

Building Tomorrow's Graduates and: Optimising and Enhancing Placement Capacity

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Acknowledgement of Country and Introductions



https://www.overseasattractions.com/inspirational/natural/36-most-famous-natural-landmarks-in-australia/#4_Royal_National_Park

Who and where we are.



Our focus for this webinar:

- What we did
- What were the challenges
- How we overcame these
- What were the outcomes

Definitions:

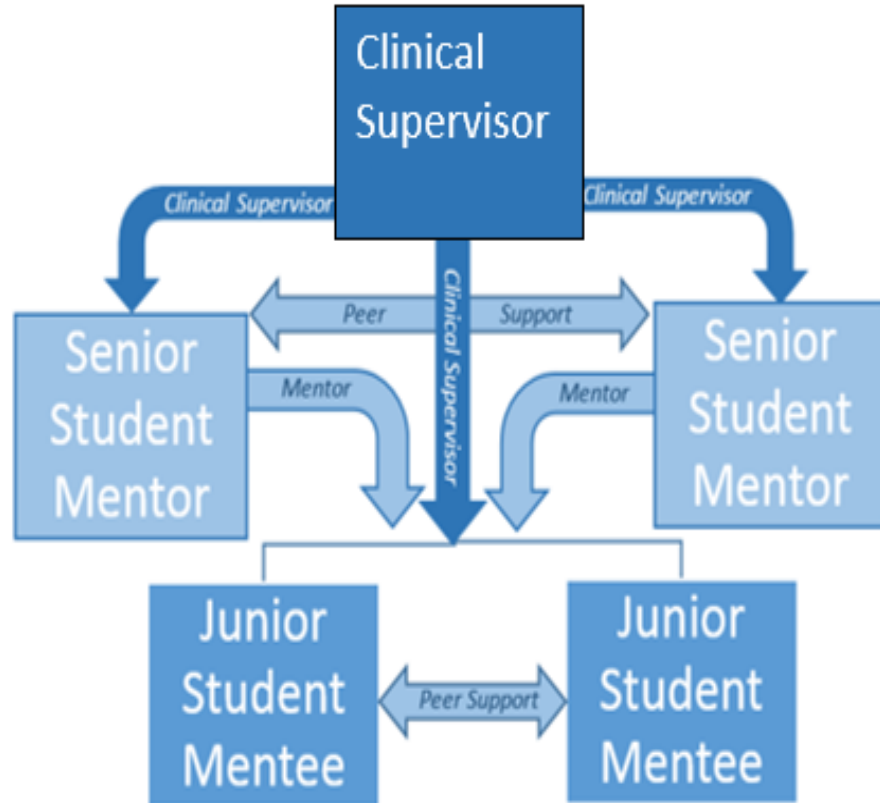
Peer Assisted Learning

- students both learn from and teach each other
(Olaussen et al, 2011, Tai et al, 2016)

Near Peer Mentoring

- one or two more experienced students role model and reinforce the learning of one or two less experienced students.
- In their ongoing interactions, the peers are both helping each other to learn, and learning by teaching
(Yu et al, 2011)

Near Peer Mentor Placements



- Clinical supervisor (clinical supervision)
- Student pairs
 - Senior – Senior (peer support)
 - Junior – Junior (peer support)
 - Senior mentor – Junior mentee (peer mentor)
- Junior students joined seniors' placement

I can't do that in my workplace because...

"I don't have the time to supervise more students on top of the ones I already supervise."

"It's too unsafe to have senior students teaching/monitoring junior students."

"What I do is too complex to teach to junior students."

"What if the senior student teaches them the wrong thing?"



"How can I do a student's evaluation if I'm not the one teaching them?"

Senior Student Resource

Workbook style (with activities and reflective tasks)

Content:

- Introduction to the model
- Preparing to be a mentor
- Feedback conversations
- Checklists and guides for logistical preparation

How do I prepare?

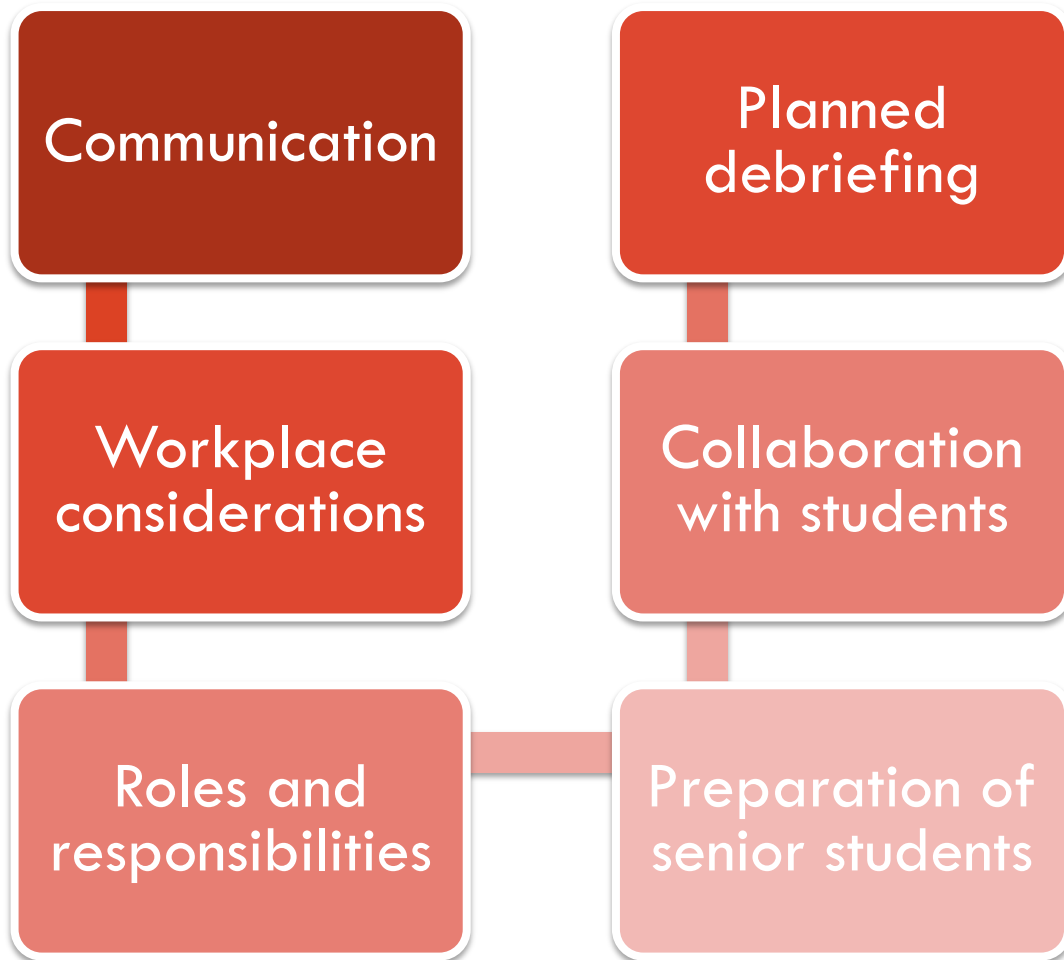
How do I
mentor another
student?

