

LondonDeanery

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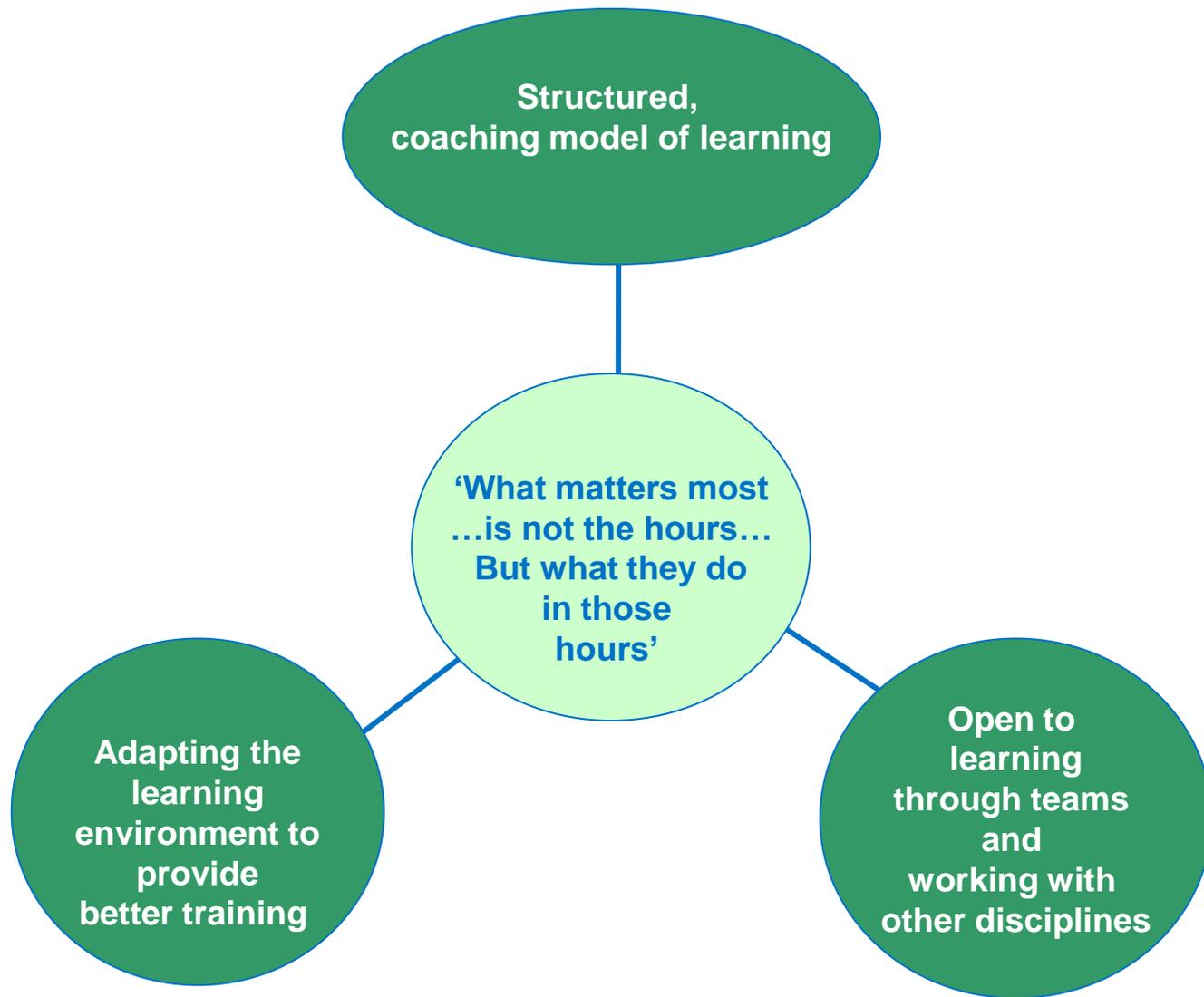
Making every moment count: making work-based learning work

