



**Karolinska
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Supervisors experience and perceptions implementing a pedagogical model in the supervision of undergraduate students at an interprofessional clinical education ward

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Background

- In 2011-2012 the geriatric department at Danderyd hospital in Stockholm implemented interprofessional student units (IPTU)
- Due to a high demand to provide additional students from medical, nursing, physio- and occupational therapy a clinical education placement at the clinic.
- An Interprofessional Clinical Education Ward (CEW) opened within the geriatric department during 2014. The ward provides orthopaedic rehabilitation, care and treatment.
- The Implementation was evaluated from five perspectives – Patients, Students, Managers, Medical education.
- This project have inquired into the clinical supervisors perspective

The pedagogical model

The pedagogical model can provide a structure or frame to achieve consistency in the quality of student's clinical education.

The pedagogical idea behind the CEW are based on the pedagogical model and the three learning perspectives; -Student centered learning, Person centered learning and Interprofessional learning.

The pedagogical model is developed in collaboration with the County of Stockholm, Karolinska Institute, the Red Cross-, Sophiahemmet- and Ersta Sköndal College.

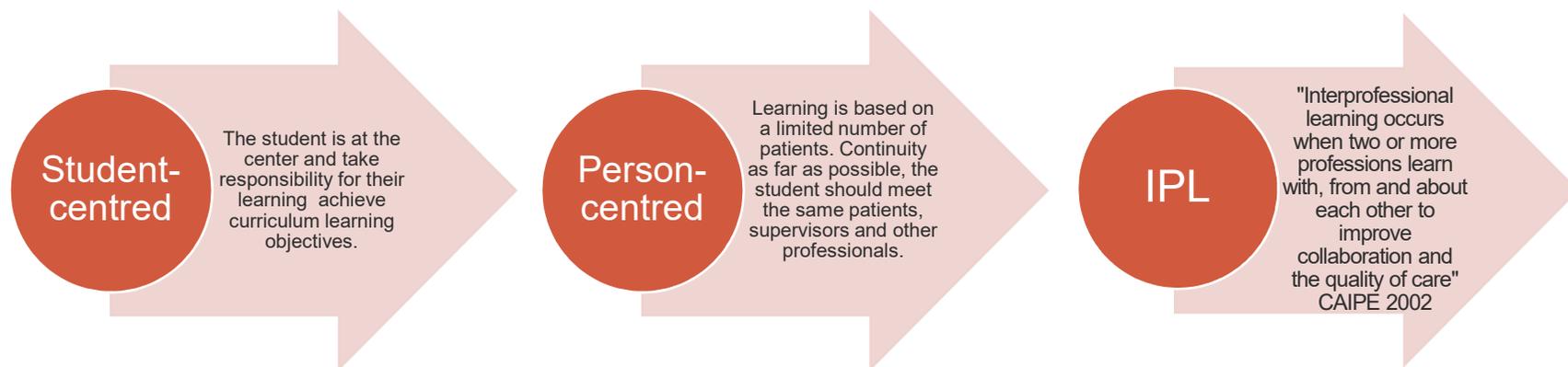
Lärandemodell för
verksamhetsförlagd
utbildning inom
sjuusköterskeprogrammet

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Aim

- Inquire how clinical supervisors perceive the pedagogical model and are able to provide undergraduate students a safe supervision and feedback based on the three learning perspectives.



Objective and Research questions

- Investigate how clinical supervisors perceive and are able to translate the learning perspectives from the pedagogical model to the implementation of their supervision
- 1. How are the concepts; -Student-centered, Person-centered and Interprofessional learning perceived and implemented by clinical supervisors?
- 2. What are the challenges?
- 3. How could the supervision at the interprofessional clinical education ward be further developed?

