

Experiential Learning: Promoting Advanced Practice through Quality Improvement

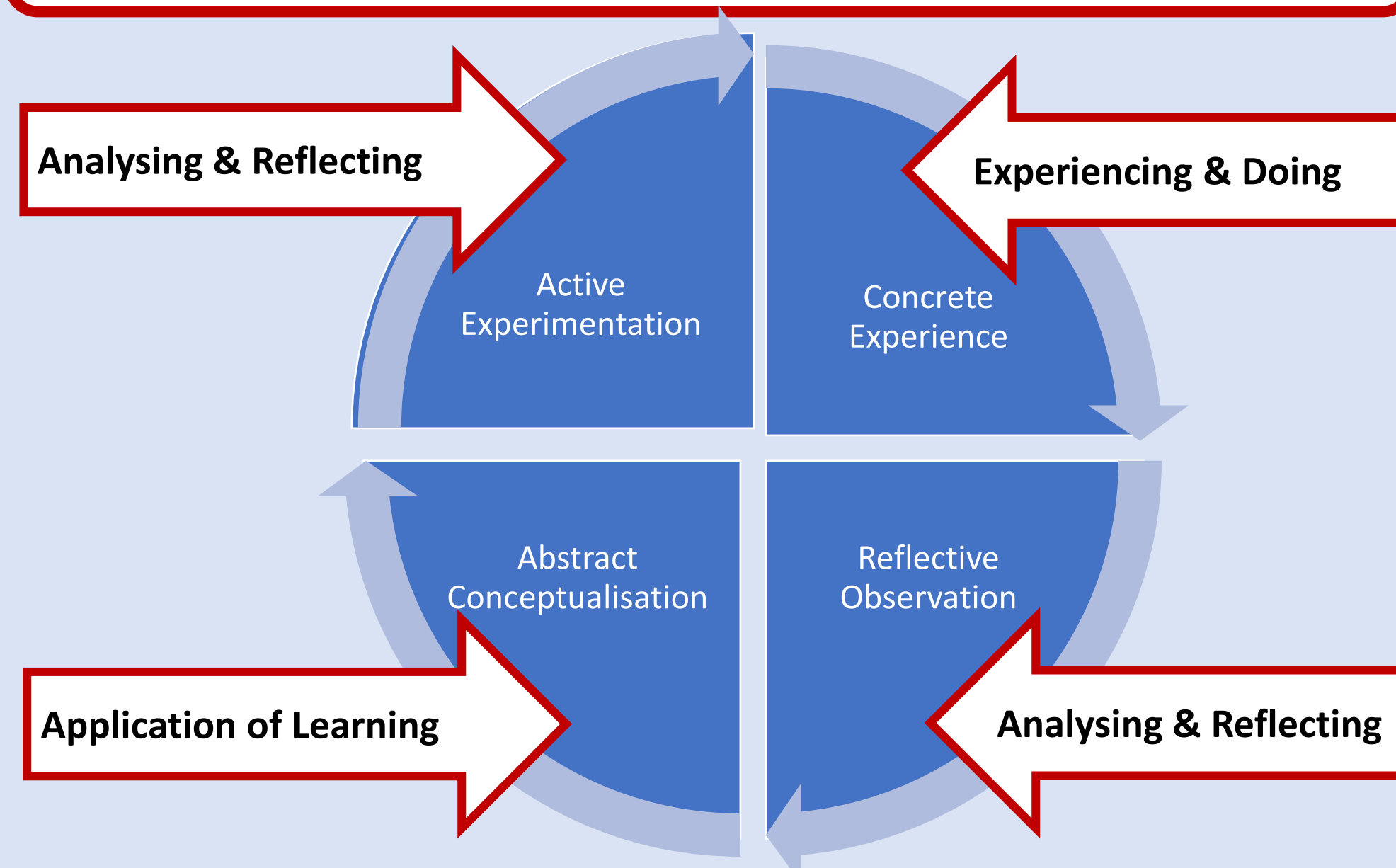
Lynne Harrison, (LHarrison2@uclan.ac.uk), Jennifer Bebb, Senior Lecturers, UCLan
 Mary Cavill, ACP Acute Care Team & Trust ACP Education Lead, ELHT



