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Clinical education of BSC OT students by clinical occupational therapists: a mixed methods study

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2016
http://hdl.handle.net/10539/22520

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8.30 – 8.45 Warm Up Activity: What is good?

Structure: sit in circle

Materials: A4 paper and felt pen for everyone.

Process:

Hand out the pen & paper.

Explain you will use a common descriptive word used to describe students work and they should write what percentage they would give the student.

"The student has done a **good** intervention"

Participants to write their mark without discussion with others

All then to show their mark to the group

Ask the participants to comment on the results:

Comments should cover:

- Why do we have different marks? Link to personal experience as a student, difference in the standards expected at training
- Problems using descriptive terms that are in common usage and also that appear in a written evaluations. We all learn to use the word "good" in a general sense as we learn from childhood – it was a good day may mean that you managed to do everything , the word good is also used as praise for work by a patient. But in supervision the word good has a specific meaning and number or percentage assigned to it so it needs to be used carefully and specifically to describe knowledge, skills or behaviour.
- Learning to use other words to replace "good"- ask for suggestions

Conclusion that should come from the participants:

- Importance of knowing the standards of the university you are supervising for
- Importance of ensuring standards across clinical sites

10.30: Giving students feedback

Process: small group work with feedback

Materials:

YouTube video of therapy session: OT 332 Video Swipe (feedback on practical session)

Completed midprac evaluation form (formative evaluation)

Daily treatment plan (feedback on written work)

Process: divide into groups and give each group a scenario. Each group to identify what feedback to give and the best way to give the feedback to the student

YouTube video of therapy session: OT 332 Video Swipe

Task: Watch the video and identify the positive and negative components of the session. Then discuss how you would give feedback to the student based on the information given in the slides 23-25

Discussion points:

1. **Students behaviour and level of skill**

- Greetings & Communication with a Patient with L CVA
- Empathy and response to clients communication
- Physical handling during bed mobility and transfer: KPC, client safety, OTS safety
- Principles used during the activity of cleaning teeth: demonstration, verbal cues, physical cues, steps, reinforcement
- Quality of session

2. **Feedback without giving a mark**

- When would you give feedback? Pros and cons of both. What happens if you take over the session?
- Discussion to include +ve and –ve components
- What are the Key points you want the students to work on?
- How would you give feedback? Discussion to include how to give feedback without increasing students anxiety level or decreasing their self esteem/confidence
- How do you know that the student is listening to the feedback and will act on it?
- During feedback how would you determine if the student needs to improve their knowledge or skill or both?

Midprac evaluation form

Task: Look at the marks on the form and identify the components you can give positive feedback on and those that require more work from the student. Then discuss how you would give feedback to the student based on the information given in the slides 23-25.

Discussion points:

- Student performs well in:
- Student performs adequately in:
- Student needs to develop in:

- Decide whether the strengths and weaknesses are primarily organisational skills, knowledge , or practical skills

Feedback

- Identify the importance of discussing forms to find out why marks were allocated
- Discussion to include +ve and –ve components
- When would you give feedback?
- What are the Key points you want the students to work on?
- How would you give feedback? Discussion to include how to give feedback without increasing students anxiety level or decreasing their self esteem/confidence
- How do you know that the student is listening to the feedback and will act on it?
- During feedback how would you determine if the student needs to improve their knowledge or skill or both?

Students written work:

Task: read through the plan and discuss whether the student understands the structure/format of a treatment plan and the components you can give positive feedback on and those that need the student to improve

Discussion points:

Feedback

- When would you give feedback?
- What are the Key points you want the students to work on?
- How would you give feedback? Discussion to include how to give feedback without increasing students anxiety level or decreasing their self esteem/confidence
- How do you know that the student is listening to the feedback and will act on it?
- During feedback how would you determine if the student needs to improve their knowledge or skill or both?

Student Evaluation to promote learning

Task: activities to follow on from previous scenarios.

Determine how you could set up a learning opportunity for the student to enhance their existing adequate skills/knowledge and to have the opportunity to work on weaknesses.

Discussion points:

Problem Students

Problem student scenario from 2014

Olindah's slides

Making Clinical Education work in your busy day:

Group discussion about how they will ensure that they can cope with the practicalities of a student placement and assessment of students.

Link to slides

Closure

Recap on the overall programme. Recap on partnership, their professional skills they bring to the partnership, and role they have in grooming young professionals and promoting the professional identity of OTS. Students need you to justify your choices in intervention as well as their supervision, this makes you use your critical thinking skills, students ask difficult questions; and you grow through this. Students know how to play the game and play off therapists so you need to be aware of the way you present to students, your motives, and have a clear idea of ethics. Look at the "Novice to Expert" slide and apply to them as supervisors. Your responsibility is to provide the learning opportunities and feedback, the students responsibilities are to learn and to listen to what you say and act on it .

Evaluation

Redo the skill set

Tick list for Evaluation of each sections: amount and usefulness of knowledge given, relevance to practice, use of the groups and scenarios, confidence level, overall programme

Aspects that could be changed in the programme

Thanks & Farewells