

# SOLSTICE & CLT Conference 2017

Student-Led Practice Learning Competence

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# What is Competence?

‘To do the right thing is not enough; to be competent, one must also know what one is doing and why it is right’

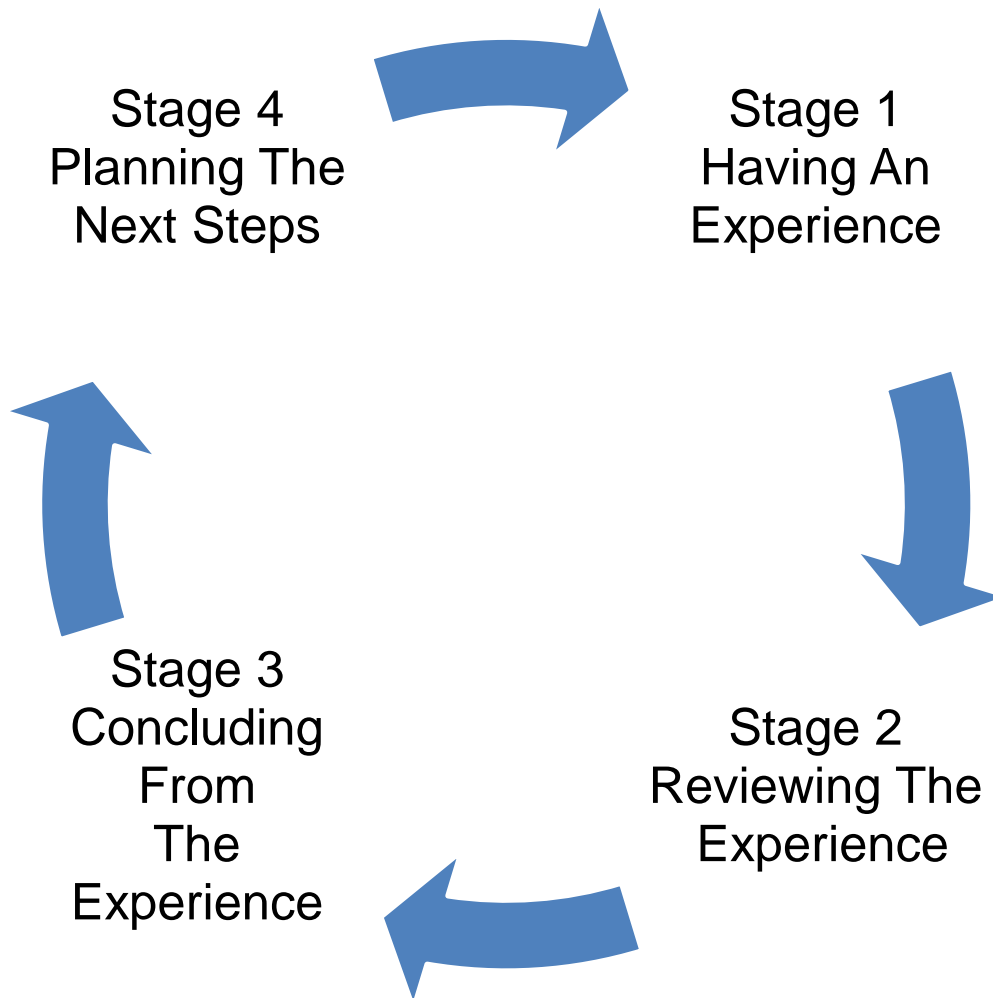
(Von Glasersfeld 1989)

# The New Philosophy of Dietetic Training

- As a profession we had a knowledge based practice training model prior to 2000 which didn't encourage student evaluation or clinical reasoning.
- Shift to a skills based training with development of appropriate attitudes post 2000.
- Leeds Beckett University, 2008 introduced a student – centred approach with students taking responsibility for their own learning and development.
- Reflective learning and clinical reasoning is central to the whole training programme.
- 2014 onwards; has the student led approach developed more confident and competent graduates

**Competence based assessment with emphasis on continuous, formative assessment.**

# Kolb (1985) The Learning Cycle



- Adopted by the Dietetic Profession in 2000.