Context

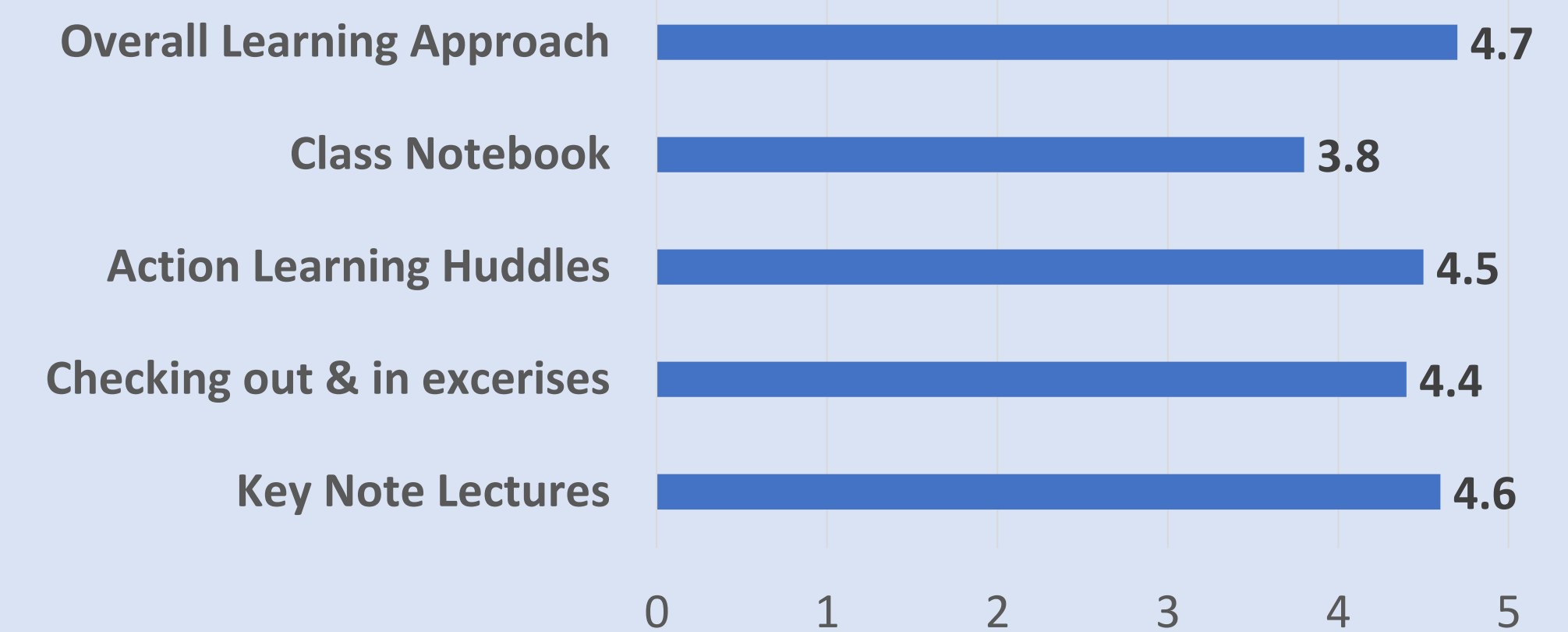
- A key, central element of the role of Advanced Clinical Practitioners (ACP's) is leading the development of high quality, effective healthcare services to meet individual needs (HEE 2017)
- QI activity presents a potential to combine the 4 pillars of Advanced Clinical Practice (ACP)
- Educational preparation must be designed to develop the necessary knowledge, skills & behaviours to support quality improvement (QI)
- Collaboration with practice-based supervisors promotes the application of learning in practice, enabling a shared understanding and realistic expectations
- In year 1 students undertake a module which requires them to explore issues, challenges or problems from practice, engage with a diagnostic/root cause analysis tools, research skills & problem-solving activities in the design & construction of a QI project.
- The pedagogical approach used for the development of the module delivery has its foundation in experiential learning theory (Kolb 2015).
- Teaching & learning strategies employed are designed to engage & immerse students in the development of learning communities, a culture of experiential and peer learning

Experiential Learning Cycle (Kolb, 2015)



