

KINGDOM OF SAUDI ARABIA
MINISTRY OF HEALTH
General Directorate of Health
Colleges & Institutes



المملكة العربية السعودية
وزارة الصحة
الإدارة العامة للمعاهد والكلية الصحية

Curriculum



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Updated June 2003

**Saudi
German
Joint Venture**



وزارة الصحة
Ministry of Health

CLINICAL

INSTRUCTOR

PROGRAM

Kingdom of Saudi Arabia
Ministry of Health
General Directorate for Health Institutes and Colleges

CLINICAL INSTRUCTOR PROGRAM

by the

**SAUDI-GERMAN TEAM
OF THE
GENERAL DIRECTORATE OF HEALTH COLLEGES AND INSTITUTES**

Chairman:

Since 2002

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1 TABLE OF CONTENT

1	TABLE OF CONTENT	1
2	TABLES AND ILLUSTRATIONS	9
3	ACKNOWLEDGEMENT	11
4	PREFACE	12
5	OVERVIEW	13
5.1	GENERAL	13
5.2	INCLUDED SPECIALTIES	13
5.3	ADMISSION CRITERIA	14
5.4	METHODS	14
5.5	EVALUATION	15
5.6	GUIDELINES AND POLICIES	16
5.7	SCHEDULE	16
5.8	ENGLISH	16
5.9	PROGRAM RESOURCES	16
6	RATIONALE	17
6.1	SELECTION OF SUBJECTS	17
6.1.1	FOUNDATION ACCORDING TO THE REQUIREMENTS OF THEORY	17
6.1.2	FOUNDATION ACCORDING TO THE REQUIREMENTS OF DAILY PRACTICE	18
6.2	SELECTION OF GENUINE METHOD: PROBLEM BASED LEARNING	18
6.3	SELECTION OF DESIGN	18
6.3.1	MODULES RELATED TO COMPETENCIES	18
6.3.2	COMPETENCY MODEL	19
6.3.3	SEQUENCE OF LEARNING	19
7	PROGRAM GOALS AND OBJECTIVES	20
7.1	GENERAL	20
7.2	OBJECTIVES	20
8	GENERAL PROGRAM STRUCTURE	21
8.1	COMPONENT 1: MODULES RELATED TO COMPETENCIES	21

8.2	COMPONENT 2: PLACEMENTS	21
8.3	SEQUENCE OF TRAINING IN THE INSTITUTE AND PLACEMENTS IN THE WORKING FIELD	22
9	<u>COMPONENT 1: MODULE 1: TECHNICAL COMPETENCY</u>	23
9.1	AREA OF STUDY 1: ADULT LEARNING AND TEACHING	23
9.1.1	DESCRIPTION	23
9.1.2	OBJECTIVES	24
9.1.3	TOPICS (WHICH HAVE TO BE RATED BY PARTICIPANTS' AND EDUCATOR'S TOGETHER FOUND SIGNIFICANCE; TO BE EXPANDED ACCORDING TO PARTICIPANTS' NEEDS)	24
9.1.4	INTEGRATION OF OTHER AREAS OF STUDIES	25
9.1.5	PRECEDING AND SUCCEEDING AREA OF STUDIES	25
9.1.6	MAIN TEACHING AND LEARNING EXPERIENCES	25
9.1.7	EVALUATION (METHOD OF ASSESSMENT)	25
9.1.8	BIBLIOGRAPHY	25
9.2	AREA OF STUDIES 2: PSYCHOLOGICAL PERSPECTIVE ON LEARNING AND TEACHING	26
9.2.1	DESCRIPTION	26
9.2.2	OBJECTIVES	26
9.2.3	TOPICS (WHICH HAVE TO BE RATED BY PARTICIPANTS' AND EDUCATOR'S TOGETHER FOUND SIGNIFICANCE; TO BE EXPANDED ACCORDING TO PARTICIPANTS' NEEDS)	27
9.2.4	INTEGRATION OF OTHER ACADEMIC AREA OF STUDIES	27
9.2.5	PRECEDING AND SUCCEEDING AREAS OF STUDIES	27
9.2.6	MAIN TEACHING AND LEARNING EXPERIENCES	27
9.2.7	EVALUATION (METHOD OF ASSESSMENT)	27
9.2.8	BIBLIOGRAPHY	27
9.3	AREA OF STUDIES 3: ADMINISTERING THE LEARNING PROCESS	28
9.3.1	DISTRIBUTION	28
9.3.2	ADMINISTERING THE LEARNING PROCESS: TOOLS AND METHODS	28
9.3.2.1	Description	28
9.3.2.2	Objectives	28
9.3.2.3	Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)	29
9.3.2.4	Integration of other areas of studies	29
9.3.2.5	Preceding and succeeding area of studies	29
9.3.2.6	Main teaching and learning experiences	29
9.3.2.7	Evaluation (method of assessment)	29

