Supporting Sheffield Hallam ODP Students in clinical practice

By the ODP Placement team

Contents

- Academic Calendar
- Clinical Supervision
- Academic Modules and Pathways
- Pebblepad
- Competencies and Assessment
- Effective Supervision
- Feedback
- Activity around some student profiles
- Cause for concerns
- Supporting students in the clinical environment.
- Key messages
- Close

Academic Calendar

Noticeable changes:

- Additional Weeks in Level 4
- Staggered start in level 4 supported by academic teaching
- 3 week blocks
- View the academic calendar here.

WEEK NO	WEEK BEGINNING (Monday)	Year 1 (2024 Cohort)	Year 2 (2023 Cohort)	Year 3 (2022 Cohort)
8	16-Sep	Induction Week	Induction Week	Induction Week
9	23-Sep			
10	30-Sep			
11	07-Oct			
12	14-Oct			
13	21-Oct			
14	28-Oct		Skills Weeks	Placement
15	04-Nov			
16	11-Nov			
17	18-Nov			
18	25-Nov			Placement
19	02-Dec		Placement	
20	09-Dec			
21	16-Dec			
22*	23-Dec	Vacation	Vacation	Vacation
23*	30-Dec			
24	06-Jan	Induction & Observation Week		
25	13-Jan		Placement	
26	20-Jan			Placement
27	27-Jan			
28	03-Feb	Skills Weeks		
29	10-Feb			
30	17-Feb			
31	24-Feb			
32	03-Mar	Placement	Placement	
33	10-Mar			
34	17-Mar	Placement		
35	24-Mar			Placement
36	31-Mar	Placement		
37	07-Apr			
38*	14-Apr	Vacation	Vacation	Vacation
39*	21-Apr			
40	28-Apr			
41*	05-May			Placement
42	12-May	Placement		
43	19-May			
44*	26-May		Placement	Placement
45	02-Jun			
46	09-Jun			
47	16-Jun	Placement	Placement	
48	23-Jun			
49	30-Jun		Placement	
50	07-Jul			
51	14-Jul	Placement		
52	21-Jul			
1	28-Jul			
2	04-Aug			
3	11-Aug	Refer	Refer	Refer
4	18-Aug			
5	25-Aug			

Clinical Supervision

Title	Role	Requirement/qualification
Practice Supervisor	Supports learners in practice placement: ● Serves as a role model for safe and effective practice working within the remit of their standard/code of conduct ● Must demonstrate proficiency within their scope of practice ● Provides formative feedback ● Completes formative assessment documentation • Implements local hospital policy	Registered practitioner who has successfully completed preceptorship programme ● Have an understanding of the proficiencies and learning outcomes of the programme ● Attendance at local preparation/update sessions ● Can provide evidence of CPD
Practice Educator	*In addition to the above:* ● Performs summative assessment ● Must implement HEI assessment regulations ● Supervises two ODP learners within a two-year time period to remain on the 'live— register	In addition to the above, holds or is working towards at least one of the following: ● Mentorship qualification at level 6 or above (credit or non-credit bearing) ● Post Graduate Certificate in Education ● Completed the Scottish National Approach to Mentor Preparation ● Completed a HEI Practice Educator preparation / training programme AND has completed level 6 modules
Lead Practice Educator (or CPC)	*In addition to the above:* ● Has overall responsibility for learners in placements ● Manages learner's placement allocation and Practice Educator allocation ● Monitors learner's attendance and reports this to the HEI ● Apprises HEI staff of the progress of learners in practice placement ● Organise placement teaching sessions ● Holds current Practice Educator data (e.g. attendance at update sessions) and upkeeps the register of 'live' Practice Educators ● Attends ODP education meetings	In addition to the above: ● Has a minimum of three years post-registration experience ● Possess or is working towards a relevant first degree

Practice Supervisor

I know I am a practice supervisor so what can I sign?

Practice supervisor

You can sign the ODP proficiencies within the paperwork, conduct formative assessments and complete the introduction to clinical area.

You **cannot** conduct end of year summative assessments, mid-point reviews or sign the gateway progression statements.

You should be involved in the planning for students learning opportunities and provide written feedback to student and practice educators to support the completion of learning agreements, mid-point reviews and any required action plans.

You are required to keep up to date with the proficiency requirements and the learning outcomes for the programme.

Practice Educator

I know I am a practice educator so what can I sign?

<u>Practice educators</u>

You can sign **<u>all</u>** aspects of the ODP paperwork and the progression statement at the end of the gateways.

You **<u>can</u>** do end of year assessments.