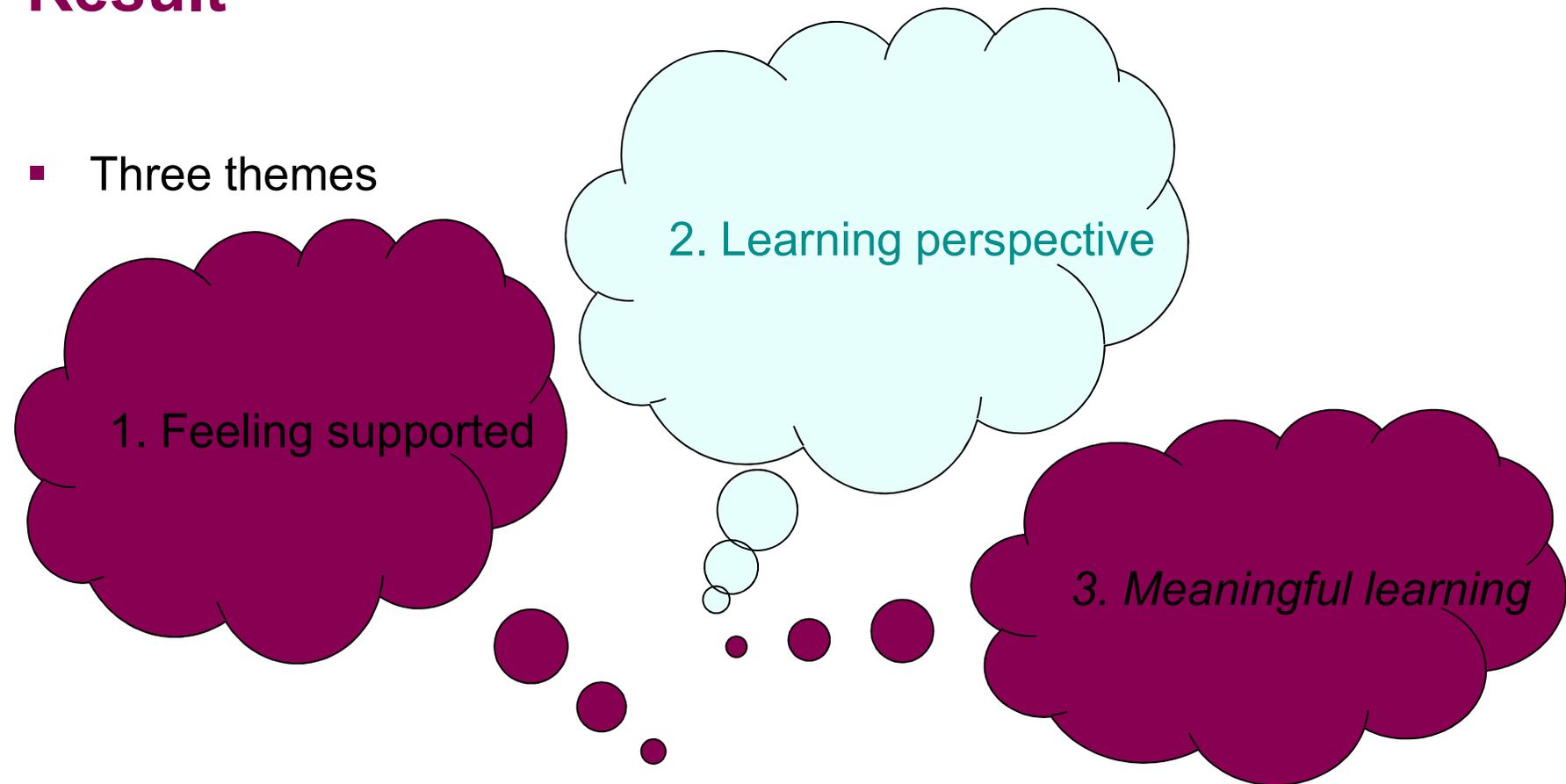
Qualitative method

Methodology

- Data gathered thru individual semi-structured interviews included eight participants. Six nurses, one physiotherapist and one occupational therapist
- Interviews were audiotaped and transcribed verbatim.
- Data were analyzed using content analysis with an inductive approach (open and seeks answers) allowing new concepts to emerge. The small empirical study is descriptive.
- Participants: A purposeful sample was chosen.

Result

- Three themes



Feeling supported

- The overall impression of this theme is that the social context affects the way in which supervisors feel supported, thereby affecting their ability to provide safe supervision.
- Five of the eight supervisors felt secure in how they provided guidance to the students. Three supervisors felt uncertain about their supervision and wanted to be confirmed that the supervision they provided to students was correct.

Learning perspective

- The overall impression of this theme is that social interactions and relationship building between student and supervisors impact when students are practicing independently during the clinical education placement
- Communication, dialogue, reflection and feedback between the supervisor and the students were important tools used to "get to know" the student's skills, set goals, plan the day, as well as cooperate with other students and professionals.

