of the expectations of graduates
 - Competencies, skills sets, attitudes
- Development of skills for changing workplaces

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Characteristics of desirable clinical practice

- Students need to be valued and their education seen as a positive investment for the clinical facilities
- Once admitted to an health profession education program, students deserve a quality learning experience

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Characteristics of desirable clinical practice

- The number of admissions to education programs for various health professions as well as the desired terminal competencies should be the result of effective strategic planning
- Significant changes in either sector, which could impact the education process and outcomes, should be accompanied by timely communication and consultation between the two sectors

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Considerations for Practice Education

- There is need for research into varied models of student practice education
- We need to be able to use technology-based learning for clinicians and students
- Sharing educational learning material across organizations and disciplines

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Supporting and Educating Clinical Educators

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Our Position

- The responsibility for practice education must be shared by Universities, members of the professions and clinical service providers.
- Through collaboration frameworks for provision of clinical education can be created to support student learning and educate and support practice educators

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How can we support and educate the practice educators?

- Informal and formal education with preference for inter-professional training
- Range of educational formats:
 - portfolio based assessment
 - formal short courses/workshops
 - postgraduate modules with academic credit
 - a component of ongoing professional development

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How can we support and educate practice educators?

- Enhancement of peer support for practice educators with one another
- Inclusion of practice education role within clinical job description allows workplace recognition
- Appraisal of practice education skills as part of formal review process
- Effective communication between Universities, students, practice educators required

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How can we recognise clinical educators for their contribution?

- Recognition within the professions, by Universities and registration bodies
- Involvement in curriculum development, accreditation, quality review processes

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How can we recognise clinical educators for their contribution?

- Honorary or adjunct clinical appointments, clinical academic titles
- Tangible means of recognition
 - certificates for individuals, centres
 - involvement in CPD courses at reduced cost
 - access to University library systems
 - access to expertise and consultation with University staff

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Interface between Research and Clinical Practice

- Research and clinical practice are symbiotic
- Evidence-based practice integrates the current best evidence from research with clinical practice in all areas of health practice
- Need for clinical and cost effectiveness in health care delivery.
- Training in research methods, particularly in patient-oriented clinical research

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- Clinicians need to have the skills to critically appraise research and its use in clinical practice and to demonstrate this to their students
- Research-led training is necessary:
 - to enhance quality clinical practice delivered through an evidence-based paradigm;
 - to foster multidisciplinary research which advances the clinical specialty and improves the health of the population;
 - and for career development of the clinician academic

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Strategies

- Health Sector
- Education Sector

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Health Sector

Suggestions for the health sector

- Identify health profession and practice education as important activities in strategic documents
- Consider enhancement of dedicated resources for practice education of health profession students
- Consider establishment of practice education centres
- Identify where and when staffing limitations impact availability of practice placement capacity
- Lead the development of new and enhanced practice placement opportunities

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Educational Institutions

Suggestions for the educational sector

- Identify health profession and practice education as important activities in strategic documents
- Collaborate with and include clinical colleagues in the development of curriculum as a key strategy
- Consider enhancement of dedicated resources for practice education of health profession students
- Provide evidence that education programs expecting to place students in health authorities meet accreditation and program quality standards

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Education sector

- Identify resources currently allocated to the practice education component of health profession education programs
- Lead the review and investigation of effective and efficient practice education models
- Develop new models of practice education
 - involve the use of the private sector where possible
- Adjust curriculum and program structure to allow maximum flexibility for timing of practice education

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Education sector

- Conduct evaluations of the practice education component of all programs
- Develop realistic cost/benefit analyses in partnership with government agencies and the health care industry

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Practice Education Framework

- Clarify the roles and responsibilities for student practice education
- Establish policies and guidelines
- Resolve funding and resource issues
- Developing stronger linkages between practice and education partners
- Evaluate, qualify and quantify the role of practice education in curriculums
- Optimize student practice education opportunities
- Include interprofessional education as a key component

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Thankyou Lund

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