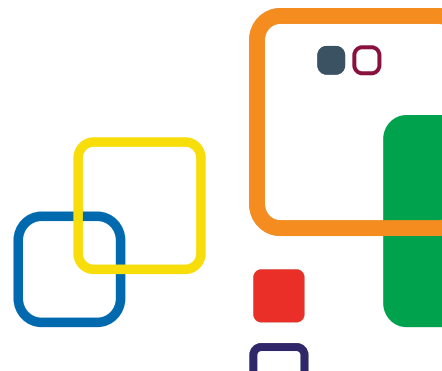


HULL EASI MODEL

Implementation of the Evaluator-
Appraiser-Student-Integration Model

Part 3 - Structures for role sharing in a team

Created by Lucy Aldrich
lucy.aldrich2@nhs.net



Contents

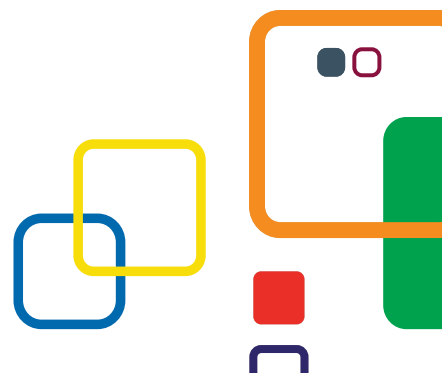
Introduction

Pre placement planning tool

Feedback

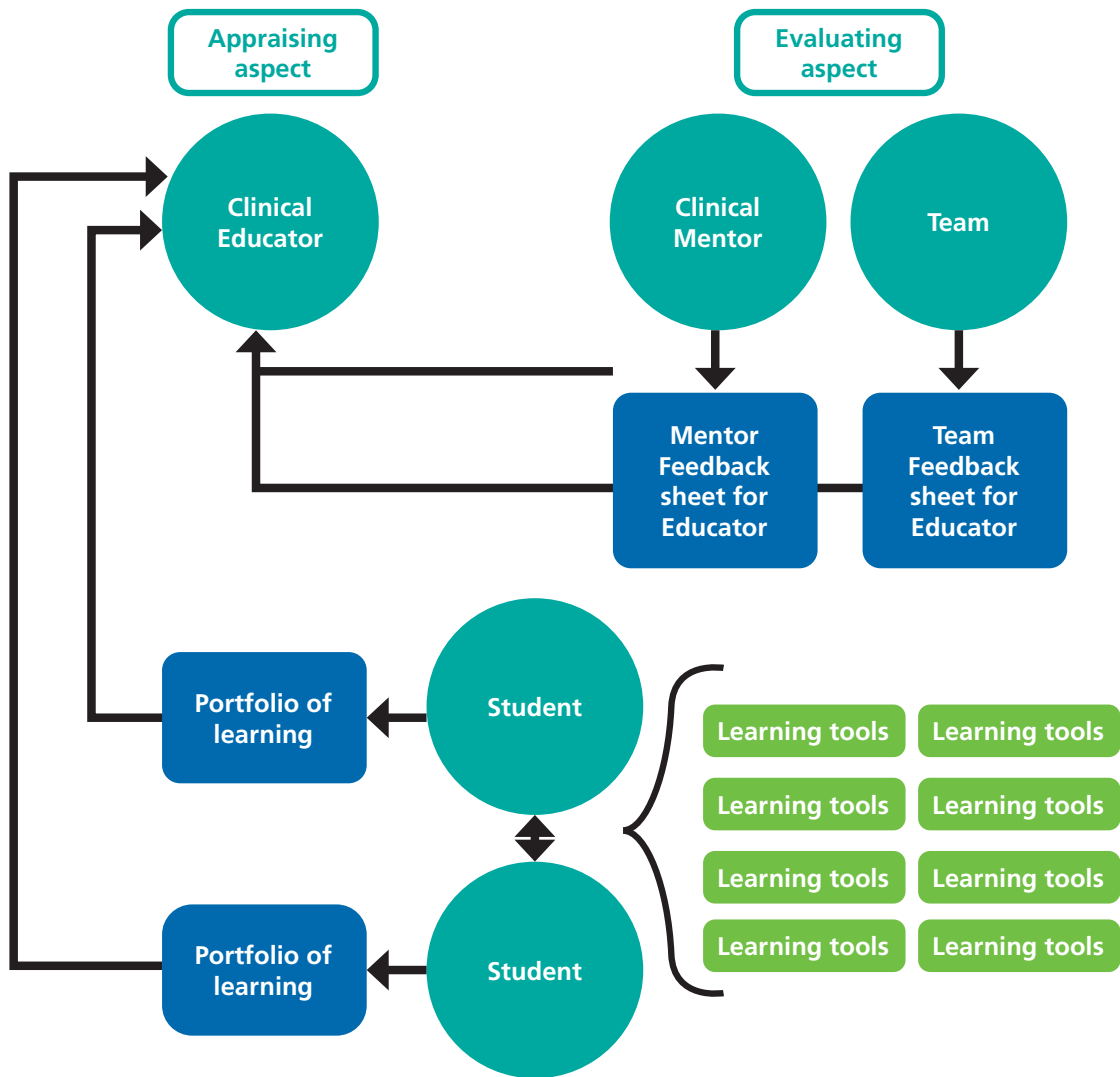
Mentor feedback tool for weekly appraisal