You should be involved in the planning for students learning opportunities and the completing of learning agreements, mid-point reviews and any required action plans.

If you complete the progression statement with the student you must sign **<u>all</u>** progression boxes (at the bottom of each proficiency) as the second, or counter signature and by doing so you are declaring that the student has gained signatures for all competencies and is competent for the completion of the gateway.

The CODP requires that you maintain your mentorship qualification by attending regular updates. These should be available in your department, but requests can be made to your link lecturer to come and deliver an update. Alternatively you may wish to attend a nursing mentor update as this will cover key aspects of supervision, however the specifics of the ODP paperwork may not be considered.

Academic Modules

Year 1	
ODP Introduction to ODP and University life	40
ODP Principle roles of ODP	40
Collaboration for Individual and Community Wellbeing	20
Personal and Professional Development	20
ODP Clinical Practice 1	1

Year 2	
ODP Developing Intraoperative Practice	40
ODP Management and care of acute and critical patients	40
Assessing and Addressing complexity	20
Evidence and Enquiry for practice	20
ODP Clinical Practice 2	1

Year 3	
ODP Enhanced Perioperative practice	20
ODP Developing the Practice Educator	40
The Advancing Professional	40
Complexity & Leadership in Professional Practice	20
ODP Clinical Practice 3	1

Academic Pathway

Year 1 (Level 4)

Start to build on general practice and have a basic understanding around safety and evidence based practice in the perioperative environment

Year 2 (Level 5)

Building on from level 4 they will start to understand and learn how co-morbidities can impact on patients and be able to plan around this. They are introduced to emergencies and obsetrics.

Year 3 (Level 6)

Will learn about leadership and education (Mentoring) and begin to apply this into practice.

Clinical Placement Expectations

Year 1 (Level 4)

The should have some understanding around theatre practices and during their first placement be building on their knowledge and experiences around the 'Normal' patient and general theatre practices

Year 2 (Level 5)

At this level they should be developing their skills and knowledge towards the end goal assessment of being an operating department practitioner and practicing safely for a list (for anaesthetics or surgery) or recovering a patient. They may be exposed to an area in practice related to the shared competencies.

Year 3 (Level 6)

They will build on their previous assessment and safely practice in two or more specialities. But will be developing their skills in emergencies and obstetrics, dependant on previous expereinces.

CODP ODP Curriculum

C7. Demonstrates proficiency in the anaesthetic role of the ODP

- At Level 4 the focus is on developing safe and effective transferable practice under direct supervision, for example; checking the anaesthetic room and selecting and preparing equipment, participating in surgical safety checklists (Sign In). Students should be able to contribute to the team caring for the patient undergoing elective procedures.
- At Level 5 it is expected that students will experience increasing complexity in the cases they are exposed to, and that they should be developing their ability to plan care for patients undergoing procedures. Students should be working towards independently managing the anaesthetic environment; requiring more indirect supervision and support. They should consistently demonstrate safe and effective practice, seeking support appropriately and demonstrating a patient focus.
- At Level 6 students should be able to effectively assess, plan, implement and evaluate care for a diverse range of patients, including complex, non-scheduled and emergency cases.
- It is expected at the end of Level 6 that students will have been exposed to a wide range of patient presentations, during their programmes; this must include paediatric, shared airway, dual life and emergency procedures.

C.8 Demonstrate proficiency in the surgical role of the ODP

- At Level 4 the focus is on developing safe and effective transferable practice under direct supervision. For example, generic circulating skills and fundamental surgical skills; gowning, gloving, aseptic technique, preparation of instrument trolleys, maintaining the sterile field, safe disposal of contaminated items. Students should be able to contribute to the team caring for the patient undergoing elective procedures. Students should also participate in the surgical safety checklist (Time Out and Sign Out).
- At Level 5 it is expected that students will experience increasing complexity in the cases they are exposed to, and that they should be developing their ability to plan and deliver care for patients undergoing diverse procedures. Students should be working towards independently managing the surgical environment; requiring more indirect supervision and support. They should consistently demonstrate safe and effective practice, seeking support appropriately and demonstrating a patient focus.
- At Level 6 students should be able to effectively assess, plan, implement and evaluate care for a diverse range of patient's, including complex, non-scheduled and emergency cases undergoing surgical procedures. It is expected that they will also demonstrate proficiency in enhanced surgical skills, commensurate with a Surgical First Assistant; demonstrating the responsibility and autonomy inherent in this role. Students should lead the Team Brief and be able to interpret information gained from that process to plan equipment and care strategies and also lead the surgical Time Out and Sign Out processes in order to plan and monitor care intervention resulting from the processes.

