

Rationale

@TCDSU carried out a survey in 2015 to collate information on the students experience on clinical placement. The survey findings revealed many common issues across a broad range of course programmes. @TCDSU_Education has identified these issues and aims to propose solutions in partnership with the institution and the teaching hospitals.

Methods

- An on-line survey was carried out on survey monkey.
- 385 respondents from over 13 health science courses
- Issues were then discussed amongst between @tcdsu officers and staff, as well as @tcdsu officers and students.
- A vigorous process of identifying statistical patterns ensued to identify issues pertaining to courses, and common issues.
- Findings were presented to various college committees for discussion and intervention

Rationale and Methods

- Based off a previous survey carried out in 2014/15 in TCDSU which examined the concept of 'Lateral Violence in the School of Nursing and Midwifery'
- Expanded to all Health Science Courses in TCD in 2016-16 as a result of anecdotal evidence from Welfare/Education
- Online survey was published by @TCDSU_Education to health science students which focused on the broader clinical education experience
- Combination of open and closed questions
- Statements were given with selection of – 1. never 2. regularly 3. daily
- Sample size of 385 respondents
- Opportunity for students to comment on their educational experience from a holistic view

Findings

- The most common findings included:
- feelings of inadequacy on placement and disempowerment
 - lack of resources to support students
 - cases of lateral violence/bullying and appropriate mechanisms to deal with these
 - supporting the struggling student in a pastoral capacity
 - the hostility felt by the student to home institution and union on placement
 - student retention

Conclusions

- Identified that the trilateral relationship between student, institution, and teaching hospital must be reviewed.
- Issues follow national and international trends relating to clinical placement
- The 'ownership' of the student is a grey area which must be addressed
- The huge response rate indicates this is a live issue
- There is a necessity for the three parties to collaborate on problem solving these issues. In my capacity this year, I have set up a committee to address issues on Clinical Education.

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Findings

- Over 75% of the respondents indicated they were or witnessed a staff 'harshly criticize' someone unfairly regularly or daily.
- Over 80% of the respondents indicated they were or witnessed 'hurtful personal remarks' made by a member of staff in public regularly or daily.
- Over 65% of the respondents indicated they have had 'physical symptoms' as a result of poor interactions with their supervisors regularly or daily.
- Over 55% of the respondents indicated they were in their 3rd year of study, 20% in their 2nd year of study, 15% in their first year of study, 10% in final year of study.
- Over 85% of the respondents indicated they were female
- Course % Breakdown: Nursing(45) , Medicine(30) , Therapies (10) , Midwifery (5) , Dentistry (5) , Pharmacy (5)
- Anecdotal Evidence formed the themes
- On consultation with staff of the findings it was identified that the trilateral relationship between the teaching institution, the student, and the teaching hospital is the key issue

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 - supporting the struggling student in a pastoral capacity
 - the hostility felt by the student to home institution and union on placement(ownership of student)
 - student retention
 - Professionalism and confidentiality

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Conclusions

- Issues that arise on Clinical Placement are internationally common.
- Need to address and manage perceptions of staff and student as well as look as students as 'partners' in the learning environment.
- Academic curriculum should focus on transferrable skills including resilience training, effective communication, empathy and independent thinking,
- A focus group has been established to make proposed solutions to the identified issues with the eventual aim of influencing preplacement information modules, form the basis of discussion in interprofessional learning and introduce an accessible toolkit for students to use,
- Suggested interventions:
 - 1.) training for students and staff in human factors and conflict resolution
 - 2.) transparent information on escalation pathways
 - 3.) signed charter agreement on expectations of staff and student
 - 4.) link lecturer model
 - 5.) an award for clinical excellence

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