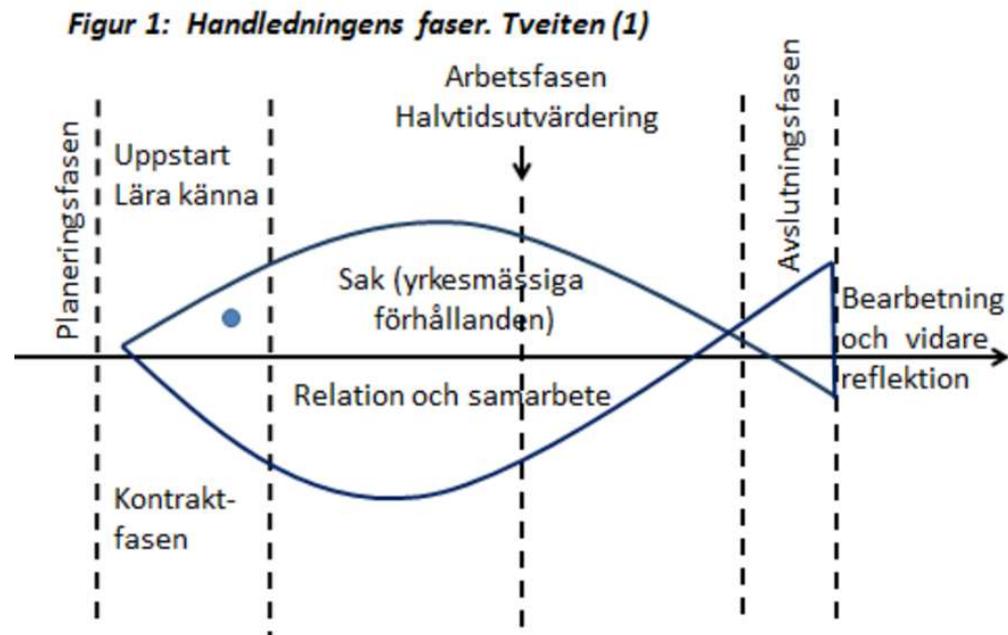
Meaningful learning

- The overall impression of this theme is that the pedagogical challenge is for clinical supervisors to facilitate the students to be able to problematize, argue, reflect, theorize and critical thinking.
- Asked what significance feedback has on student learning, all replied that it was very important for the student's motivation, self-esteem and confidence, and to understand what you have learned.

Result

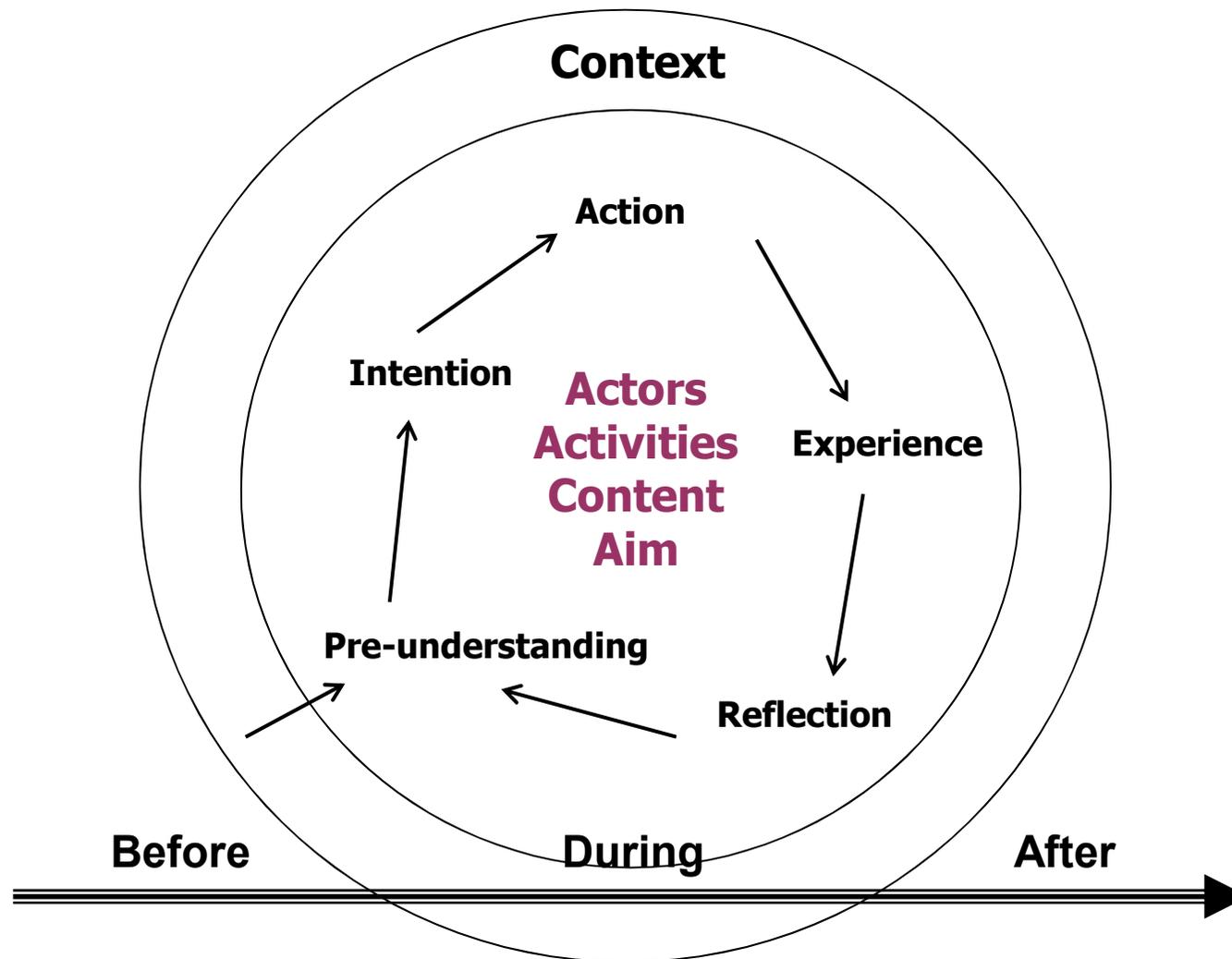
- Supervisors lacked knowledge about the pedagogical model
- the three learning perspectives student-centered, person-centered and interprofessional learning is interpreted differently by supervisors
- Continued organizational support is a prerequisite and cooperation with the university's and colleagues to assist the supervisors on ideas how to customize activities at the Interprofessional CEW fitting with the three learning perspectives, student-centered, person-centered and Interprofessional learning