- At the end of Level 6 it is anticipated that students will have been exposed to a wide range of patient presentations, during their programmes; this must include paediatric, shared airway, dual life and emergency procedures

C.9 Demonstrate proficiency in the post-anaesthetic care role of the ODP

- At Level 4 the focus is on developing safe and effective transferable practice under direct supervision. For example, preparation of the environment, application of monitoring and recording of vital signs, assessments and care delivery. Students should contribute to the care of patients undergoing elective procedures, patient assessment and management including the use of systemic assessment tools.
- At Level 5 it is expected that students will experience increasing complexity in the care of patients in the post anaesthetic case setting, and that they should be developing their ability to plan and deliver care for patients undergoing diverse procedures using a range of systematic assessment tools. Students should be working towards independently managing patient care, including appropriate prescribed drug administration and monitoring; requiring increasingly indirect supervision and support. They should consistently demonstrate safe and effective practice, seeking support appropriately and demonstrating a patient focus.
- At Level 6 students should be able to effectively and systematically assess, plan, implement and evaluate holistic care for a diverse range of patients, including complex, non-scheduled and emergency cases. They should be developing resuscitation and critical care skills and be increasingly proficient in independent management of care, including a deep understanding of the pharmacotherapeutics utilized; demonstrating the responsibility and autonomy inherent in this role.
- At the end of Level 6 it is anticipated that students will have been exposed to a wide range of patient presentations, during their programmes; this must include paediatric, shared airway, dual life and emergency procedures.

CODP (2018)

Pebblepad

- All students are now on Pebblepad
- Learning agreements (Initial Interview, Midpoint review, End point review)
- Competencies and Assessment
- Sharing Pebblepads
- Lets take a look

Clinical Skills

Level 4

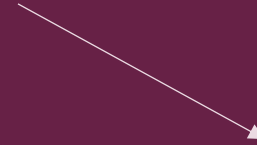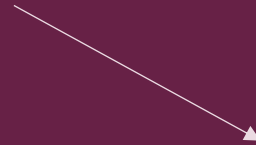with instruction and necessary interventions
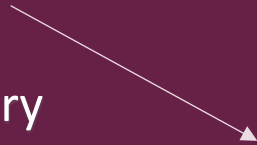
Level 5

Minimal instruction and intervention

Level 6

Autonomously with little to no instruction or intervention

Effective Supervision

What are the responsibilities of an effective Practice Supervisor/Educator?

- Student support within clinical practice
- Role models
- Enabling the link from theory to practice
- Pastoral care
- Signposting to HEI, student services, etc
- Completion of documentation
- Challenge students if necessary
- Tripartite meetings if necessary
- Action planning

What are the characteristics of an effective Practice Supervisor/Educator?

- Patience
- Enthusiasm
- Respect
- Knowledge
- Sense of Humour

Fawcett (2002)

The typical student

- What is the typical student we support?

- What considerations should we make as practice supervisors / Educators?

- How do we support them?

The Learning Cycle

Feedback

Constructive feedback should be...

- **Descriptive rather than evaluative** – describe what the student said or did and the impact that had on you or others, but do not make judgements

- **Focus on behaviours not personality**– things that the student can improve on. The purpose of feedback is to learn, so suggest practical ways to rectify any shortcomings

- **Well timed** – formative assessment / summative assessment

- **Clearly and quickly stated** – get to the point without being brutal. Avoid beating around the bush or getting bogged down in self-justification. Ensure the student understands the feedback by asking them questions and summarising

- **Sufficient and appropriate** – ensure that your feedback is useful to the student, can they take it to their next placement?

(adapted from SHU Human Resources (2011))
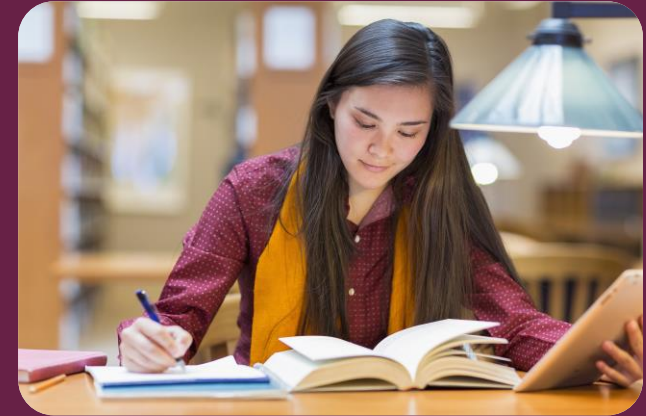
Activity - Student Scenarios

Look over the profiles of the following students and create a SMART action plan for the student that identifies the issues / successors and supports them in improving in the future, this plan needs to be achievable.

