

## **STAFF ROLES PROVIDING SUPPORT FOR THE STUDENTS WHILST ON CLINICAL PLACEMENT**

### **Clinical Liaison Officers**

The Clinical Liaison Officer (CLO) is a member of the departments' staff. There are usually three CLO's for each department and they form the Clinical Liaison Team (CLT). They are selected by consultation between the departmental superintendent, the course team and the students themselves.

They have the following responsibilities:

- Internal x-ray room rotas for the students (in consultation with the visiting lecturer) with consideration to the students learning outcomes.
- Completing specified sections of the clinical education documentation.
- Direct communication link between the course team and the departments.
- The day to day welfare of the students on placement in their department.
- A contact person for the students to help alleviate problems on a local basis.

### **Supervising Radiographers**

The supervising radiographers are the main resource and contact that a student will have whilst on placement and have a huge impact on student learning, as such there is a separate section on clinical supervision and feedback later in this document. On a very simplistic level a supervising radiographer is responsible for;

- The day to day supervision of the students.
- Input into the assessment of the students they supervise.
- Completing specified sections of the students' PDP.

### **Visiting Lecturer**

A visiting lecturer is a member of the academic team who visits the clinical departments throughout the year. The visiting lecturers are responsible for managing clinical education at a specific clinical site by preparing, monitoring and evaluating the clinical learning environment from all perspectives. They provide regular tutorial and pastoral support for the students on placement. The visiting lecturer role also encompasses support for the clinical supervisors and Clinical Liaison Officers in the practice setting.

Other responsibilities for the visiting lecturers' include:

- Facilitation of student learning whilst in the clinical departments, including the provision of tutorials linking theory into practice.
- Liaison between lecturers and clinical staff to further integrate the academic and clinical components of the course.
- Participation in the assessment of student practical and patient care skills.
- The completion of specified PDP documentation in conjunction with clinical supervisors, and members of the CLT.
- Supervision of a students' welfare whilst on placement in liaison with the clinical staff, clinical education co-ordinator or course leader.
- Monitoring the students' progress with regards to the learning outcomes and other elements within the assessment scheme.
- Approving appropriate accommodation and travel claims.
- Any personal/professional problems including sickness/absence.
- Preparation of department staff.
- Monitoring and responding to placement evaluations (produced by clinical staff and students after each clinical block).
- Production and management of any placement based action plans.
- Production of reports following evaluation of placements.
- Monitoring and managing any cause for concern relating to students.
- Monitoring and managing any student complaints relating to the clinical environment.
- Maintaining up to date clinical audits and placement profiles.
- Recording their link tutor activity.

Each visiting lecturer should spend one hour per student per week during semester one and two of the 1<sup>st</sup> year. This support reduces during the second year to one hour per student every other week. The support during the 3<sup>rd</sup> year is reduced even further to two hours per semester per student. The level of support reduces in line with increasing student autonomy and responsibility for their own learning, as they progress through the course. Contact time is not necessarily on an individual basis.

## **ADDITIONAL ROLES FOR MANAGEMENT OF CLINICAL EDUCATION**

### **Clinical Education Co-ordinator**

This is more of a strategic role that revolves around processes and central management of the clinical placements for Diagnostic Radiography. In addition to the duties outlined on the Faculty Lead Link Lecturer, they are responsible for overseeing the whole of the clinical education programme including:

- Providing central support in the preparation of departments, students and visiting lecturers.
- Monitoring the VL reports relating to evaluation of placements, audits, and maintenance of placement profiles.
- Students rotas in liaison with the placement team.
- Arranging clinical liaison meetings and central updates.
- Production of reports for Course Management Committee.
- Production of quarterly reports for faculty placement steering group.
- Maintaining the Diagnostic Radiography Placement website.
- Maintaining files within the faculty placement steering group.
- Attending faculty placement steering group meetings and representing the Diagnostic Radiography team in placement related matters at faculty level.
- In addition, there is a list of more specific duties included within the Faculty Lead Link Lecturer role description.

### **Practice Education Module Leaders**

There is one practice education module at each academic level which spans both semesters and incorporates learning in the academic and clinical environments. These modules provide the vital link between pure academic study and clinical skills. Learning in the university revolves around preparing and supporting learning and assessment in the clinical setting. The practice education module leaders manage clinical assessment and evaluation for a particular student year.