Team feedback tool for weekly appraisal



Introduction

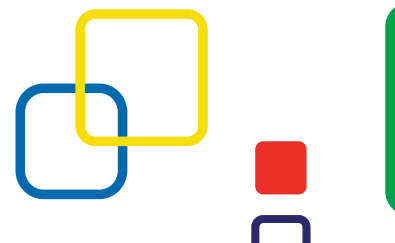
The Clinical Educator role is divided into the appraising and evaluating aspects. These aspects define the role of the Clinical Mentor and Clinical Educator. This division allows a larger pool of staff to support either role flexibly. Only the Clinical Educator requires up to date student training. Standardised feedback from the mentor and the team are shared with the Clinical Educator to complete each student's appraisal.



Two or more students are supported by the model. Learning tools provide a framework for the students to formally achieve both peer acquired learning and independent learning.

The tools allow learning to effectively continue away from the mentor or the team. Students are able to document their learning, creating a portfolio of evidence.

Through reflection the students are able to identify their own learning goals, and present this, with their portfolio, to the Clinical Educator during their appraisal.



Pre placement planning tool

The Clinical Educator coordinates the setup of the placement at least two weeks before hand. A checklist tool has been created to help keep track of required tasks.

The Clinical Educator notifies the students that they are attending a 2:1 placement.

Pre-placement checklist for mentor to complete

Placement dates: _____

Student names: 1 _____ 2 _____

Week beginning	1:	2:	3:	4:	5:	6:
Mentor(s) completing educator feedback						
Educator for (student 1)						
Educator for (student 2)						

The Clinical Educator allocates the roles, and notifies the team as there could be a different Clinical Educators, or mentors, every week, and different appraisal dates.

Inductor for placement		Induction date and time	
EASI Student guide shared with inductor			

Team communication sheets created on shared drive		Team communication sheets password protected on shared drive	
Mentor to educator sheets created on shared drive		Mentor to educator sheets password protected on shared drive	
Staff involved aware of passwords		Staff involved have read EASI implementation guide	

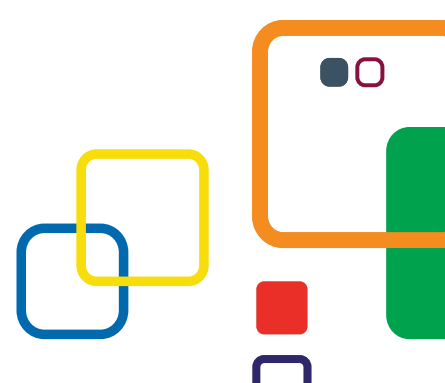
When stored electronically, the mentor and team feedback sheets need to be set up for each student.

The passwords must be shared with the team.

The mentor and team feedback sheets, for both students', need to be password protected.

Completing feedback sheets is a new habit for the team. They may need to be reminded of the importance and value of their feedback.

The mentor may need to support the team throughout the placement to help them create this new habit, and to submit it before the Clinical Educator starts the appraisal.



Feedback

Feedback matters because:

- it helps motivate us to perform at our best,
- it gives us direction,
- it can identify our strengths,
- it aids professional growth by identifying deviations between actual and preferred behaviours,
- and can increase our overall confidence.

