

Project Title

Improving Confidence and Preparedness of New Clinical Educators

Project Lead and Members

Project lead: Low Inn Sze

Project members: Samantha Yeo

Organisation(s) Involved

Ng Teng Fong General Hospital

Healthcare Family Group Involved in this Project

Allied Health

Applicable Specialty or Discipline

Speech Therapy

Project Period

Start date: 2021

Completed date: July 2022

Aims

This project aimed to improve new CEs' self-perception of mean confidence (MC) and mean preparedness (MP) by 20% in 2021, which may translate into improved learning experiences for their learners.

Background

See poster appended/ below

Methods

See poster appended/ below

Results

See poster appended/ below

Lessons Learnt

Setting up a training workshop and upskilling by using evidence-based teaching tools better prepare new clinical educators to enter the appointment.

Conclusion

See poster appended/ below

Project Category

Training & Education

Learning Approach, Collaborative Learning

Keywords

Clinical Educators, Evidence-Based Teaching Tools

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IMPROVING CONFIDENCE AND PREPAREDNESS OF NEW CLINICAL EDUCATORS

- SAFETY
- PRODUCTIVITY
- QUALITY
- COST
- PATIENT EXPERIENCE

MEMBERS: SAMANTHA YEO, LOW INN SZE

Define Problem, Set Aim

Problem/Opportunity for Improvement

New clinical educators (CEs) in the Speech Therapy department often enter the appointment with little to no preparation nor guidance. There was also no standardization in the method of supervision delivery, with CEs taking a “trial and error approach”. This resulted in a wide variance in the CEs’ self-perceived confidence and readiness, with CEs feeling inadequate in their new roles. Confidence was defined as the **belief in one’s ability to perform a goal/task effectively** i.e. their ability to promote the learner’s learning in a clinical education context (Mojavezi & Tamiz, 2012). Preparedness was defined as the **sense of ease and comfort** entering the educator’s role and its demands, arising from a perception of preparedness and possession of adequate knowledge (Kemper, 2007; Mangussen, 2003).