## **CLINICAL SUPERVISION, SUPPORT AND ASSESSMENT**

### **How can you help the student with their clinical assessment?**

#### **Your role as supervisor**

Although the major responsibility for learning lies with the student, as an important “resource” for the student, you will find there are many ways in which you are able to assist and guide their learning. This does not mean taking time out of clinical practice to ‘spoon fed’ with facts and information, or do their assignments for them. What you can do with the CLO’s in the clinical environment is to assist the student to optimise their time on placement and by acting as a facilitator to their learning, making the most of learning opportunities as they arise.

Clinical learning needs to be considered as a partnership between you and the student.

1. Although it is the responsibility of the students to ensure that all elements of the assessment are completed; by the due deadlines, you can assist by being aware of the requirements. If you are unsure then ask the student. It is important that you provide the students with the opportunity to discuss all aspects of professional practice in order to assist them in identifying key learning experiences
2. The students will require you to sign any examinations that you have supervised for their log book or the clinical assessment scheme.
3. The students may ask you to comment on their progress on the Clinical Assessment Scheme at regular intervals. Guidance is given in their practice placement handbook, but comments are required on all aspects of practice, including **image evaluation**. Any aspect student needs help with can also be covered in separate tutorial. These can be done by any radiographer. It is good practice if you demonstrate an image evaluation with the student for every image that you check, or ask the student to comment as appropriate.
4. The student may also ask you to complete their self-assessment / placement report. In some departments these are only completed by the CLO team.
5. Discussing their development and learning.

Some examples of questions to promote discussion and reflection:

- a) What did you already know?
- b) What have you learned from performing this examination?

- c) Has this examination enhanced your technical skills? And if so in what way?
- d) How do you think the patient felt during the examination? How did you feel about the patient? Did this influence patient care? Is this acceptable?
- e) How would you evaluate this examination?
- f) Was there anything about this examination that you should/ could have done differently?
- g) Has this examination highlighted any weak areas in your knowledge? And if so, what do you intend to do about this?
- h) Any other question you consider will help them reflect on their learning.

## 6 Providing Constructive Feedback.

Providing feedback is vital if students are to gain an accurate impression of their performance in order to assess and measure their progress against their own learning objectives.

### **Remember:**

- Feedback must be given with the intention of helping the student.
- Providing feedback and disciplining are not the same thing.
- Feedback is most effective if given immediately or soon after the event.
- It should be a 2 way process between you and the student otherwise it runs the risk of being negative and judgmental.
- Feedback should be offered in private or in such a way as to maintain the student's integrity.
- Feedback should focus on a behaviour that can be changed.
- Giving constructive feedback requires honesty.
- Negative feedback can also be constructive.
- Poor feedback is worse than none at all.

### **Before giving feedback remember:**

- Consider its value to the student.
- Think about what you are going to say.
- Focus on priorities – don't overload the student with too much feedback at a time.

**When giving feedback remember:**

- Be clear and specific and ensure that the student understands what you are saying.
- Start with something positive – a negative comments which follows is most likely to be received well.
- Offer feedback only on behaviour that has been observed.
- Offer a description of what you saw rather than passing a judgement.
- Ask questions rather than making statements i.e. how else could you have handled that situation?
- Look for alternatives and leave the student with choices.
- Allow the student to accept or reject the feedback.

***START POSITIVE***

***BE SPECIFIC***

***REFER TO BEHAVIOUR THAT CAN BE CHANGED***

***DRAW OUT OR OFFER ALTERNATIVES***

***OWN THE FEEDBACK***

***LEAVE CHOICES TO***

***ENABLE LEARNING AND GROWTH!***

### **After giving feedback**

- Things may not change – the decision to act is made by the student
- There is always a chance that negative feedback will offend. However, it may stop inappropriate behaviour and avoid future confrontation.

### **Supporting Academic work**

Depending on your experience or interests you may be able to offer advice as to a good reference source for them to follow up. Students are on clinical placement for practical hands on experience of the work of an imaging dept, and to develop the core skills required for clinical radiography. They are allocated a day every week as private study whilst on clinical placement. The student may decide where this time is best spent, in the department for additional practical experience, in the department's resources area, at the university or other study area.

If a student is struggling with their academic work then you should advise them to contact their CLO to discuss this. Decisions about allowing extra study time or changing study days should be made in consultation with the VL.

If there is a quiet period – activities that can only be done in the clinical environment should be introduced (e.g. it would be a good time to spend time with the student in going through image evaluations or quality assurance tests, and/or the essential background activities that keep a dept running smoothly).