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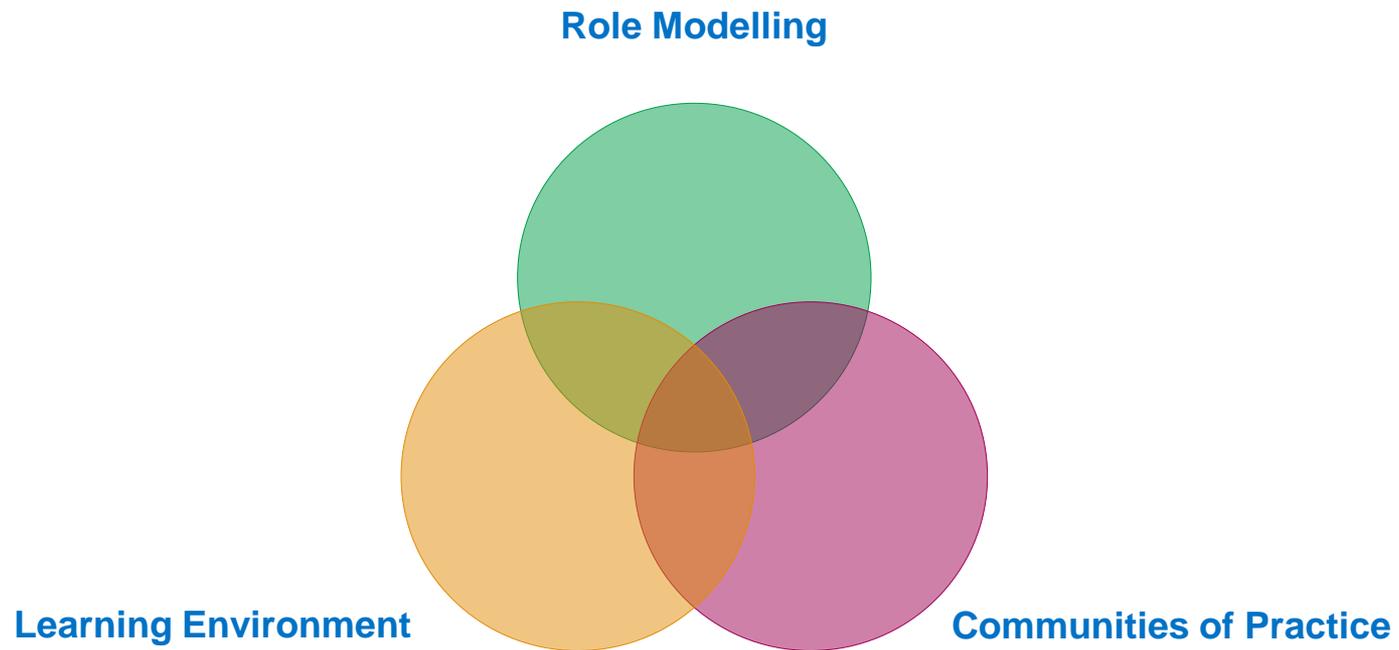
Overview

- Principles underpinning ‘making every moment count’ (Temple 2010)
- Theories of learning in the workplace
- Application to practice
- Review Temple report recommendations



Temple (2010)

Work-based learning theories



Modelling

Scaffolding

Fading

Coaching

Role Modelling

Cognitive apprenticeship¹:

- Modelling
- Scaffolding/fading
- Coaching
- Articulation
- Reflection
- Exploration

Communities of Practice

Learning as social processes that comes largely from our participation in workplace activities - Lave and Wenger (1991)

Members of a community of practice are practitioners who:

- share experiences, ways of addressing problems –shared practice
- Discuss ways of addressing issues in relation to a shared interest, enabling members to take part in joint activities and dialogue, often leading to improvements in practice

From peripheral to full participation

Members progress from ‘new comer’ to ‘old timer’ or from peripheral to full participation through learning to ‘talk the talk’, ‘walk the walk’ through:

- Working alongside experts
- Immersion in professional discourses and behaviours
- Gradually increasing contributions, building professional identity, confidence and esteem
- Engaging in opportunities to transform practice, becoming a full participant in the professional community

Learning environment – a continuum

Restrictive learning environments – focus on immediate, task related training/ assessment to meet regulatory requirements

Expansive learning environments – engage staff fully in a range of learning opportunities to meet the needs of both individual staff and the organisation

(Fuller and Unwin 2004)

Learning environments – a continuum¹

Restrictive:

Ambivalent support for trainee's status as a learner

Focus on primary community of practice

Rigid specialist roles

Uni-dimensional top-down view of expertise

Training used to tailor individual capability to organisational needs

Reliance on trainees to deliver care ²

Expansive:

Explicit support for trainee as a learner

Participation in multiple communities of practice

Teamwork valued

Multi-dimensional view of expertise

Training used as a vehicle for aligning the goals of developing both the individual and the organisation

Recognises the doctor as learner ³

'Theme tables'

Divide into three groups:

Round One - for 15 minutes discuss:

Your interpretation of the concept and how it may help explain current approaches used to support (or otherwise) learning in your clinical workplace?

How its application to your practice/place of work could help trainees learn?

Possible difficulties applying this concept and how difficulties may be overcome?

Make notes on flip Chart then pass the flip chart to the next 'theme table'

Round two – 10 minutes

Round three – 5 minutes

Temple's recommendations

1. Training must be planned, focused and individualised
2. Handovers must be effective, safe and supervised (patient and educational handovers)
3. Improved mentorship and support of trainees
4. Accelerated learning by using simulation and technology in a safe controlled environment
5. Implement better ways of training:

Teamwork, coaching, learning from MDTs, individualised focus, involving trainees in decision making and innovation through collaborative relationship

Further Study

Institute of Education

Masters in Clinical Education (Postgraduate Diploma, Certificate, Short courses)

http://www.ioe.ac.uk/study/masters/PMM9_CLE.html

Researching Learning in Clinical Practice (RLCP) network:

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References/ further reading

Collins, A et al (1989) Cognitive Apprenticeship: Making Thinking Visible *American Educator*, Vol. 6, No. 11. (1991), pp. 38-46.

Fuller, A. and UNWIN, L. (2004) 'Expansive learning environments: integrating personal and organisational development,' H., Fuller, A. and Munro, A. (eds) , *Workplace Learning in Context*. London: Routledge..

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Swanwick, T (Ed) (2010) *Understanding Medical Education: Evidence, Theory and Practice*. Chichester: Wiley-Blackwell

Resources

www.infed.org