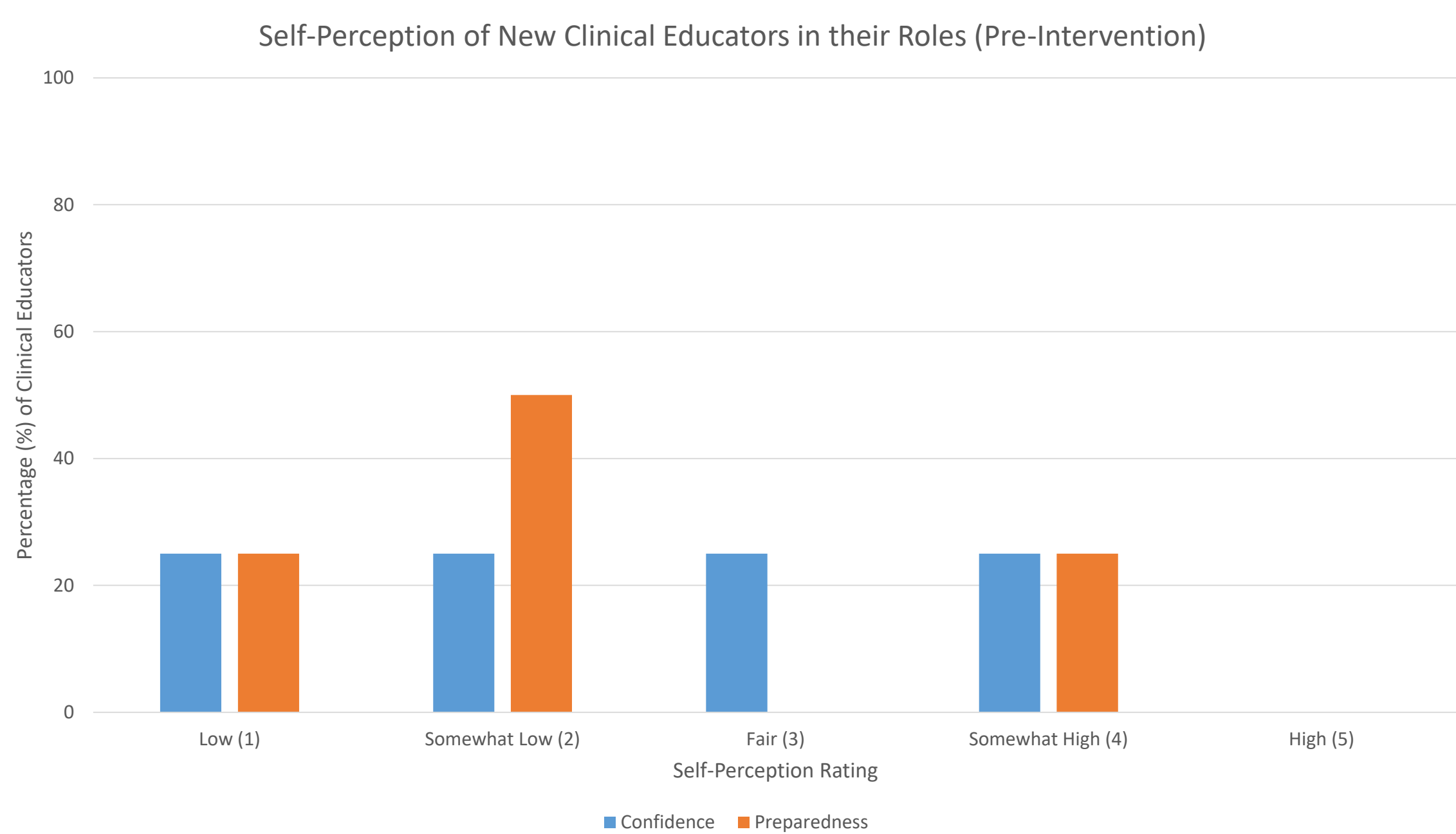
Aim

This project aimed to improve new CEs’ self-perception of mean confidence (MC) and mean preparedness (MP) by 20% in 2021, which may translate into improved learning experiences for their learners.

Establish Measures

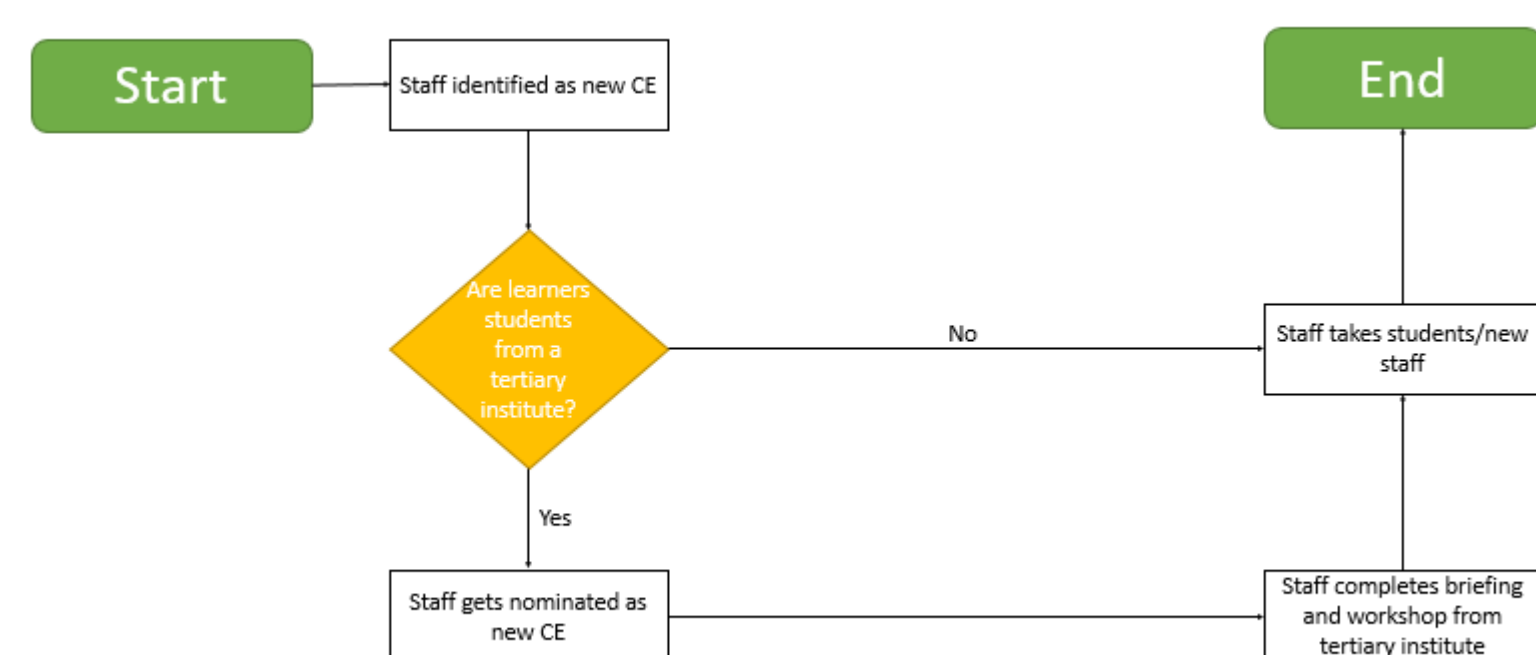
What was your performance before interventions?