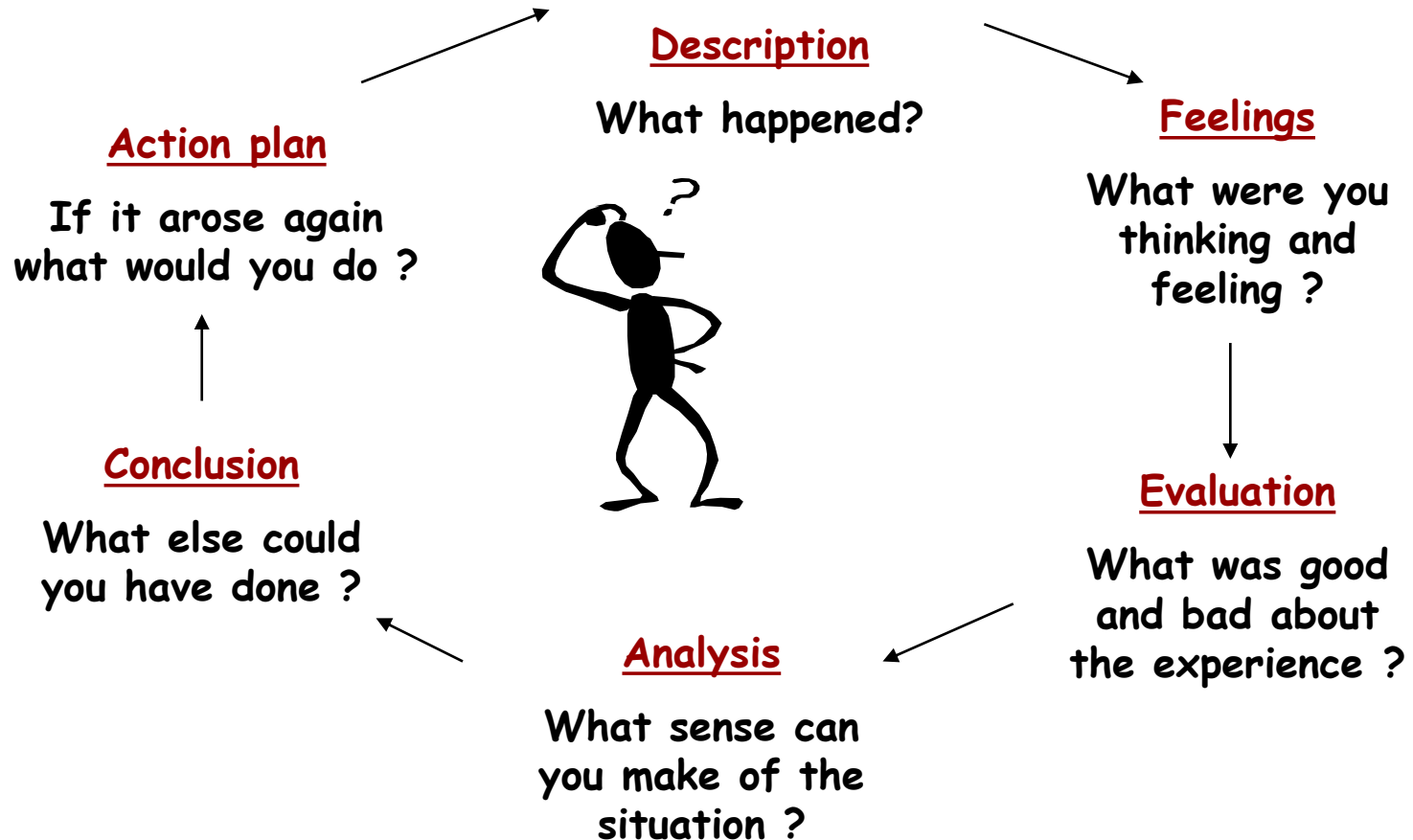
# Dietetic pre-registration placements



This philosophy encourages clinicians to  
**‘Educate Students as to How Think and Do’ :**

- An educator **facilitating** their learning process
- Relationships being on a similar plane
- Discussion being at the students level of professional development
- This process encourages **transparency** and two way enquiry
- Hopefully both parties learn and the department benefits enormously

# Gibb's Reflective Cycle



# Schon's Model of Spective Reflection

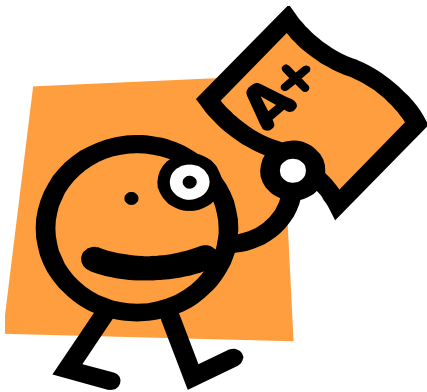
- **Follow me**
- **Sharing**
- **Hall of mirrors**



'Student led assessment tools with feed forward and action planning central to the model. 'I am competent to practice because... let me show you my evidence..'