Giving feedback impacts directly on our quality of patient care.

But giving feedback can be a challenge, and delivering good feedback requires practise.

There are many models of feedback. When using the EASI model, it is suggested that staff and students give feedback (verbal or written) in the following manner:



Identify the situation you saw
– be specific;



State the actions that you saw or heard – be factual;

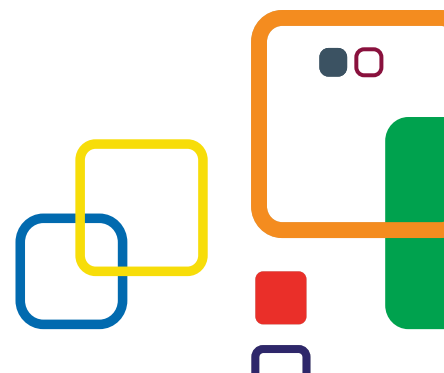


Name the impact and result of their behaviour on you;



Identify what actions to do next e.g. receive support, complete reflections, consider peer working.

In brief - focus on what you saw, be honest and kind.



Mentor feedback tool for weekly appraisal

The mentor completes the mentor to educator feedback sheet for each appraisal .

This logical layout captures all aspects of professional conduct regardless of which University the student has come from.

On average it takes 15-30 minutes to complete all sections.

Mentor to Clinical Educator feedback sheet Name of student: _____ Week in placement: _____

	Behaviours	Comments
Professional Behaviour	Demonstrates an understanding of consent and patient rights. Demonstrates ethical, legal and cultural sensitive practise. Demonstrates a commitment to learning. Demonstrates teamwork.	ACHIEVING: _____
		NEEDS WORK: _____
		FAILING: _____
Communication	Effectively and appropriately uses verbal and non-verbal communication. Demonstrates clear and accurate documentation.	ACHIEVING: _____
		NEEDS WORK: _____
		FAILING: _____
Assessment	Conducts an appropriate patient interview. Performs appropriate physical assessment procedures. Selects and measures relevant health indicators and outcomes.	ACHIEVING: _____
		NEEDS WORK: _____
		FAILING: _____
Analysis and Planning	Appropriately interprets assessment findings. Identifies and prioritises patient's problems. Sets realistic short and long term goals with the patient. Selects appropriate intervention in collaboration with the patient.	ACHIEVING: _____
		NEEDS WORK: _____
		FAILING: _____
Intervention	Performs interventions appropriately. Is an effective educator/ health promoter. Monitors the effect of intervention. Progresses intervention appropriately. Undertakes discharge planning.	ACHIEVING: _____
		NEEDS WORK: _____
		FAILING: _____
Evidence Based Practise	Applies evidence based learning to patient care.	ACHIEVING: _____
		NEEDS WORK: _____
		FAILING: _____
Risk Management	Identifies near misses or adverse events. Minimises the risk associated with assessment and interventions.	ACHIEVING: _____
		NEEDS WORK: _____
		FAILING: _____

Modified from <http://www.appeducation.com.au/docs/CE%20Mid%20Unit%20APP%20Form.pdf>

There are a choice of 3 arbitrary sections to write in. These categories were created to give the clinical educator a rapid visual indication of where the mentor perceives the student to be prior to reading the detail.

The mentor chooses the box to write in that reflects their overall perception of the student's activities.

You are being the eyes and ears for the clinical educator. It is what is documented that matters, not the box it goes in.

This column provides an overview of what aspects to focus on sharing. You do not need to write something for every statement.

Tools used every week

The mentor may need to support the team throughout the placement to help them create the new habit of documenting feedback, and to submit it before the Clinical Educator starts the appraisal.

This feedback sheet is a space for all staff associated with a team to share their comments. The team rarely have an opportunity to share comments. This forum captures that.

Date	Initials and Job title	Comments on clinical reasoning	Comments on communication	Comments on safety	Comments on professionalism	Other comments for team members
Week One						
Week Two						
Week Three						
Week Four						
Week Five						
Week Six						

Be specific and professional with your feedback. It is ok not to have a comment for every box.

When writing in excel the boxes expand for the text. If you are copying into a word document, ensure you use the "keep text only" function (last option) to paste in order to capture all comments.

In the absence of a verbal handover, use this column to share communication related to the student, e.g. permission given for dental appointment etc.