Applied Clinical Education in Health Care Practice – HSC5005

Study-unit Information

Continuing Professional Education Study Unit

2024-2025

Aim of the study-unit

Welcome! This inter-disciplinary blended study-unit targets health professionals who wish to develop clinical supervisory, mentorship and educational skills on the field. It builds upon the inherent philosophy of active engagement, critical thinking, reflection, life-long learning, and use of evidence within health care education to facilitate the bridging of the gap between the classroom and the patient/client's environment. It allows the discussion of emergent issues between participants from various health professions, enabling reasoning and enhancing problem solving skills. The mix of health care professionals on the course ensures crossover of ideas and meaningful discussion, catalysing inter-professional practice at mentorship level. This study-unit will empower the participant to develop the clinical/field setting into a meaningful learning environment for students of the health professions that include, though not exclusive to, occupational therapy, communication therapy, midwifery, nursing, physiotherapy, radiography, podiatry, medical and dental sciences. **This CPD study-unit is designed for health professionals who have exposure to, or contact with, students of their profession in their place of work. This is a requirement to enable the HSC5005 student to complete this course.**

The learning outcomes

By the end of the study-unit the participant will be able to:

- analyse a range of models of supervision and educational theories that are both practical and
  evidence-based;
- develop an advanced understanding of supervisory structures and processes;
- develop a critical understanding of the principles of successful teaching, learning and assessing
  within a professional practice setting (mentorship);
- develop a critical understanding of the different ways in which clinical supervision (mentorship) can
  be assessed and evaluated.
- identify quality indicators of clinical supervision/mentorship;
- discuss theories and concepts that are relevant to mentorship/clinical supervision;
- critically consider the usefulness of models of supervision relevant to the health practitioner's area
  of practice;
- critique issues that arise in the practice of clinical supervision/mentorship using evidence from the
  literature.
- evaluate learner-centred approaches to clinical supervision/mentorship that maximise patient
  safety;
- reflect on one's own values and belief systems and deliberate the ethical and legal dilemmas that
  may occur within the organisational context of supervisory practice/mentorship;

- critically discuss challenging issues that typically arise during daily clinical practice that influence the learning process during patient/client care;
- apply the principles underpinning the models of clinical supervision/mentorship in one's area of practice;
- manage and integrate factors such as organisational, ethical, professional and legal influences;
- reflect on and develop one's supervision skills through the assessment and teaching of a health student on a registered placement using criteria established by the University of Malta;
- propose actions that will facilitate the student placement as a learning environment;
- use problem solving techniques to address issues that arise during supervisory practice/mentorship;
- construct learner-centred approaches to clinical supervision/mentorship that maximise patient safety;
- demonstrate leadership qualities in supervisory practice /mentorship;
- develop a supervisory/mentorship relationship with a student and associated health practitioners and academics within the organisational context; and
- demonstrate an approach to the provision of feedback to students that results in performance improvement.

This study-unit will include attention to the following issues:
- The nature of clinical supervision/fieldwork education/mentorship
- The learning environment
- Teaching and learning styles
- Communication skills
- Leadership
- Conflict resolution
- Support of students in practice placements
- Competency development and recording
- Ethics and quality assurance
- The principles of assessment, evaluation and effective feedback
- Fostering partnerships between the clinical and educational settings

The study programme

This study unit requires approximately four hours per week in study. It is designed to be completed in one semester. The schedule below is for guidance purposes only. More detailed information will be updated on the UM VLE. All sections of the study-unit are compulsory. Failure to attend **all** face-to-face sessions or to contribute online in a **timely manner** may earn the participant a grade F and may be asked to exit the course. There will be lecture/workshops, online tasks, discussions and group projects. Figure 1 is a guide to the structure of the course. The time slots may change with ample notice.
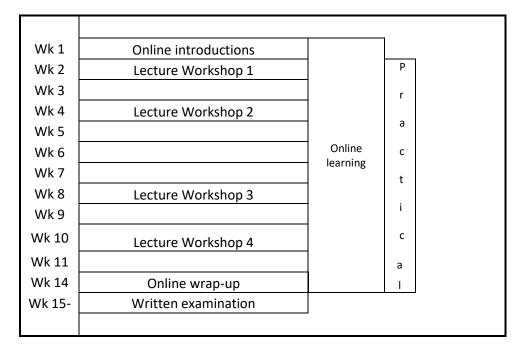
Wk 1	Online introductions		
Wk 2	Lecture Workshop 1		P
Wk 3			r
Wk 4	Lecture Workshop 2		a
Wk 5			c
Wk 6		Online learning	t
Wk 7			i
Wk 8	Lecture Workshop 3		
Wk 9			c
Wk 10	Lecture Workshop 4		a
Wk 11			l
Wk 14	Online wrap-up		
Wk 15-	Written examination		

Fig. 1: Diagrammatic representation of the structure of the study unit

Online discussions

This study unit uses the internet to generate an online learning atmosphere. Moodle (Virtual Learning Environment - VLE) will be used as the platform to sustain that atmosphere. It allows the participants to communicate and collaborate with each other and with the moderators. Issues addressed will comprise the concept of teaching and learning in clinical education, working with effective feedback, challenges with the learning process in the placement setting, communication, reflection, conflict resolution, and observation vs hands-on. Participants will be guided through the use of stems, vignettes, directed questions and/or provocative statements. Previous and unfolding experiences during the study unit will come to the fore, supported by individual study. Online involvement is a fundamental part of this study unit. The participant is expected to contribute intelligently and in a timely manner to all the discussions and to all the tasks provided by the moderators. There will be online group work and the participants in each group are expected to collaborate in the spirit of teamwork. Each participant will be monitored and supported via his/her

online postings to evaluate evidence of learning and given a grade accordingly. The Faculty will offer a tutorial as a guide to using Moodle on the University computer network system.