### **Responsibilities of Student**

They are required to attend dept or special placement on all designated Clinical weeks. Study days are set each week and any variation needs to be agreed in advance, preferably via email correspondence with VL. Students are expected to notify department and university of any absence. It is helpful if department can have an agreed contact number for this.

At all times the student are expected to comply with expected standards of professional behaviour and act in accordance with dept protocols and procedures.

It is the student's responsibility to complete the required documentation or seek assistance in good time so that everything is not left to last minute for supervisors to sign. Students will need to hand in any documentation for signing or completing by supervisors and/or CLO by agreed deadlines.

## Reporting students

If you have concerns about any student then you need to follow the departments' procedures. The following is a guide:

- **Minor issues e.g. time keeping**

Speak to student in the first instance; if this issue recurs then you need to inform the CLO responsible for that student.

- **Major issue e.g. inappropriate behaviour, clinical incident**

Speak to student and report to CLO. Document clearly what actually happened as this may be needed as evidence

Keep university informed of concerns and copy VL into documentation of incidents.

If CLO is not available and you need advice, you can contact your VL or if they are not available, a member of the teaching team at SHU via admin support for placements during office hours on 0114 225 2384; they will contact a member of staff for you (see also Contact Details on the Diagnostic Radiography website).

## Clinical Experience Requirements

The course will be delivered over three extended academic years. The total number of weeks per year (not inclusive of holidays) will be:

**Year 1 – 47 weeks**

**Year 2 – 46 weeks**

**Year 3 – 36 weeks**

Students continue to study all elements of radiography practice and core elements such as evidence based practice, collaborative working and professional issues. The curriculum ensures that the Standards of Proficiency of the Health Professions Council are clearly met. Further detail of each module can be found in the Course Handbook for each year of students.

A record of clinical attendance is maintained throughout a students' training and consists of a **simple tick chart which is completed by the departmental Clinical Liaison Officer**. Completed sheets are sent directly to the "Placements Team" who will include the information on a database. **Visiting lecturers also monitor the process**, attendance being recorded as part of the **placement report**.

As an overview, students study and gain clinical experience of the following areas during the periods indicated below.

**Brief Overview of Clinical Experience**

<b>Year</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Extended semester</b>
<b>1</b>	<p>Musculo-Skeletal and Soft Tissue Imaging Upper and lower extremity radiography, chest and abdomen, principles and practice.</p> <p>Scientific Imaging Technology</p> <p>Introduction to Inter-professional Practice</p>	<p>Musculo-Skeletal and Soft Tissue Imaging Spine, hip, knee, more complex chest, principles and practice</p> <p>Scientific Imaging Technology</p> <p>Professional Issues</p> <p>Using Knowledge and Evidence to Support Study and Practice</p>	<p>Development and consolidation of underpinning theory and practice skills.</p>

<b>Year</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Extended semester</b>
<b>2</b>	<p>Musculo-Skeletal and Soft Tissue Imaging GI imaging, urinary system. Contrast agents. Imaging older adults and children. Mobiles and Theatres.</p> <p>Scientific Imaging Technology fluoroscopy, RNI, US, mobiles.</p> <p>Using and Evaluating Evidence to Inform Practice</p>	<p>Soft Tissue Imaging</p> <p>Scientific Imaging Technology MRI CT</p> <p>Professional Issues</p> <p>Developing Collaborative practice</p> <p>Using and Evaluating Evidence to Inform Practice</p>	<p>Development and consolidation of underpinning theory and practice skills.</p>

Year	Semester 1	Semester 2	
3	<p>Musculo-skeletal imaging X-Ray examinations of more complex skeletal radiography CT scanning Including radiographic anatomy &amp; pathology image quality - optimisation, manipulation, annotation and post processing x-ray equipment and accessories Critical care radiography Forensic radiography Polytrauma, on call radiography Paediatric radiography Capable Collaborative Working Generating and evaluating Evidence for Practice Professional Issues Advanced health informatics skills</p>	<p>Development and consolidation of underpinning theory and practice skills</p> <p>Soft Tissue Imaging. Contrast examination studies Critical care radiography Forensic radiography</p> <p>Polytrauma, on call radiography Paediatric radiography Capable Collaborative Working Generating and evaluating Evidence for Practice Employability and advancing practice Preparation for employment.</p>	