# College Teaching Fund 2013

## Report 6 Months

<table>
<thead>
<tr>
<th>Title of Project</th>
<th>Investigation into KCL student clinical placement in psychiatry: what is actually happening and how can we improve the student experience?</th>
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<tbody>
<tr>
<td>Project Leader</td>
<td>Dr Susannah Whitwell</td>
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<td>Forensic and Neurodevelopmental Sciences, Institute of Psychiatry</td>
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</tbody>
</table>
| Other contributors/Departments | Florence Nightingale School of Nursing and Midwifery  
Institute of Psychiatry  
School of Medicine  
King’s Learning Institute  
King’s Central Unit of Distance Learning  
Institute of Education |

## PROJECT DETAILED

### Outputs: What has been produced thus far?

The following outcomes have been achieved so far:

1. Continuing discussions with the main project stakeholders in regards to aims and outcomes of project.

2. Recruitment of 4 King’s students to the core research team in the roles of project coordinator, research assistants and transcriber. This core research team, under the direction of the project leader, has been actively involved in the research process so far. This includes the recruitment of participants, developing guidelines for focus group sessions and teaching observations, literature reviews and writing abstract proposals for conferences.

3. Following ethical approval, the process of recruiting medical and nursing students along with staff involved in clinical teaching has begun.

4. A team from the Institute of Education, specialising in technology enhanced clinical education, have offered their support to this project. We have had initial discussions regarding how they can support this project and they have given advice on using the research process to shape the development of resources.

5. We have had initial discussions with the e-learning team at the King’s Central Unit of Distance Learning to discuss the possible resources that could be utilised and the process for achieving these.
**Outcomes/Impact:** To what extent are you achieving the original aims of the project? Please include examples where possible.

In regards to student involvement within this project, 4 King’s students have been recruited to the main research team. Their experience and interest in medical education, clinical placements and qualitative research have been vital to the research process so far.

We have started considering what resources may support those involved in clinical teaching, through initial discussions with project stakeholders and others at the Institute of Education and King’s Central Unit of Distance Learning. However, as research into the experience of student and staff is yet to commence we are not able to progress with the development of these.

The project aims to add to the research on medical education and learning in a clinical environment. The core research team have been involved in many stages of the research process including developing the framework for approaching participants and outlining focus group topics. Relevant literature has been reviewed and analysed in order to help shape the focus for the research and abstract proposals have been submitted to academic conferences.

**Supportive factors:** What are the main factors that are contributing to the successful progress of the project?

The main factors contributing to the progress of the project are the support and involvement of the project stakeholders and the core research team, which includes King’s student interns. The project has also received additional support from the team at the Institute of Education, this input has been valuable in shaping the focus of the research and their continued support with be helpful when developing resources.

**Challenges:** Have you experienced any barriers or challenges in developing your project? What could be done to support innovation in the curriculum?

The main barriers have been in relation to the research stage of the project. Obtaining the relevant ethical approvals to approach students and staff in a clinical setting has been a lengthy process, which has resulted in a delay in conducting focus groups and teaching observations. Whilst there has been initial interest in the aims and outcomes of this project from both students and staff, the recruitment of research participants from these groups is slow. It may be helpful to develop an attitude within King’s that encourages people to support and get involved with research projects such as this, particularly when the aims have direct implications to King’s staff and students.
### Recommendations:
Based on your projects, what recommendations would you make for improving the curriculum and student experience generally? Are there any wider implications of your project for the College/University undergraduate and/or postgraduate curriculum? In particular what would be the implications of introducing your innovation on a large scale across a range of disciplines?

At this stage, the student and staff experience of teaching and learning has not been fully explored. However, the initial interest and feedback suggests that both students and staff would welcome the opportunity to express their views on these issues. The development of a variety of interactive and engaging resources has received positive feedback and it would appear that guidelines for those involved in clinical teaching would be valued. It is hoped that the outcomes of this project will also have positive implications outside of the realms of medical and nursing education and there has already been interest in how the proposed resources could support a wider range of clinicians and students.

### Dissemination:
Has the project been shared with colleagues within and beyond the institution yet? What are your plans to do so?

The project has been discussed with colleagues within the Behavioural and Developmental Clinical Academic Group and there has been a positive response to the aims and outcomes. The findings from the focus groups and teaching observations will be fed back to both project stakeholders and other staff in the department.

The project has benefitted from support from a team at the Institute of Education as well the King’s Central Unit of Distance Learning. The intended outcomes have been discussed with both these teams and the next stages of the project will be a collaborative effort.

An abstract for an academic report on the outcomes of this project has been submitted and accepted for the Association of the Study of Medical Education Annual Scientific Meeting to be held in July 2014.

Abstract for academic reports have also been submitted for Association of Medical Education in Europe Annual Conference and the King’s 8th Excellence in Teaching Conference.