Making the most of Clinical Placements

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Overview

- Background & context
- A little educational theory
- Student perspectives
- Tutor perspectives
- Relevance to you, now.
Introduction: David Pearson

- MA (Cantab) MBChB (Edin) MMed Sc EdD FRCGP
- Family Doctor, Yorkshire
- RCGP Regional Ambassador (Yorks)
- Hon. Professor (Primary Care) HYMS
- Former Deputy Dean (Education) HYMS & Head of Centre for Education Development, HYMS
- Previous posts in Uni of Leeds, NHS Education & Clinical work.
- Research interests in Primary Care, Quality and Education, Learning Environment, Social Accountability
Hull York Medical School Region

A little geography
A Fortunate Man

The Story of a Country Doctor

"A beautiful book, beautifully written, and illustrated with striking, movingly apt photographs."—The Nation

Photographs by Jean Mohr
Section 1: Educational Theory
Educational Theory: Adult Learning

- Active engagement
- Participatory learning
- Social learning
Educational theory: Adult Learning

- Experiential learning
- Reflective learning
- Supported participation
- Significant learning
Educational theory: learning environment

• Social Learning
• Hierarchy of needs
• Learning culture
• Learning environment
• Learning communities
Section 2: Students, making placements work for you.
Section 2: Students, making placements work for you

- Reading
- Reflection
- Responsibility
Section 3: Tutors, making placements work for your students
Tutors: making placements work

- Clinical learning environments
- Restrictive and expansive
- Encouraging engagement
- Vertical integration of learning
- Identity, trajectory, end points
Tutors: Making placements work

Sunnybank: a portrait of a teaching practice

Engagement and opportunity: a model of clinical learning
- Recognition
- Respect
- Relevance
- Emotion

- Relationships with patients
- Interaction with peers
Tutors: Making placements work

- What makes a high quality placement?
- Expert perspectives
- Student perspectives
Tutors: Making placements work

• Active involvement of patients
• The patient voice
• Taxonomy of patient involvement
• ....and, a plea for a more informal but stronger voice
Section 4: Bringing it all back home

How is this all relevant to you, now?
Section 4: Bringing it all back home

- Students, how will you approach your placements differently?
- Tutors, how will you prepare for your student placements differently?
Summing up........

- Reflections
- Challenges ahead
- Why does it matter?
THANK YOU!

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