MC: 2.5 (SD ±1.12)
MP: 2.25 (SD ±1.09)

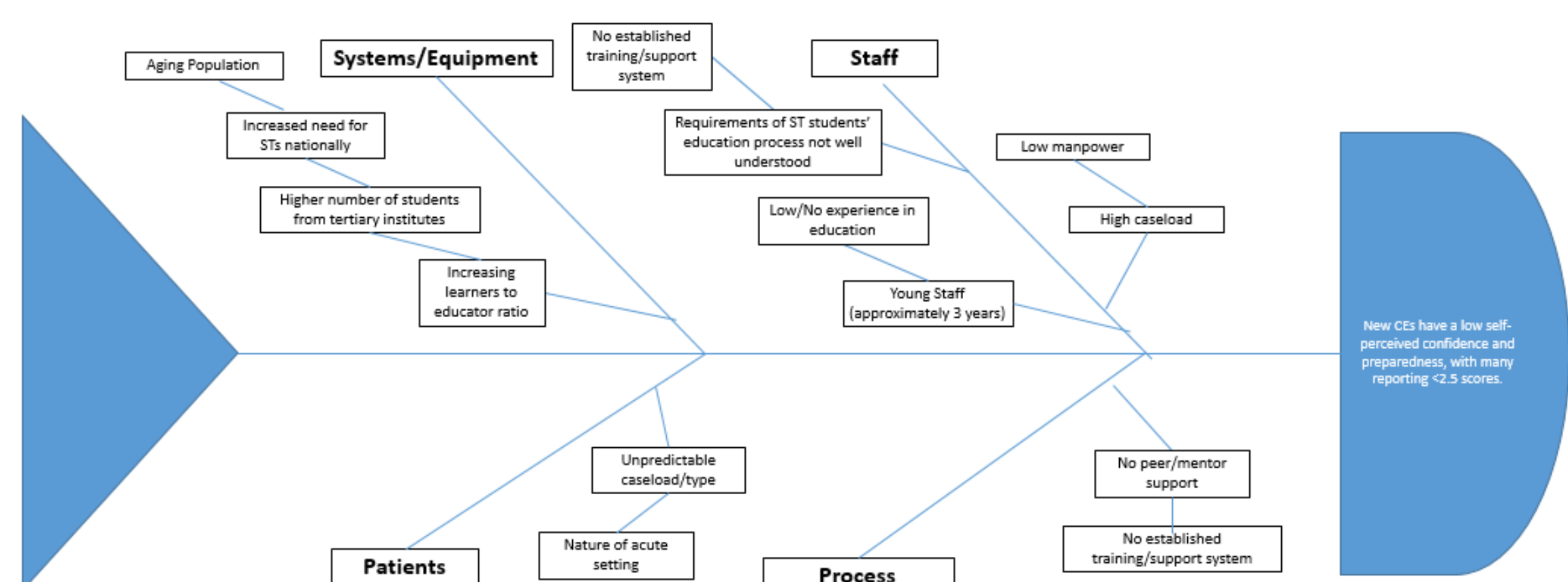


Analyse Problem

What is your process before interventions?



What are the probable root causes?