**Portfolio of evidence to demonstrate competence. Strong graduates with workforce confidence.**



**Haven't we done well....??, actually have we?  
Lack of evidence to prove our competence as  
educators!**



# Why is this focus so important right now?

- Francis 2013 and spotlight on competent workforce with correct values and attitudes.
- NHS service pressures call for assessment load to be reduced for supervisors, becoming more student led and efficient
- Reinforces student confidence to practice.
- Under researched area of health and social care practice.
- Transferable model to other HSC professions



# Research aim

To explore our Dietetic, practice competency model to see whether the student led approach produces graduates with the capability and confidence to work autonomously in today's health and social care sector.

# Objectives

- To explore the Dietetic approach to competency based practice in order to establish whether our students feel that they have the confidence and competence to practice.
- To explore what our students' understanding of competence in professional practice.
- Do our practice supervisors feel that it is this student led competency approach that results in graduates who have the appropriate knowledge and skills for employment.
- To explore the relationship of power in the supervisor/ student relationship and whether this influences a student led approach.

# Ontology and Epistemology



# Most challenging aspect for a pragmatic positivist!

- Social constructionism
- Transformative dialogue
- Meaning through social discourse
- How do we construct competence
- Mediated bargaining
- Shared vision of a desired future
- Methodology that sits between a positivist and constructionist paradigm
- Q methodology
- Factor analysis



# Q methodology

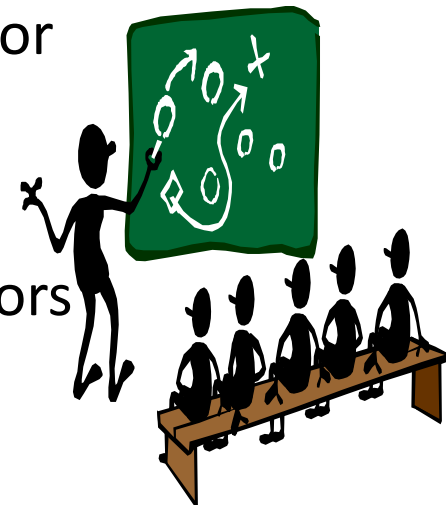
Deignan, 2012 Leeds Met You tube



[Leeds Metropolitan Quick-Q Animation](#)

# Q methodology

- Analyses subjective view of participants
- Explores different perspectives in order to reach an understanding of shared viewpoints
- Focus groups to establish Q sample
- Q sorts for both students and practice supervisors
- Factor analysis using PQmethod software
- Statements that produce greatest disagreement or consensus
- Further qualitative analysis
- ? Activity theory to distinguish predominant factors across q sorts.
- Shared understanding of dominant factors