9.3.2.8	Bibliography	29
9.3.3	ADMINISTERING THE LEARNING PROCESS USING THE COMPUTER	30
9.3.3.1	Description	30
9.3.3.2	Objectives	30
9.3.3.3	Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)	30
9.3.3.4	Integration of other areas of studies	31
9.3.3.5	Preceding and succeeding areas of studies	31
9.3.3.6	Main teaching and learning experiences	31
9.3.3.7	Evaluation (method of assessment)	31
9.3.3.8	Bibliography	31
<u>10 COMPONENT 1: MODULE 2: TECHNICAL COMPETENCY IN THE SPECIALTIES</u>		32
10.1	SPECIAL MODULE RADIOLOGY TECHNICIAN	32
10.2	SPECIAL MODULE CLINICAL LABORATORY TECHNICIAN	32
10.3	SPECIAL MODULE PHARMACY TECHNICIAN	32
10.4	SPECIAL MODULE PHYSIOTHERAPY TECHNICIAN	32
10.5	SPECIAL MODULE DENTAL MEDICAL TECHNICIAN	32
10.6	SPECIAL MODULE NURSING	32
10.1	SPECIAL MODULE RADIOLOGY TECHNICIAN	33
10.1.1	MODULE 2.1 TECHNICAL COMPETENCY IN RADIOLOGY: THEORY	33
10.1.1.1	Areas of studies	33
10.1.1.2	Description	33
10.1.1.3	Objectives	34
10.1.1.4	Topics (which have to be assessed by participants' and educators alike; to be expanded according to participants' needs)	34
10.1.1.5	Integration of other academic subjects	35
10.1.1.6	Preceding and succeeding area of studies	35
10.1.1.7	Main teaching and learning experiences	35
10.1.1.8	Evaluation (method of assessment)	35
10.1.1.9	Bibliography	35
10.1.2	MODULE 2.1 TECHNICAL COMPETENCY IN RADIOLOGY PRACTICE	36
10.1.2.1	Areas of studies	36
10.1.2.2	Description	36
10.1.2.3	Objectives	36
10.1.2.4	Topics (which have been assessed by participants' and educators alike; to be expanded according to participants' needs)	37

10.1.2.5	Integration of other academic subjects	37
10.1.2.6	Preceding and succeeding area of studies	37
10.1.2.7	Main teaching and learning experiences	37
10.1.2.8	Evaluation (Method of assessment)	37
10.1.2.9	Bibliography	37
10.2	SPECIAL MODULE CLINICAL LABORATORY SCIENCES	38
10.2.1	MODULE 2.1: TECHNICAL COMPETENCY IN CLINICAL LABORATORY SCIENCES: THEORY	38
10.2.1.1	Areas of studies: Theory of Clinical Instruction, Professional Issues and Advancements in Clinical Laboratory Science	38
10.2.1.2	Description	38
10.2.1.3	Objectives	39
10.2.1.4	Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)	39
10.2.1.5	Integration of other academic subjects	40
10.2.1.6	Preceding and succeeding areas of studies	40
10.2.1.7	Main teaching and learning experiences	40
10.2.1.8	Evaluation (Method of assessment)	40
10.2.1.9	Bibliography	40
10.2.2	MODULE 2.2: TECHNICAL COMPETENCY IN CLINICAL LABORATORY: PRACTICE	41
10.2.2.1	Areas of studies: General laboratory practices, Practice in clinical instruction and professional issues in clinical laboratory sciences	41
10.2.2.2	Description	41
10.2.2.3	Objectives	41
10.2.2.4	Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)	42
10.2.2.5	Integration of other academic subjects	42
10.2.2.6	Preceding and succeeding areas of studies	42
10.2.2.7	Main teaching and learning experiences	42
10.2.2.8	Evaluation (Method of assessment)	42
10.2.2.9	Bibliography	42
10.3	SPECIAL MODULE PHARMACY TECHNICIAN	43
10.3.1	MODULE 2.1 TECHNICAL COMPETENCY IN THEORY	43
10.3.1.1	Area of studies	43
10.3.1.2	Description	43
10.3.1.3	Objectives	44
10.3.1.4	Topics (which have to be rated by participants' and educators together found significance; to be expanded according to participants' needs)	44
10.3.1.5	Integration of other academic subjects	45
10.3.1.6	Preceding and succeeding area of studies	45
10.3.1.7	Main teaching and learning experiences	45
10.3.1.8	Evaluation (method of assessment)	45