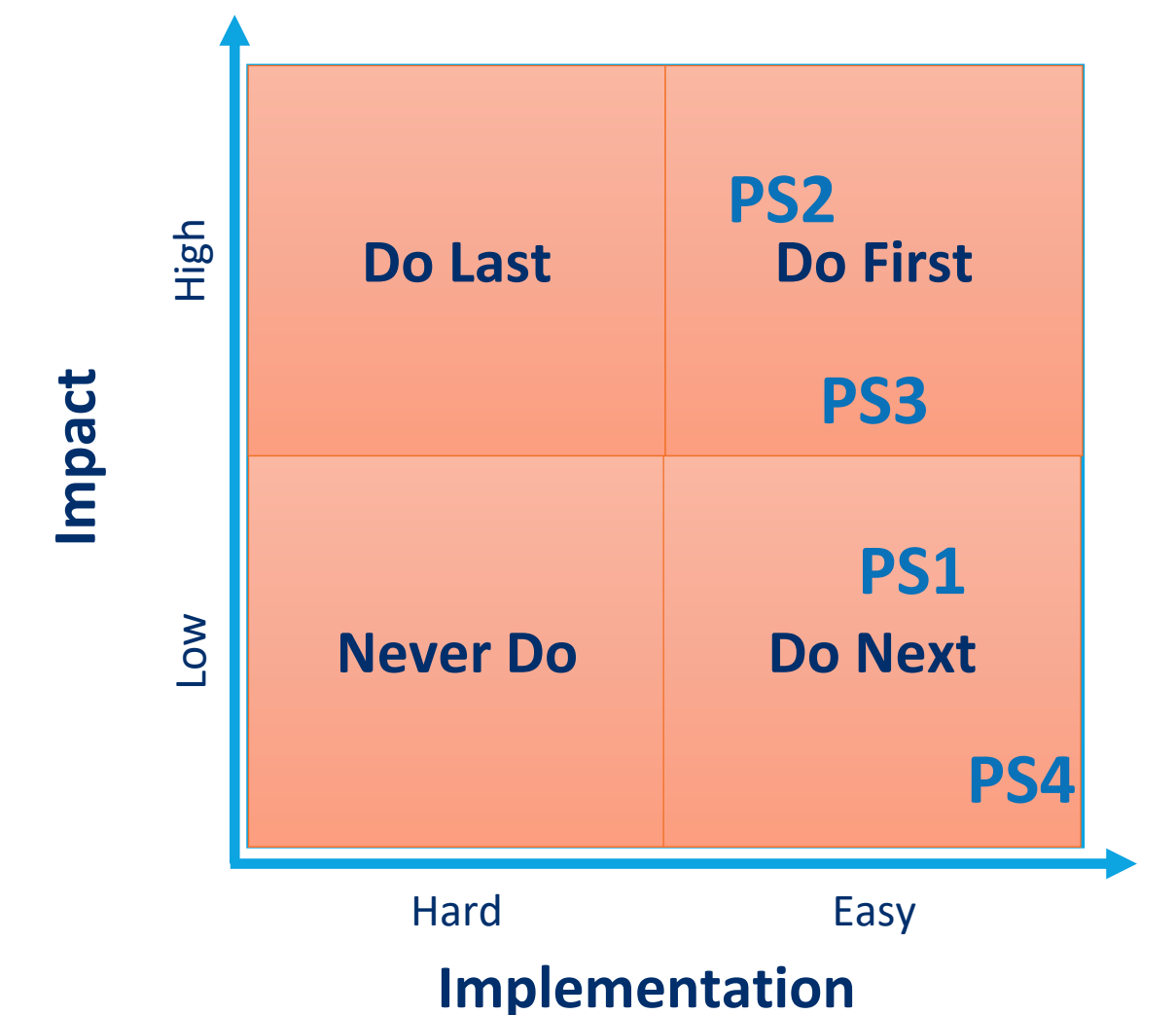
‘No established training/support system’ for new CEs was identified as the only root cause where actionable change could be effected at the department level.

Select Changes

What are all the probable solutions? Which ones are selected for testing?

Solutions 1 to 3 were selected for implementation, solutions 2 and 3 were selected for testing.

No.	Possible Solution
1	Set up buddy support system
2	Set up tailored CE training at the department level
3	Upskill new CEs by teaching them evidence-based teaching tools
4	Arrange for observation sessions for new CEs with experienced CEs