# Why Q?

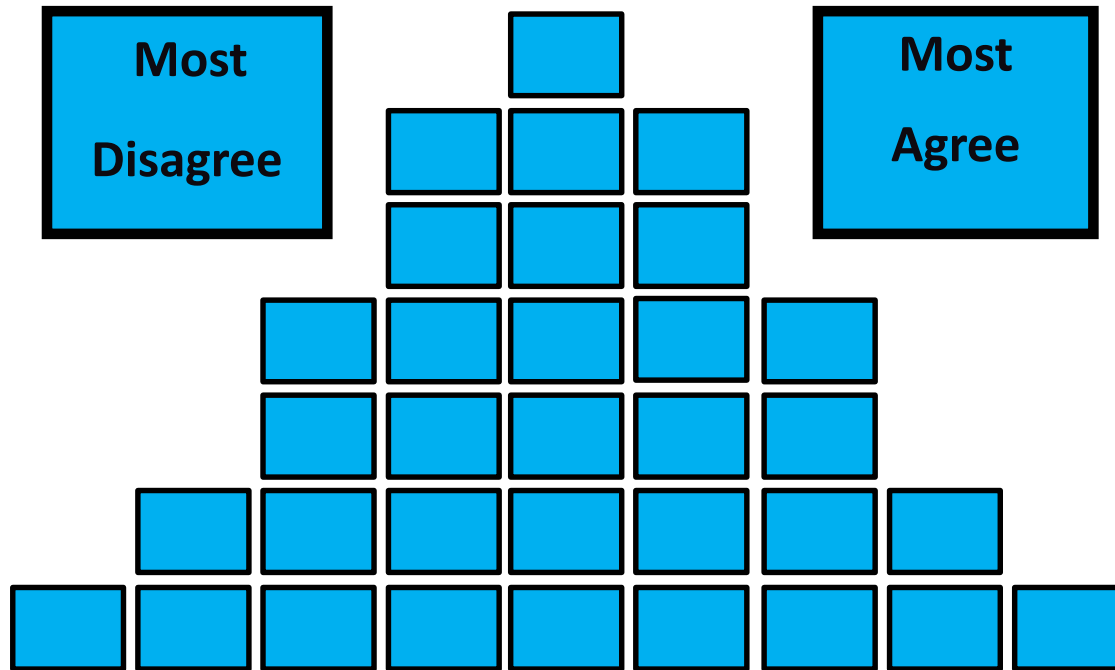


‘The basic distinctiveness of Q methodology is that, unlike standard survey analysis, it is interested in **establishing patterns within and across individuals** rather than patterns across individual traits, such as gender, age, class, etc...What Q methodology attempts to elicit are **the variety of accounts** or discourses about or around a particular discourse, theme, issue or topic.’

Barry & Proops (1999, p.339)



# A Q sort.



# Applications of Q

Q methodology provides a tool to explore the subjectivities (viewpoints) of participants in relation to any given area of debate.

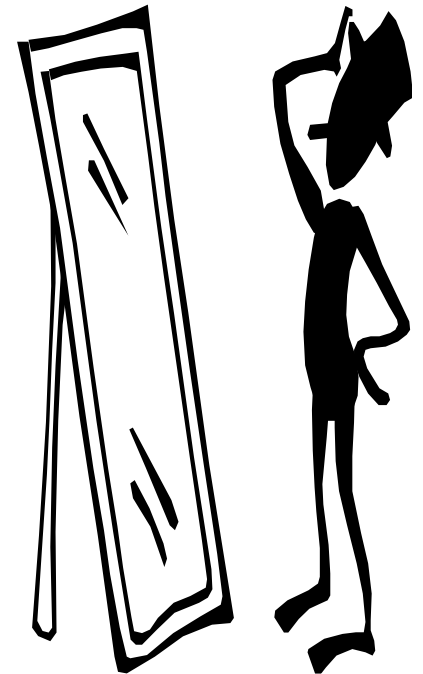
“Q-methodology is especially suited to the task of **uncovering positions really held by participants** in a debate rather than accepting decision-makers’, analysts’, or even the participants’ predefined categories.”

van Eeten, (2001)



# Ethical considerations

- Insider researcher
- Methodology which mediates against familiarity
- Voluntary Participation.
- Students who have concluded placement.
- Confidentiality and anonymity ?
- Data handling.



# Data Collection

## Focus Groups

- 4 focus groups
- 2 with students
- 2 with supervisors
- Thematic analysis
- 200 possible statements
- 50 final statements in q set



## Q sorts

- 1 pilot sort
- Adjustment to q set
- 4 q sorts conducted
- 2 with students p21
- 2 with supervisors p23
- 44 participants altogether

# Analysis



## PQ method

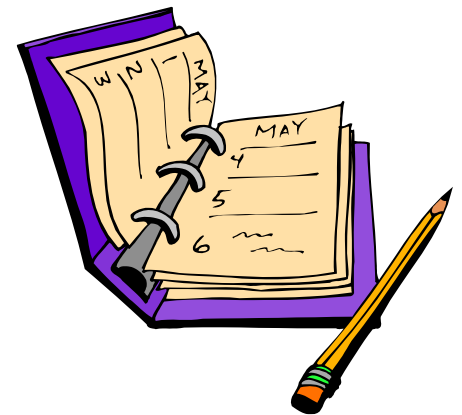
- Software analysis
- Identifies the relative scores of each statement
- Clusters them into factors
- Identifies which most valued and most disagreed with in q set
- Which participants have loaded to which factor

## Factor analysis

- 8 initial factors
- Reduce to 5 factors
- Variable clusters
- Divergent themes
- Shared values
- Statements of most consensus identified
- Predominant viewpoints

# Emerging themes

- Power dynamics
- Can the student truly be in the driving seat
- What happens if the instructor is poor?!
- Shared view of competence
- Transparent feedback?
- Ownership of the model
- Sustaining the training needs of both the students and the supervisors
- Student resilience
- Emotional intelligence?



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