Student A

Student B

Student C

Identify if any of the learners need a cause for concern

Student A

Student Profile: ODP Student in Theatre Environment
Student Name: Student A
Program: Operating Department Practice (ODP)
Mentor/Educator: Joe Bloggs **Date:** 1/1/2024

1. Overview of the Situation
Student A has encountered significant challenges that are currently impacting their ability to fully participate in their ODP program and placement within the theatre environment. The following key issues have been identified:

- **Attendance Issues:** Student A has consistently arrived late to placement and has missed multiple days without prior communication. This has led to concerns about their reliability and commitment to the program, as punctuality is crucial in the theatre environment, where operations are time-sensitive and demand a high level of coordination among staff.
- **Part-Time Employment:** Student A has disclosed that they are working a part-time job out of necessity to cover living expenses. The demands of this job are affecting their ability to manage their time effectively, particularly in balancing work with the rigorous demands of their studies and placement. The strain of working while studying full-time has led to fatigue, making it challenging for them to meet the expectations of their placement.
- **Childcare Struggles:** Student A is facing difficulties with childcare, which have compounded their challenges. The lack of reliable childcare has made it difficult for them to attend placement regularly and on time. This situation has led to increased stress and anxiety, as they are trying to juggle the responsibilities of being a student, employee, and parent simultaneously.

Student Profile: ODP Student in Theatre Environment
Student Name: Student B
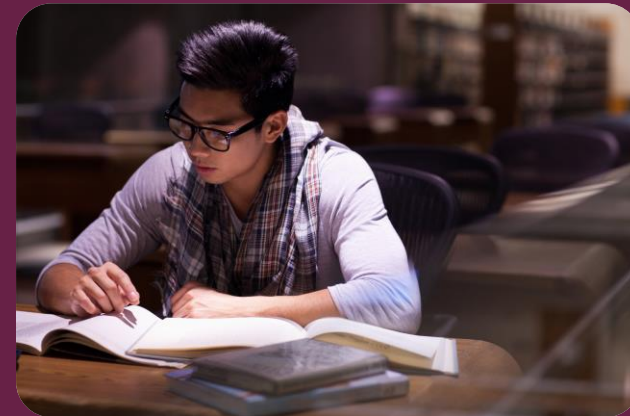**Program:** Operating Department Practice (ODP)
Placement Area: Theatre Environment
Mentor/Educator: Sandra Dee **Date: 1/1/2024**

1. Overview of the Situation
Student B has been performing exceptionally well in their ODP placement within the theatre environment. Over the past four weeks, they have successfully achieved all required competencies ahead of schedule, demonstrating a high level of skill, knowledge, and professionalism.

- **Competency Achievement:** Student B has completed all required competencies in a condensed timeframe, showcasing their proficiency and understanding of the essential aspects of the theatre environment. This includes not only meeting the basic requirements but excelling in the practical application of skills, teamwork, and patient care.
- **Interest in Critical Care:** Despite their early success, Student B has expressed a keen interest in expanding their experience by spending time in a critical care setting. They believe that exposure to critical care will enhance their understanding of the continuum of patient care and allow them to develop skills that are transferable to the theatre environment.
- **Focus on Scrub Role:** Additionally, Student B has identified a desire to refine their skills in the scrub role, particularly in areas where they feel they still have room for improvement. They are eager to use their upcoming placement to focus on these scrub elements, ensuring they are fully confident and competent in this aspect of their role.

Student B

Student C

- **Student Profile: ODP Student in Theatre Environment**

- **Student Name:** Student C

- **Program:** Operating Department Practice (ODP)

- **Placement Area:** Theatre Environment

- **Mentor/Educator:** Anita Khan **Date:** 1/1/2024

- *1. Overview of the Situation*

- Student C has been experiencing difficulties in applying their theoretical knowledge effectively in the practical theatre environment. Despite consistent attendance, concerns have been raised by practice supervisors regarding both their practical performance and professional behaviors. Student C, however, disagrees with these assessments, believing that they are performing adequately.

- **Knowledge Application:** While Student C has attended all required placement sessions, they have struggled to bridge the gap between theoretical learning and practical application. This challenge is evident in their ability to carry out essential tasks, follow protocols, and adapt to the dynamic demands of the theatre environment.

