Continuous workplace learning in health care education

A co-creation and innovation project in Ghent (B)
PRACTICES ON E-PORTFOLIO  20/02/2018
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What to expect?

- **2-year innovation project in 25 minutes**: a challenge!
  - To inspire and to share expertise

- **2 healthcare professions**
  - Speech therapy (SpT)
  - Midwifery (Midw)

- **Overview**
  - Introduction
  - Method
  - Some results – Lessons learnt
Context

Belgium in Europe

Ghent University College Arteveldehogeschool
## Undergraduate education Ghent

<table>
<thead>
<tr>
<th></th>
<th>SPEECH THERAPY</th>
<th>MIDWIFERY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry requirements</strong></td>
<td>Secondary education</td>
<td>Secondary education</td>
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<tr>
<td><strong>Programme</strong></td>
<td>3 years / 180 ECTS</td>
<td>3 years / 180 ECTS</td>
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<tr>
<td><strong>Competency framework</strong></td>
<td>10 specific</td>
<td>8 specific</td>
</tr>
<tr>
<td></td>
<td>4 generic</td>
<td>4 generic</td>
</tr>
<tr>
<td><strong>Professional areas of expertise</strong></td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td><strong>Regulatory pre-requisites for certification</strong></td>
<td>600 hours</td>
<td>As required by EU directive (numbers)</td>
</tr>
</tbody>
</table>
Embo Mieke. 2015. Integrating workplace learning, assessment and supervision in health care education.
http://pub.maastrichtuniversity.nl/700fdd2c-b660-48cf-ad32-2a9f4effff95
Embo et al. Integrating Learning, Assessment and supervision in a competency framework education. Nurse Education Today 2014; http://dx.doi.org/10.1016/j.nedt.2014.11.022

https://www.youtube.com/watch?v=gaY3KJX7YYk&rel=0
Digitizing workplace learning
After 2 years
Minister for Health in Belgium

HerVorming KB 78

Gezondheidszorgberoepen in evolutie
Naar een geïntegreerde gezondheidszorg

KB 78 Hervormd

Interdisciplinaire gezondheidszorg die met competente zorgverleners erop gericht is kwaliteitsvolle zorg aan te bieden aan de patiënt, op maat van de patiënt en met de patiënt.

Na vijftig jaar zal het koninklijk besluit nr. 78 van 10 november 1967 betreffende de uitvoering van de gezondheidszorgberoepen plaats maken voor een nieuw wettelijk kader dat de verdeling van de bevoegdheden binnen de gezondheidszorg zal herzien. Daarnaast wordt er ook ingezet op kwaliteitsniveaus.

Ik stel u via deze website de concepten voor.

Ik nodig u uit om er kennis van te nemen.

Maggie De Block
Minister van Sociale Zaken en Volksgezondheid
Project: Innovating Education

- Digitizing workplace learning in healthcare education
- 2015-2017
- 0.4 FTE: speech pathology + 0.4 FTE: midwifery
- Multi-disciplinary team
- Coördinator & sub-teams
- Meetings: plenaries (n=13) & sub-projects
- Communication: online platform
- Design based research methodology
Innovation in Education

Objectives led to choice of Sub-projects

1. Graphic design
2. E-portfolio
3. Assessment
4. Quality instrument
5. Audio & Video tools
6. Personal & Professional development coach (3 years)
7. Valorisation
8. Dissemination
Design Based Research: features

- Mixed methods
- Multiple iterations
- A collaborative partnership between researchers and practitioners
- Evolution of design principles
- Impact on practice

(Anderson 2012)
Method: design based research

Fig. Concurrent activity of educational research, design and change (Akkerman, 2013)
1. Graphic design: continuity (CPD)

Lesson learnt: 
To facilitate educational change, you need a ‘story teller’
STEP1: Competency selection

STEP2: Formulating learning goals

STEP3: Self-monitoring performance

STEP4: Self-assessing competency development

STEP5: Summative assessment of individual competencies

STEP6: Summative assessment of professional competence

https://www.youtube.com/watch?v=gaY3KJX7YYk&rel=0
2. e-Portfolio

Medbook

Username

Password

LOG ME IN

Lost your password?
University Hospital Ghent

MIDWIFERY

SPEECH PATHOLOGY
Successful Pilot in Midwifery
Lessons learnt from SpT

- E-portfolio is an ‘instrument’
  - Underlying theory and pedagogy is important
  - Willingness to change current practice
- E-portfolio is a LEARNING instrument
  - Objective: to facilitate continuous SRL, not to prepare for individual patient encounters (therapy sessions)
- There are many things to share (similarities across disciplines)
- Keep it Simple : design / pedagogy
Major strengths Medbook