Evaluation

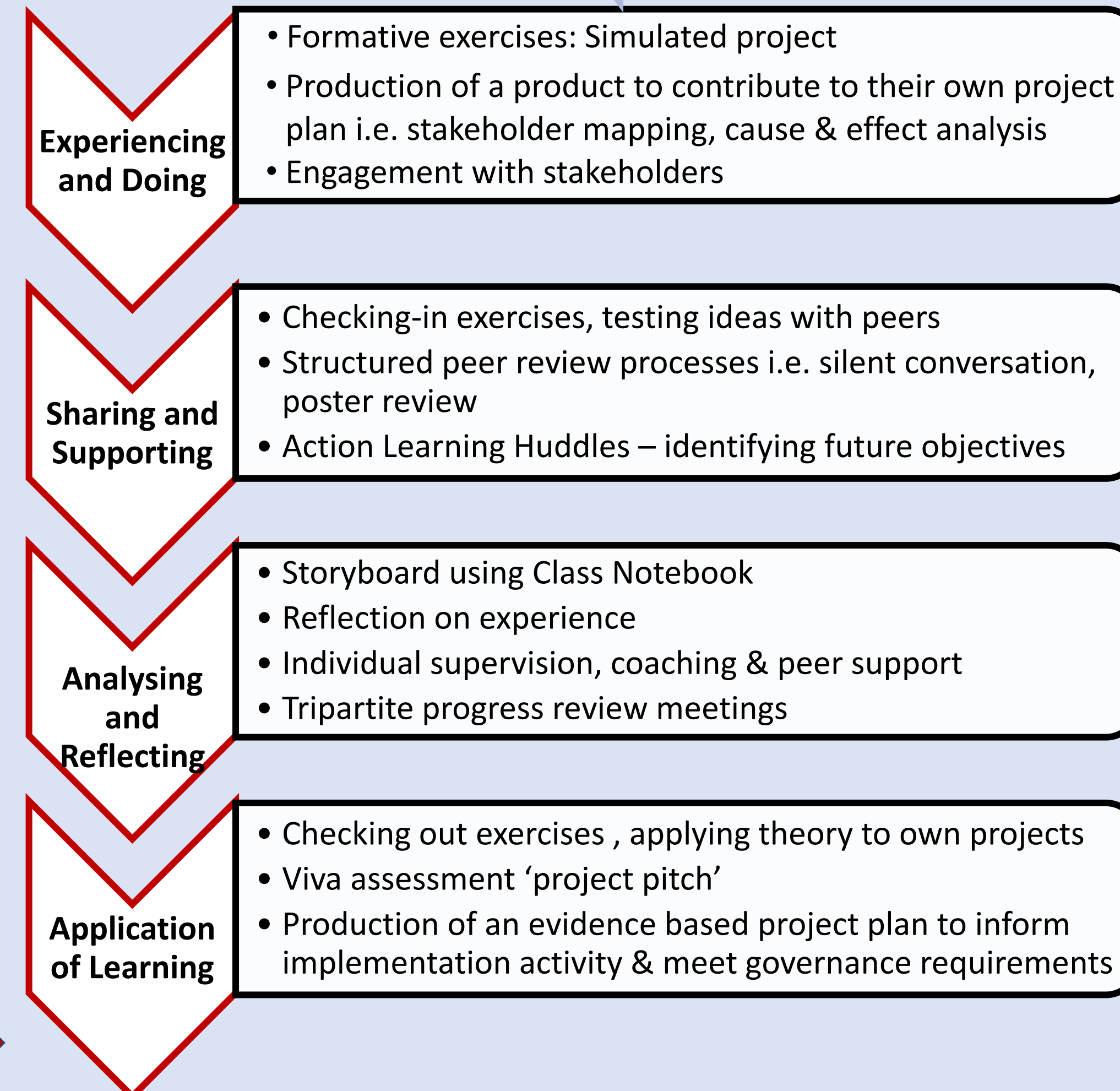
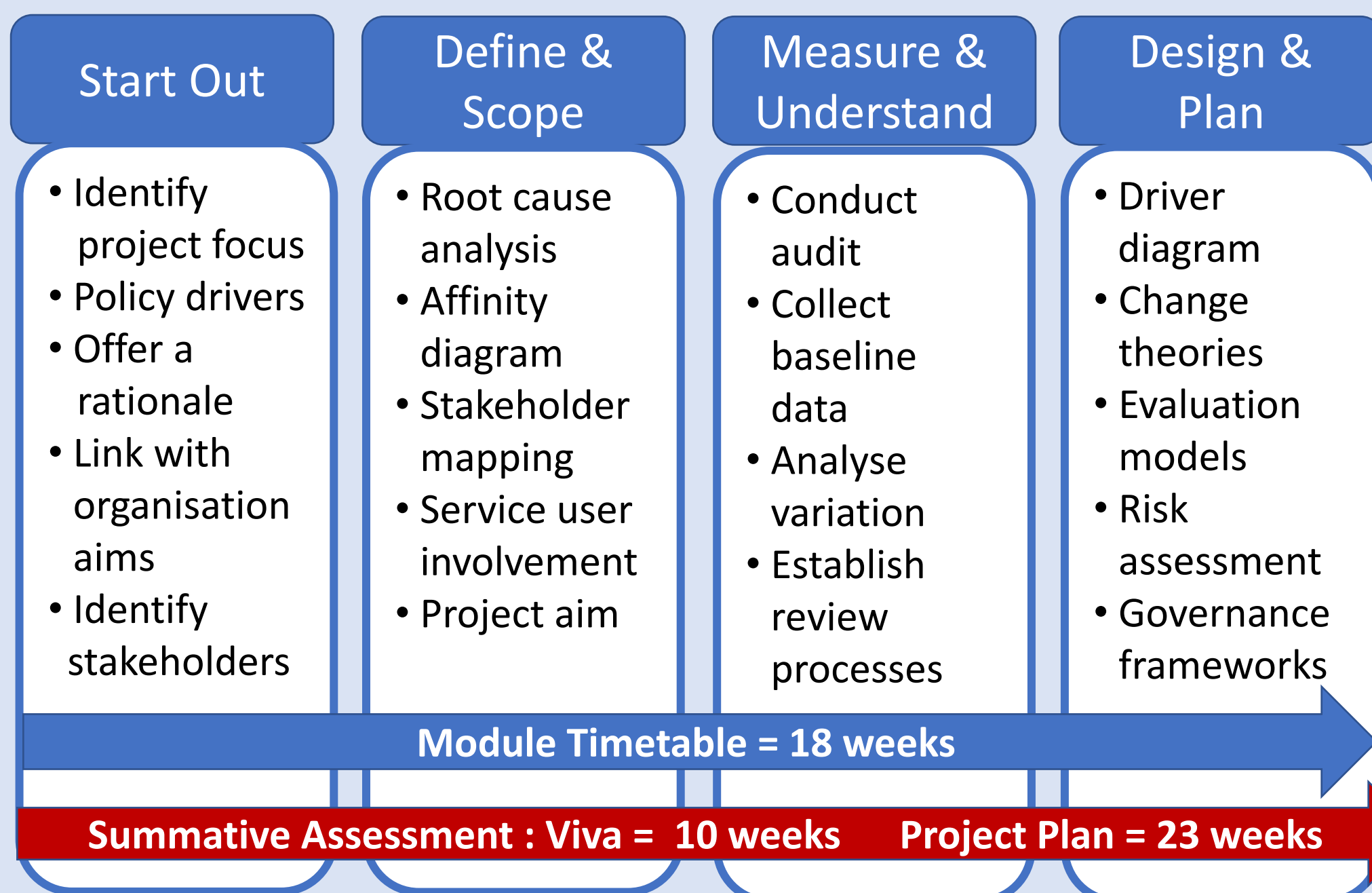
Evaluation of Learning Strategies (n=23 average score)



Year 2 Experiential Learning Journey Continues

- Plans implemented
- Teaching & learning activity focusses on reflection on real world experiences of managing change in practice, evaluating process & outcome, dissemination & sharing learning

QI Methodology: Module Plan



Conclusion

- Students experience a steep curve in understanding & applying QI methodology to initiate changes in practice beyond the theoretical, balancing work pressures, maintaining stakeholder engagement & project momentum
- QI activity presents opportunities for strategic level networking, enhancing ACP leadership capabilities
- Effective experiential learning requires active learner engagement

Outcome: QI Showcase



Lessons Learnt: Future Action Plan

- Establish a mechanism to involve practice based supervisors in the summative assessment