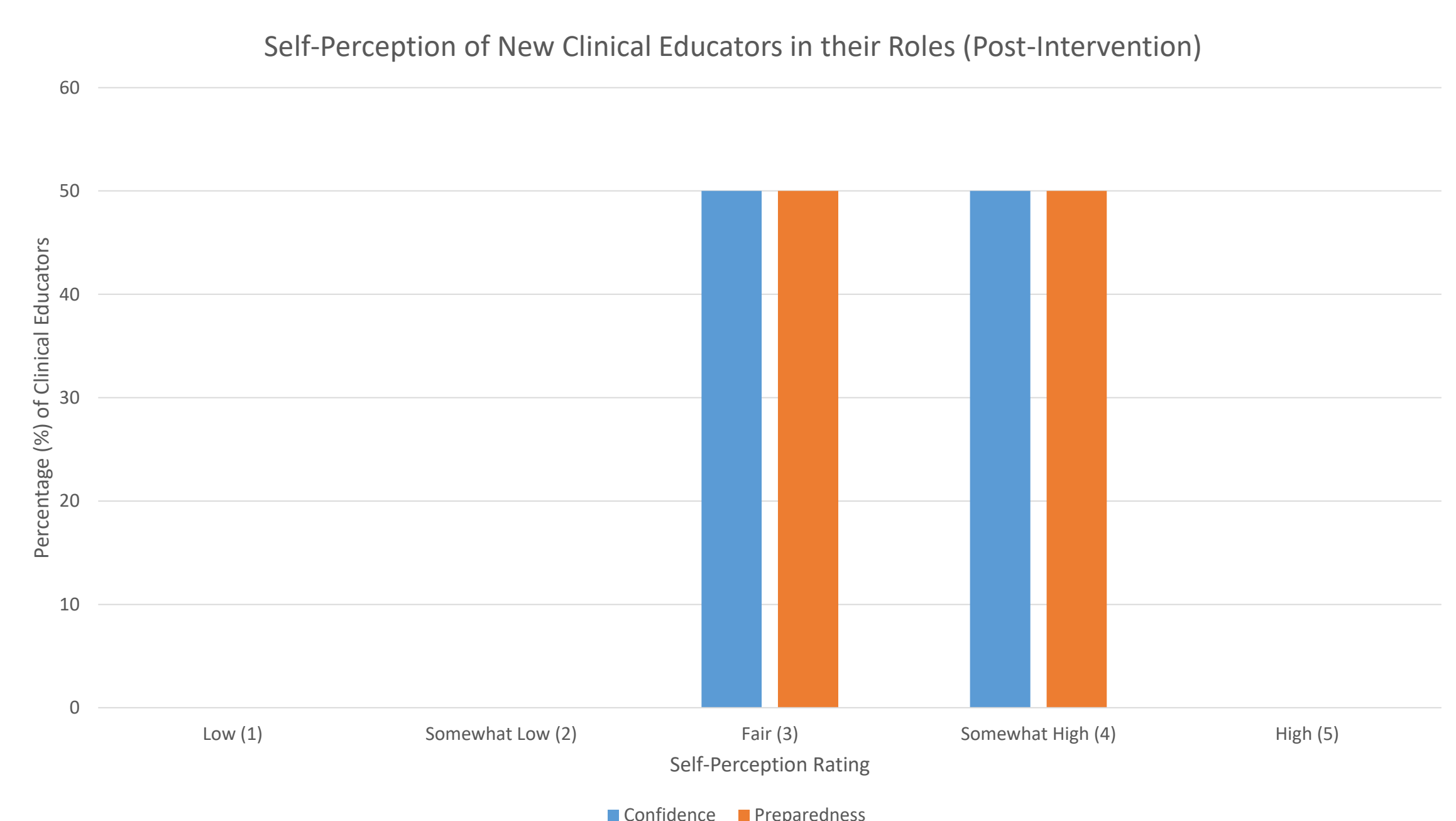
Test & Implement Changes

How do we pilot the changes? What are the initial results?

CYCLE	PLAN	DO	STUDY	ACT
1	A tailored training workshop will be created at the department level for new CEs by the departments' Education In-Charge. This will incorporate an introduction to evidence-based teaching models, role play, and opportunities for discussion. The workshop will be completed in the month leading up to new CEs taking on students.	The workshop was completed for new CEs taking on students on 2021. Feedback obtained indicated that the participants found the workshop useful in preparing them for their new role.	Both MC and MP increased to 3.5, with standard deviation (SD) for both decreasing to 0.5. This translates to a 20% increase in MC, a 25% increase in MP, and a >50% drop in the SD of both reported self-perception scores.	The intervention was effective in improving the self-perception of confidence and preparedness in new CEs. We will look at further adapting the workshop structure and content based on feedback obtained from participants.

What was your performance after interventions?

Mean Confidence: 3.5 (SD ±0.5)
Mean Preparedness: 3.5 (SD ±0.5)



Spread Changes, Learning Points

Based on collected feedback, the training workshop has undergone changes in its structure and content e.g. to include more role-play and case discussions. The new cycle has been commenced since July 2022.

The project and its outcomes were shared at the department meeting, with aim to improve buy-in from participants in the future. The project was also written-up and submitted for the Singhealth DukeNUS Education Conference 2022.