- Students received more feedback, not less
  - “I used to write goals but nobody looked at them. Now, with Medbook, I get feedback and I check regularly whether I have achieved my goals.” (student Midw)
  - “Very easy to quickly capture a learning reflection. ... I feel that midwives too prefer typing over writing.... Some midwives have dyslexia like me, also for them it is easier to type.... Midwives can give their feedback at a time that suits them, they are really motivated to do that.” (student Midw)
Major strengths Medbook

- Stimulated self-regulated learning
  - “I have more control of my learning progress because I can organize information and link this to the assessment criteria in the checklist. Furthermore, I have my information always with me. I can scroll back, ah yes, I see progress.” (student Midw)
  - “The overview of competencies and assessment criteria is helpful to see: What have I done and what do I still have to do?” (student Midw)
Major strengths Medbook

- It facilitated supervision
  - “Information that previously we heard from patients, we can now read first hand from the students themselves, through their reflections in the Medbook, e.g. things that were on their mind, in the moment. When you read it, you can pick up on it.” (Mentor SpP)
  - “Medbook is useful because I can see at a glance whether the student has reflected on all the competencies. If you do this in the meantime, you can encourage the student to complete reflections during the following weeks.” (Teacher Midw)
Major strengths Medbook

- It facilitates assessment
  - “Students reflect daily on tasks but are assessed on competencies. Now it is difficult and time-consuming to read the bundle of papers. With Medbook it goes in one click.” (teacher Midw)
  - “Through Medbook, student, mentor and teacher can complete the assessment independently. This is very valuable, as differences are immediately visible.” (student and teacher Midw.)
3. Competency-based assessment
A Delphi study to validate competency-based criteria to assess undergraduate midwifery students' competencies in the maternity ward

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1. Physiology, care and guidance

Correctly performs the admission of the care recipient and takes continuity of care into account.

Correctly organises the care in physiological situations.

Correctly provides care and guidance in physiological situations which is adapted to the needs of the care recipient (and his/her family).
4. A digitized quality measurement instrument (1)

- **Background**: successful implementation of this model relied on the extent to which essential conditions were met.

- **Problem**: undergraduate SP students didn’t evaluate the quality of workplace learning and the MW students did but the instruments were not validated.

- **Aim**: to develop and validate an instrument to measure the quality of workplace learning education for both, MW and SP students.

- **Method**: a Delphi validation study
Quality (2)

- Results
  - Design of a validated quality assessment instrument
  - Midwifery
    + Information from professionals
    + Digital evaluations facilitate reporting
    - Less response, technical problems
- Speech pathology
  - Evaluations from professionals are planned in 2018
- Valorisation
5. Audio & Video tagged feedback

- A multidisciplinary team (midwife, speech pathologist and educationalist) developed a guide and quicksheet for e-Portfolio users: “Video tagging as a tool for reflection, workplace learning and professional development”.

- Software: 2018

- GDPR: legislation
6. Personal coach

Results:

It was generally accepted that this long-term portfolio can serve to keep track of development within and across internships and to plan future directions after graduation.

We can learn so much from each other's expertise and in this way work much more efficiently. To be honest, I am impressed by these evidence-based innovations.
7. Valorisation

- Workshops
- Conferences
- Publications
- Start of an International & Digital Midwifery Workplace Learning Network
  - Interested? Please contact mieke.embo@arteveldehs.be
Possible downsides

- A continuous online monitoring system poses the risk of over-monitoring.
- A project cannot be implemented in isolation of the wider context of management services & policy: legal advice on privacy and business agreement, ICT, communication, education, research, insurance, purchasing,…
- ….

(Beckers et al. 2016; Hall et al. 2012; Masters et al. 2016)
Next Steps 2017-2018

- Midwifery
  - e-Portfolio for all students
  - VLIR/UOS project Rwanda with the launch of an International & Digital Midwifery Workplace Learning Network
  - Erasmus + KA 107 Uganda (in review)
  - Other partners with student mobility

- Speech Therapy
  - Further design and implementation

- All health care disciplines at AUC Ghent


Thanks to all my colleagues, students, professionals in workplaces and schools, designers, management, supporting services,.....!