Implementing an e-learning Masters programme for Practice Development

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What is Practice Development (PD)?

- Approach in health care that brings a fresh spark to teams and service users
- Aims to improve service user experiences
- Person-centred approach
- Transforms workplace cultures by engagement
- Utilises evidence to inform practice
- Creativity encouraged

- McCormack, Manley & Titchen (2013)
The need for more effective person-centred care has been propositioned (Dewar and Nolan 2013).

Practice Development (PD) has been viewed as one way to embed this into organisational culture (Manley, Sanders, Cardiff and Webster, 2011).

More recently multiple policy reports echo this call (Age UK, 2012; Willis Commission on Nursing, 2012; Parliamentary Health Service Ombudsman, 2011).
Masters Programme

- PD seen as a ‘journey’ (McCormack & Dewing 2013)
- Based on the PD principles
- Work-based
- Active learning
- Engagement
- Facilitation
Approach – e-learning

- Novel
- Building knowledge
- Gives student choice
- Promotes innovation
- Promotes active learning
Modules

- First year – 3 modules – 60 level 7 credits
- Person-centred Practice
- Effective Workplace Cultures
- Negotiated workplace learning
- Blackboard VLE as medium
Modules

Second Year
- Facilitation theory
- Facilitation practice
- Participatory research methods

Third year
- 60 credit dissertation
Current Students

- Range of students
- International and local
- Hospital, community and university based
A Range of Activities

Photograph

View the photograph - how does this image speak to you of your workplace? Are there any other images that come into your head when you think of your own workplace?

Jan Dewing on Active Learning

This is a video with Jan talking around the meaning and use of active learning in practice development.

Suggested reading - Moments of Movement - active learning

An article by Jan Dewing on Active Learning.

NWPL week 1 Discussion board -

Post and dialogue with others on your key learning points about active learning within Practice Development and how you will build in Active Learning into this module in your workplace.
Web-based tools
Identifying Challenges affecting your project/innovation

1) We'd like to suggest that you undertake a 'Force field analysis' to identify positive factors (driving forces) and negative factors (restraining forces) that may affect your project/innovation. You may have used this tool before. If you have an opportunity to refresh your skills, and if you've not used it, here is a new learning opportunity for you.

These 2 websites (see below) give more details of Force Field Analysis which will give you more of an informed understanding of the tool. Imagine you had to describe FFA, its origins and purpose, to a few other team members - could you do this?


We've included a simple template below to record your findings. Feel free to make use of this or devise your own. Why not make it colourful too?

Remember to consider the information that you previously collected about your work setting; such as the values clarification, mind map, observations, reading. (If you are undertaking the Effective Workplace Culture module, you may find that some aspects from this are relevant for this activity)

| Your Project: |
|---|---|
| Positive factors (driving forces) | Negative Factors (restraining forces) |
|  |  |
Teaching Challenges

- Takes time to develop IT skills
- Developing materials that are engaging
- Loss of personal contact
- Needs time to do
Student Experience

“I have really enjoyed the different approaches. The narrated PowerPoints have been really useful and the information easily digested at the late hour that I often had to complete the activities.”

“Each week it was useful to have structured activities and to have the forums to discuss with other students.”

“Student assignments were creative!

“I feel that I am better on a course where I can meet up with people. This was difficult due to this type of learning. I also felt that motivation at times, I did however enjoy all the learning and it has inspired me.”
Lessons to take forward

- Timing of modules
- Developing Lecturer skills
- Promoting Student interaction
- Ensuring activities enable Level 7 thought
Conclusion

- Develops lecturer knowledge and skills to use novel approaches
- Learners build confidence and ability to take responsibility for their own learning
- Active learning approaches can be used with distance/online methods
- Students can develop PD abilities and achieve Masters level learning with this work-based approach
References