10.3.1.9 Bibliography	45
10.3.2 MODULE 2.1 TECHNICAL COMPETENCY IN PHARMACY PRACTICE	46
10.3.2.1 Area of studies	46
10.3.2.2 Description	46
10.3.2.3 Objectives	46
10.3.2.4 Topics (which have to be rated by participants' and educators together found significance; to be expanded according to participants' needs)	47
10.3.2.5 Integration of other academic subjects	47
10.3.2.6 Preceding and succeeding area of studies	47
10.3.2.7 Main teaching and learning experiences	47
10.3.2.8 Evaluation (Method of assessment)	47
10.3.2.9 Bibliography	47
10.3.2.10References:	47
10.4 SPECIAL MODULE PHYSIOTHERAPY TECHNICIAN	48
10.4.1 MODULE 2.1: TECHNICAL COMPETENCY IN PHYSIOTHERAPY TECHNICIAN: THEORY	48
10.4.1.1 Areas of studies: Theory of clinical instruction, professional issues and advancements in physiotherapy	48
10.4.1.2 Description	48
10.4.1.3 Objectives	48
10.4.1.4 Topics	50
10.4.1.5 Integration of other academic subjects	50
10.4.1.6 Preceding and succeeding areas of studies	50
10.4.1.7 Main teaching and learning experiences	50
10.4.1.8 Evaluation (Method of assessment)	50
10.4.2 MODULE 2.2: TECHNICAL COMPETENCY IN PHYSIOTHERAPY: PRACTICE	51
10.4.2.1 Area of study: Practice of Clinical Instruction and Advancements in Physiotherapy	51
10.4.2.2 Description	51
10.4.2.3 Objectives	51
10.4.2.4 Topics	52
10.4.2.5 Integration of other academic subjects	53
10.4.2.6 Preceding and succeeding areas of studies	53
10.4.2.7 Main teaching and learning experiences	53
10.4.2.8 Evaluation (Method of assessment)	53
10.4.2.9 Bibliography	53
10.5 SPECIAL MODULE DENTAL TECHNICIAN	54
10.5.1 MODULE 2.1: TECHNICAL COMPETENCY IN DENTAL ASSISTING THEORY	54
10.5.1.1 Areas of studies	54
10.5.1.2 Description	54
10.5.1.3 Objectives	54

10.5.1.4	Topics (which have to be rated by participants and educators together found significance; to be expanded according to participants needs)	55
10.5.1.5	Integration of other academic subjects	55
10.5.1.6	Preceding and succeeding areas of studies	55
10.5.1.7	Main teaching and learning experiences	55
10.5.1.8	Evaluation (Method of assessment)	55
10.5.1.9	Bibliography	55
10.5.2	MODULE 2.2: TECHNICAL COMPETENCY IN DENTAL ASSISTING: PRACTICE	56
10.5.2.1	Description	56
10.5.2.2	Objectives	56
10.5.2.3	Topics (which have to be rated by participants and educators together found significance; to be expanded according to participants needs)	56
10.5.2.4	Integration of other academic subjects	57
10.5.2.5	Preceding and succeeding areas of studies	57
10.5.2.6	Main teaching and learning experiences	57
10.5.2.7	Evaluation (Method of assessment)	57
10.5.2.8	Bibliography	57
10.6	SPECIAL MODULE NURSING	58
10.6.1	MODULE 2.1: TECHNICAL COMPETENCY IN NURSING THEORY	58
10.6.1.1	Areas of studies: Theory of Clinical Instruction, Professional Issues and Advancements in Nursing	58
10.6.1.2	Description	58
10.6.1.3	Objectives	58
10.6.1.4	Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)	59
10.6.1.5	Integration of other academic subjects	59
10.6.1.6	Preceding and succeeding areas of studies	59
10.6.1.7	Main teaching and learning experiences	59
10.6.1.8	Evaluation (Method of assessment)	59
10.6.1.9	Bibliography	59
10.6.2	MODULE 2.2: TECHNICAL COMPETENCY IN NURSING: PRACTICE	60
10.6.2.1	Areas of Studies: Practice of clinical instruction and advancements in nursing	60
10.6.2.2	Description	60
10.6.2.3	Objectives	60
10.6.2.4	Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)	61
10.6.2.5	Integration of other academic subjects	61
10.6.2.6	Preceding and succeeding areas of study	61
10.6.2.7	Main teaching and learning experiences	61
10.6.2.8	Evaluation (Method of assessment)	61
10.6.2.9	Bibliography	61