Process



Reference: Tveiten, S. Yrkesmässig handledning: mer än ord. 2
nd ed. Lund: Studentlitteratur; 2003.

Learning situation - pedagogical encounter



Suggestion for the future development of the learning environment based on results

Prior to start

- **Supervisors:** Engage clinical supervisors in a interprofessional workshop were they collaborate and create an inspirational movie presenting the CEW profile and how the three learning perspectives are implemented into activities at the CEW.
- **Student:** Understanding the context students are better prepared for what is expected of them and in a better position to reflect on and independently take responsible for their (student-centered learning) and plan how to achieve their educational goals

Suggestion for the future development of the learning environment based on results

Before

- **Supervisors:** Send out Welcome letters and host Introduction.
- **Students:** Write a short presentation about themselves regarding past experiences from Health and/or Social care.

By so doing students start reflecting on skills the student contribute to Interprofessional Health Care teams and about their own learning needs. The letter could be sent two weeks in advance to the supervisors. Reading about the students expectations, pre-understandings and experiences also prepare the supervisors.

Development of IPL-seminars with a student center, problem-oriented approach

During

The students are accustomed to problem-based learning strategies (PBL), which is a student-centered and active learning pedagogy in which students work in small groups of 4-10 students.

- **Supervisors:** In this activity the supervisor's role is to facilitate the students learning process by providing support and guidance. Strengthen students' self-confidence to solve the problem by posing open student-centered questions.
- **Students:** The students identify a real life “patient problem” investigate where information is available to learn more about the subject. And present the solution/case at the IPL-seminar

Structured reflection for learning – development of logbook

To actively reflect on experiences (reflection-on-action) is not only to look back on the day, but aims to explore the individual experiences, actions, feelings, reactions, and the team performance (Schön, 1983)

Headlines/questions from Gibbs reflection model could be implemented in the logbooks providing a reflective structure

1. What worked well? Why?
2. What can be improved? What?
3. What did I Learn?

Gibbs G. Learning by doing: A guide to teaching and learning methods. Oxford: Further Education Unit, Oxford Polytechnic; 1988.

Conclusion

- The long term goal of the interprofessional student clinical education ward is developing into an educational center for all supervisors and students at the clinic.
- The CEW have every opportunity to achieve this goal!
- The Clinical supervisors have much knowledge, a positive perception of their supervisor role. They are committed and motivated to drive further development.

Questions and Comments

Thank you!



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