



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)



Context

- 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



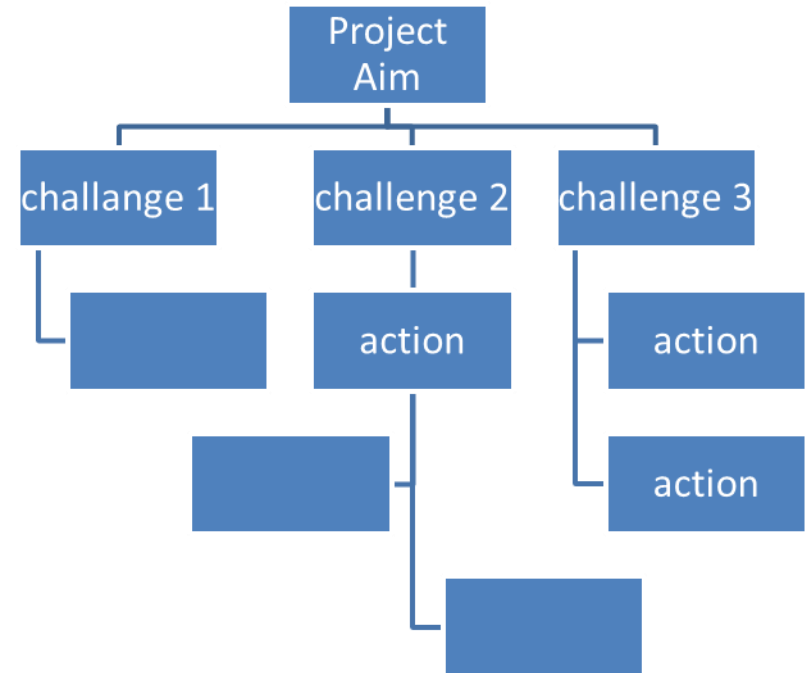
A Range of Activities

The screenshot displays a Blackboard Learn LMS interface. The browser address bar shows the URL: https://learn.canterbury.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=. The page header includes the 'Learn' logo (powered by Blackboard) and the Canterbury Christ Church University logo. A navigation menu contains links for Home, Courses, Referencing, PebblePad, My e-portfolio CP4, Careers and Jobs, Student Support, and Help. The main content area lists four activities:

- Photograph**: Enabled: Adaptive Release, Statistics Tracking. Includes a photograph of a coastal landscape with wooden posts in the water. Below the image, the text reads: "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**: Enabled: Statistics Tracking. Includes a video thumbnail of a woman speaking. The text below reads: "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**: Enabled: Adaptive Release, Statistics Tracking. Includes a graphic of an open book with numbers. The text below reads: "An Article by Jan Dewing on Active learning".
- NWPL week 1 Discussion board**: Enabled: Statistics Tracking. Includes a document icon. The text below reads: "Post and dialogue with others on: Your key learning points about Active learning within Practice Development HOW you will build in Active Learning into this module in your workplace."

The Windows taskbar at the bottom shows the system clock as 15:41 on 09/05/2014.

Web-based tools



Multi-stage Activities

Identifying Challenges affecting your project(1) [Compatibility Mode] - Microsoft Word

File Home Insert Page Layout References Mailings Review View Acrobat

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?

NHS Institute for Innovation and Improvement (2008) Quality and Service improvement tools - Available at:
http://www.institute.nhs.uk/quality_and_service_improvement_tools/quality_and_service_improvement_tools/force_field_analysis.html (accessed 20th January 2014)

Mitchell, G. (2013) 'Selecting the best theory to implement planned change'. *Nursing Management* 20(1) 32-37. Available at:
http://www.academia.edu/3112551/Mitchell_G._2013_Selecting_the_best_theory_to_implement_planned_change_Nursing_Management_20_1_pp._32-37 (accessed 20th January 2014)

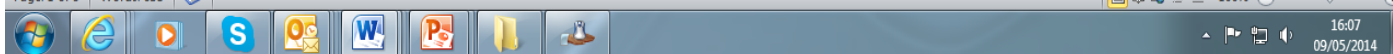
We've included a simple template below to record your findings. Feel free to make use of this or devise your own. Why not make it colourful too?

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)

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16:07 09/05/2014



Teaching Challenges



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

Student Experience

Student assignments were creative!

"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"

"I feel that I am better on a course where I can meet up with people. This was difficult due to distance. I also felt that this type of learning impacted on my motivation at times. I did however enjoy all the learning and it has inspired me"

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

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

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- McCormack, B., Manley, K., Titchen, A. (2013) Introduction, In: McCormack, B., Manley, K., Titchen, A. (Eds) *Practice Development in Nursing and Healthcare*. 2nd edition. Chichester: Wiley-Blackwell pp 1-17
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- Parliamentary Health Service Ombudsman (2011) *Care and Compassion? Report of the health Ombudsman into NHS care of older people*. London PHSO. Available at: www.ombudsman.org.uk/care-and-compassion/home (accessed 6th January 2014)
- Willis Commission on Nursing (2012) *Quality with compassion: the future of nursing education. Report of the Independent Willis Commission on Nursing Education, RCN publishing*. Available at: http://www.williscommission.org.uk/_data/assets/pdf_file/0007/495115/Willis_commission_report_Jan_2013.pdf (accessed 6th January 2014)