How do I make
judgements and
give feedback?

Key considerations for success



Implementation of model



- Strong partnership and communication with sites and those involved
- Space, physical resources, caseloads
- Clear expectations of all involved
- Gradual preparation of senior students ahead of junior students commencing
- Seniors students being involved in the process
- Intentional debriefing between supervisors and senior students

Risk Matrix

	KNOWLEDGE	SKILL ACQUISITION	SAFETY	SERVICE DELIVERY	COMPLIANCE
5 EXTREME	Student performing a skill that is supported by incorrect or unsafe clinical reasoning.	Students performing skills in a manner that is unsafe and is likely to cause serious injury to themselves or the patient.	Serious injury or death of patient or student	Extensive delay in treatment or hospital discharge.	Serious organisational breach eg. Code of Conduct; serious damage to property
4 MAJOR	Student performing a skill that is not supported by clinical reasoning.	Students performing skills in a manner that is unsafe and is likely to cause minor injury to themselves or the patient.	Injury to a patient or student that requires medical treatment.	Minimal delay in treatment or hospital discharge.	Organisational breach that results in disciplinary action and liaison with the university.
3 MODERATE	Students not fully comprehending the clinical reasoning around the skill they are performing.	Students performing a skill that if performed incorrectly, will be of no benefit to the patient.	Minor injury that does not require medical treatment; incident that is classified as a 'near miss'	Students requiring moderate support from supervisors to facilitate treatment or hospital discharge.	Organisational breach that results in a formal warning but does not require liaison with the university; minor damage to property.
2 MINOR	Students requiring increased support from the supervisor to acquire the clinical knowledge around a skill they are performing.	Students requiring increased support from the supervisor to perform the skill; student required to repeat the skill.	Students performing a skill that may have safety risks only in the event of an unexpected occurrence.	Students requiring minimal support from supervisors to facilitate treatment or hospital discharge.	Minor organisation breach that results in reminding the student of organisational protocols.
1 INSIGNIFICANT	Students learning alternative clinical reasoning that is equally effective and appropriate to the setting.	Students learning an alternative method of a skill that is equally effective and appropriate to the setting.	Student performing a skill that cannot have any safety risks for themselves or the patient.	No delay in treatment or discharge.	Minor organisational breach that has little or no relevance to students.

How does the educator assess the risk?



Implementation of model



Valued learning
experience



Educator role
essential



Skill
development



Peer learning

- Valuable learning experience
- Educator role essential
 - Modelling of expected behaviours
 - Assisting in scaffolding the learning experiences
- Skills developed
 - Learning to scaffold another's learning
 - Scheduling of self and junior peer
 - Collaboration and delegation
 - Critical reflection
 - Evaluative judgement (including effective feedback)
- Value of peer learning

Perceptions – Clinical Educators:

we literally left our student, our senior student with her junior student for half a week, and she was absolutely fine. Came back and was able to give us very concrete things, with examples, to work on, to improve on, or what the junior student did very, very well, as well as reflected on her own abilities to teach. (OT CE)

it definitely allowed us to take on an extra junior student that we probably wouldn't have otherwise slot into our schedule, in the year, in that the senior student really did spend the bulk of time with that junior student. (OT CE)

Whether it's because the senior student's working at a slower pace than what we would, so they kind of get to see everything, really, with the senior student, or most things. Not quite exactly sure why, but I definitely feel like they saw more, which is a good thing for the junior student, than they would have without the senior, in both of our couples. (PT CE)

Perceptions - Students

Because I think there were things that I picked up on in supervising the student that then made me aware of what I had to change, that I could then go and do in the last two weeks (OT Senior Student)

Even when [PT CE] said it was going to be good, we were like ..., "I don't believe you", I don't know, [PT CE]. We know nothing. Yeah, it turned out really, very rewarding. It was very good, definitely enjoyed it. Highly recommend. (PT Senior Students)

One important thing, she was also in that learning process, she was also learning and she was being challenged more than what ... She was given more challenges and so what she was doing was actually another whole other learning for me, so I was preparing myself for that level as well. (OT Junior Student)

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Key References

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