- **Concerns from Practice Supervisors:** Practice supervisors have expressed concerns about Student C's ability to perform safely and competently in the theatre. Specific issues include difficulties in maintaining aseptic techniques, inconsistent communication with team members, and hesitation during critical procedures. Additionally, there have been observations regarding their professional behavior, such as reluctance to accept feedback and challenges in working effectively within the team.

- **Student's Disagreement:** Student C has expressed disagreement with the feedback provided by their supervisors. They believe that their practice is adequate and have contested the concerns raised, attributing them to miscommunication or differing expectations.

Cause for concern

CONCERNED ABOUT A STUDENTS PROGRESSION?

CONFRONT THE ISSUE AND ACT AS EARLY AS POSSIBLE

<u>Stage 1</u>
Any issues need to be highlighted, discussed and documented with the student as soon as they arise. An action plan should be arranged and documented if required. This discussion needs to be done by the Practice Supervisor or Educator.

<u>Stage 2</u>
If there is no improvement with the issue then the CPC should be informed as early as possible. The CPC should arrange a meeting and an action plan must be completed and documented.

<u>Stage 3</u>
If the issue continues further a Cause for Concern form should be completed and returned to the university. A tripartite meeting will be arranged to discuss the issues and arrange a plan to manage the situation. This ideally should be highlighted and documented at the mid-stage review.

Stage 3 cannot occur on the last week of placement block. Issues need to be highlighted as early as possible!

Cause for Concern

For more information on the cause for concern process, you can find it here.

A Cause for Concern form should be initiated in cases of:

Lack of ability to accurately perform practical skills	The student is unable to accurately perform practical tasks to meet the required standards for the particular stage of the course.
Lack of ability to demonstrate or apply theory and knowledge to practice	The student is struggling to understand relevant knowledge involved in a particular aspect of the role of the ODP; Or, the student is having difficulty/underperforming or is unable to apply theoretical knowledge to practice. (Must be considered in line with meeting the required standards for the particular stage of the course)
Lack of professionalism / professional conduct	The student consistently acts outside of professional boundaries For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, use of offensive language, difficult relationships with staff, and so on.
Lack of progress	A student is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the particular stage of the course. Such cases may be resolvable if action is taken early enough
Other	Any other aspect which gives the mentor cause for concern. Mentor must specify.

Support available for Students

- The learners are told to either go to the practice educator or the CPC.
- They or yourselves can contact the relevant link lecturer
- Practice based learning coaches can provide additional support
- Hallam Help is available for all students at SHU to offer additional support for learners.

How to alleviate student stress on clinical placement

- **Induction is crucial!**

- Welcome students

- Introduce students to staff and to the clinical placement area

- Work collaboratively to create clear goals

- Have realistic expectations - for the student and the educator

- Timely evaluations, feedback and reviews of progress.

- Give the student clear study opportunities / reflection time

- Ensure the students' personal wellbeing whilst on placement

- Understand/utilise support mechanisms for students who struggle

Motivating Students

- A student who, whilst not actually failing, shows disinterest and limited motivation to learn can be difficult to manage.

- What are the tell tale signs of a student who may have an ambivalent attitude to learning whilst on placement?

  - Being reactive, not proactive

  - Withdrawn and not communicating

  - Not pitching in

  - Poor body language

  - Clock watching

- What issues might cause the student to lack motivation or come across as ambivalent?

Influences on the Learning Environment

- A student who, whilst not actually failing, shows disinterest and limited motivation to learn can be difficult to manage.

- What are the tell tale signs of a student who may have an ambivalent attitude to learning whilst on placement?

  - Being reactive, not proactive

  - Withdrawn and not communicating

  - Not pitching in

  - Poor body language

  - Clock watching

- What issues might cause the student to lack motivation or come across as ambivalent?

Examples from practice and how did you overcome this?

Key Messages

- Be open with the learner, provide appropriate developmental feedback

- Time management. Don't leave things to the last minute

- Keep good records, document everything!

- Communicate with the CPC's & University. We can't help if we don't know!

- Follow the guidance provided

- Support the learner, keep them informed

- Do not feel under pressure to sign anything!

- Learning should be relevant, engaging, active and encourage the learners to reflect and think

Contact Information – Placement Team

- Placement Lead: **Jenny Ward** **Jennifer.ward@shu.ac.uk**
- **Placement Team (Sheffield Rotation): Chris Ellis Christopher.Ellis@shu.ac.uk**
- **Placement Team (Leeds, Barnsley, Rotherham and Doncaster): Joe Lee** joseph.lee@shu.ac.uk
- Placement Team (Chesterfield, Mansfield, Nottingham, Lincoln, Derby Nuffield): Brian Corrin b.corrin@shu.ac.uk

Thank you for listening