The lecture presentations

The lecture presentations involve the introduction of basic practical foundations to learning and the link to clinical education. Using audiovisuals and discussion, four stand-alone day-long sessions provide a catalyst to online discussion and independent study. They will be held face-to-face in the South Auditorium at Mater Dei Hospital.

The topics covered in the lecture presentations supplemented by online learning would include

- Planning and management
- Teaching and learning in clinical education
- Curriculum and competency
- Leadership in clinical education
- Strategies and skill acquisition
- Conflict resolution
- Ethical behaviour
- Assessment and feedback strategies
- Self-evaluation

The workshops

This component of the programme occurs as part of the lecture presentations. It allows the participants to express views verbally and share learning experiences with colleagues within their profession, and without. The workshops will be inter-professional, addressing issues pertaining to the role of the assessor, learning theory, conflict resolution, ethical aspects and the principle of the competency and curriculum. A separate workshop will be discipline-specific, addressing issues gleaned from online blogs and the notion of evaluating the evaluator. The discipline-specific workshop recognises that each health profession will have different issues that will need precise attention, such as learning agreements and assessment documents, discussion of common clinical difficulties that students experience. Some issues are better discussed between persons who have common clinical knowledge and experience. The design and type of delivery of this discipline specific workshop is at the discretion of the relevant Faculty Head of Department, who may contact you for a specific group meeting.

The practical

The practical consists of a clinical placement whereby the participant is assigned one or more undergraduate students as a clinical educator/mentor/supervisor in the same profession as an integral part of the undergraduate's course programme for approximately 70 hours. Each Faculty Department will dictate the actual number of hours on placement depending on the needs of the student

undergraduate programme. It is assumed that the candidate will have usual normal access to students on clinical placement. He/she will follow the protocols of the profession on the clinical placement. The experience gained by the student mentor would be manifested through online contributions. Participants of this CPD unit will be considered as student-mentors for the duration of the course.

Assessment

Participants will be assessed in two ways:

a) Online contribution: There are two parts to the online activities. (1) Participants must contribute meaningfully to online discussions. They must submit a minimum of two postings for every discussion - one initial post and one as a meaningful reaction to one post of the other participant. (2) Using Google Sites, the participants will write 3 reflections about the mentoring/supervisory process with their assigned student in the clinical setting (70%)
b) A two-hour written examination through a case study approach. (30%)

Recommended Reading

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6244227/

https://www.hcpc-uk.org/globalassets/resources/reports/research/effective-clinical-and-peer-supervision-report.pdf

https://www.apa.org/about/policy/guidelines-supervision.pdf

https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-019-4873-8

https://link.springer.com/referencework/10.1007/978-981-15-3344-0

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Bastable, S. B. (2017). Nurse as educator: Principles of teaching and learning for nursing practice. Jones & Bartlett Learning.

Delany, C. and Molloy, E. (2009) Clinical education in the health professions. NSW: Elsevier.

DeYoung, (2003) Teaching Strategies for nurse educators. New York: Prentice Hall.

Fish D. and Twinn S. (1997) Quality clinical supervision in the health care professions. Oxford, Butterworth .

Forrest, K., McKimm, J., and Edgar, S. (2013) Essential simulation in clinical education. Wiley, West Sussex.

Gopee, N. (2015). Mentoring and supervision in healthcare. Sage.

McAllistair, L. and Lincoln, M. (2004) Clinical education in speech-language pathology. London: Wiley and sons.

Lekkas P, Larsen T et al (2007) No model of clinical education for physiotherapy students is superior to another: a systematic review. Australian Journal of Physiotherapy 55: 19-28.

Moore A, Hilton R, Morris J, Caladine L and Bristow H (1997) The clinical educator - role development. Churchill Livingstone.

Nestel, D., Reedy, G., Mckenna, L. and Gough S. (Eds) (2023) Clinical Education for the Health Professions – Theory and Practice. Singapore: Springer Nature

Oliver, R. and Endersby, C. (1994) Teaching an assessing nurses. London: Balliere Tindall.

Rose, M. And Best, D. (2005) Transforming practice through clinical education, professional supervision and mentoring. London: Elsevier

Stengelhofen J (1995) The assessment of professional competence. Chapman and Hall.

Walsh, D. (2014). The nurse mentor's handbook: Supporting students in clinical practice (2nd ed.)

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Study-unit code: HSC5005

UM Level: 5

MQF Level: 7

ECTS value: 10

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