<u>11 COMPONENT 1: MODULE 3: COMMUNICATION COMPETENCIES</u>		
<u>IN ADULT LEARNING AND</u>		
<u>TEACHING SETTINGS</u>		62
11.1	GENERAL	62
11.2	AREA OF STUDIES 1: COMMUNICATION	63
11.2.1	DESCRIPTION	63
11.2.2	OBJECTIVES	63
11.2.3	TOPICS (WHICH HAVE TO BE RATED BY PARTICIPANTS' AND EDUCATOR'S TOGETHER FOUND SIGNIFICANCE; TO BE EXPANDED ACCORDING TO PARTICIPANTS' NEEDS)	64
11.2.4	INTEGRATION OF OTHER AREAS OF STUDIES	64
11.2.5	PRECEDING AND SUCCEEDING AREA OF STUDIES	64
11.2.6	MAIN TEACHING AND LEARNING EXPERIENCES	64
11.2.7	EVALUATION (METHOD OF ASSESSMENT)	64
11.2.8	BIBLIOGRAPHY	64
11.3	AREA OF STUDIES 2: CO-OPERATION AND COLLABORATION	65
11.3.1	DESCRIPTION	65
11.3.2	OBJECTIVES	65
11.3.3	TOPICS (WHICH HAVE TO BE RATED BY PARTICIPANTS' AND EDUCATOR'S TOGETHER FOUND SIGNIFICANCE; TO BE EXPANDED ACCORDING TO PARTICIPANTS' NEEDS)	65
11.3.4	INTEGRATION OF OTHER AREAS OF STUDIES	66
11.3.5	PRECEDING AND SUCCEEDING AREA OF STUDIES	66
11.3.6	MAIN TEACHING AND LEARNING EXPERIENCES	66
11.3.7	EVALUATION (METHOD OF ASSESSMENT)	66
11.3.8	BIBLIOGRAPHY	66
<u>12 COMPONENT 1: MODULE 4: COMPETENCY IN METHODS</u>		67
12.1	AREA OF STUDIES: SCIENTIFIC REASONING	67
12.2	DESCRIPTION	67
12.3	OBJECTIVES	67
12.4	TOPICS	68
12.5	INTEGRATION OF OTHER AREAS OF STUDIES	68
12.6	PRECEDING AND SUCCEEDING AREAS OF STUDIES	68
12.7	MAIN TEACHING AND LEARNING EXPERIENCES	68
12.8	EVALUATION (METHOD OF ASSESSMENT)	68

12.9 BIBLIOGRAPHY	68
<u>13 COMPONENT 2: APPLICATION: PLACEMENT FOR APPROVAL</u>	<u>69</u>
13.1 GENERAL	69
13.2 SCHEDULING OF COMPONENT 2	70
13.3 ASSIGNMENTS FOR COMPONENT 2	70
13.3.1 APPLICATION A 1 (PLACEMENT 1)	70
13.3.2 APPLICATION A 2 (PLACEMENT 2)	71
13.3.3 APPLICATION A 3 (PLACEMENT 3)	71
13.4 EVALUATION	71
<u>14 BIBLIOGRAPHY</u>	<u>72</u>

2 TABLES AND ILLUSTRATIONS

Tables

TABLE 1:	PREREQUISITES FOR THE APPLICANTS	14
TABLE 2:	EVALUATION CRITERIA	15
TABLE 3:	DEFINITION OF MARKS	15
TABLE 4:	SEQUENCE OF TRAINING IN THE INSTITUTE AND PLACEMENTS IN THE WORKING FIELD	22
TABLE 5:	LEGEND TO TABLE 4	22
TABLE 6:	AREA OF STUDIES IN MODULE 1: TECHNICAL COMPETENCY	23
TABLE 7:	DISTRIBUTION OF ACTUAL HOURS IN: ADULT TEACHING AND LEARNING	24
TABLE 8:	DISTRIBUTION OF ACTUAL HOURS IN: PSYCHOLOGICAL PERSPECTIVE ON LEARNING & TEACHING	27
TABLE 9:	DISTRIBUTION OF ACTUAL HOURS IN: ADMINISTERING THE LEARNING PROCESS	28
TABLE 10:	DISTRIBUTION OF ACTUAL HOURS IN: TOOLS AND METHODS	29
TABLE 11:	DISTRIBUTION OF ACTUAL HOURS IN: COMPUTER BASICS	30
TABLE 12:	AREA OF STUDIES IN MODULE 2: TECHNICAL COMPETENCY IN THE SPECIALTIES	32
TABLE 13:	DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION	34
TABLE 14:	DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION	37
TABLE 15:	DISTRIBUTION OF ACTUAL HOURS IN: THE CLINICAL SETTING	37
TABLE 16:	DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION	39
TABLE 17:	DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION	42
TABLE 18:	ACTUAL HOURS IN THE CLINICAL SETTING WITH SELECTED TASKS	42
TABLE 19:	DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION	44
TABLE 20:	DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION	47
TABLE 21:	DISTRIBUTION OF ACTUAL HOURS IN: THE CLINICAL SETTING	47
TABLE 22:	DISTRIBUTION OF ACTUAL HOURS IN THEORY OF CLINICAL INTRODUCTION	50
TABLE 23:	DISTRIBUTION OF ACTUAL HOURS IN THEORY OF CLINICAL INTRODUCTION	52
TABLE 24:	ACTUAL HOURS IN THE CLINICAL SETTING WITH SELECTED TASKS	52
TABLE 26:	DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION	55
TABLE 27:	DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION	56
TABLE 28:	DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF DENTAL	57
TABLE 29:	DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION	59
TABLE 30:	DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION	61
TABLE 31:	DISTRIBUTION OF ACTUAL HOURS WITH SELECTED TASKS IN THE CLINICAL SETTING	61
TABLE 32:	DISTRIBUTION OF ACTUAL HOURS IN: COMMUNICATION AND COLLABORATION	62
TABLE 33:	DISTRIBUTION OF ACTUAL HOURS IN: COMMUNICATION	64
TABLE 34:	DISTRIBUTION OF ACTUAL HOURS IN: CO-OPERATION AND COLLABORATION	65
TABLE 35:	DISTRIBUTION OF ACTUAL HOURS IN: SCIENTIFIC REASONING	68
TABLE 36:	DISTRIBUTION OF ACTUAL HOURS OF COMPONENT 2	70

Illustrations

<i>ILLUSTRATION 1:</i>	<i>COMPETENCY MODEL</i>	19
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¹ Deutsches Institut für angewandte Pflegeforschung

² Deutsche Gesellschaft für Technische Zusammenarbeit

4 PREFACE

The clinical instructor program is designed to prepare postgraduates to work competently in selected training settings in »Health Care Delivery Organizations« throughout the Kingdom of Saudi Arabia (KSA). The curriculum is consistent with needs of the Saudi patients' populations as derived from the reports of the MINISTRY OF HEALTH, KINGDOM OF SAUDI ARABIA and the World Health Organization's (WHO) EMRO REPORT.

It prepares participants to instruct and to familiarize students with working methods individually and well directed at a masterly level. Participants acquire competencies in teaching, learning and counseling and improve their communication skills. Incidentally, they will use their competencies to familiarize new employees with working methods.

Furthermore, the acquired learning and teaching skills will contribute to an ameliorated health education of the clients and their relatives in the health care system.

On this basis graduates contribute to quality improvement in health care delivery organizations.

5 OVERVIEW

5.1 General

The clinical instructor program requires the completion of one academic year. It alternates between learning in the institute, and exercises and projects in Health Care Delivery Organizations, which provide the participants of the program with the opportunity to apply and to deepen skills, while guided by credentialed educators of the Ministry of Health Training Center for Clinical Instructors in Riyadh. Hence, the clinical training is embedded in the daily work of the clinical instructor. Besides these tasks, the students work in their actual environment, which guarantees the core characteristic of this postgraduate program, that every field of studies is tied on directly to the lived professional experience of the participants. Therefore and to be up to date topics for the lessons in the institute are to be rated as significant by **students and teachers together**. They are to be expanded according to students' needs.

The program is designed in two integrative and interlinked components:

- Component 1:** Training in the institute and health care delivery organizations. This training is arranged in four modules.
- Component 2:** Application of the newly acquired skills and competencies in »placement« in health care delivery organizations and/or colleges)

This offers the enrollees the possibility to

- translate the new methods techniques and skills into daily practice
- successively work substantiated by theory

to build up a professional identity.

This program was developed on the bases of German programs for clinical instructors and adjusted to the specific situation in the Kingdom of Saudi Arabia. The present curriculum is equivalent to the continuous education program for health care professionals in reference to the guidelines of the Ministry for Social Services Lower Saxony (Federal State of Germany), according to Ref.-no 407.2 – 41053/1 from 03.12.1993, and is based on the guidelines of the German Hospital Federation (DKG), according to the resolution of the executive committee on 18.9.1992. The present program is equivalent to 18 ECTS-credits (European Credits Transfer System).

This program will be supervised and improved continuously.

5.2 Included specialties

Clinical instructors are trained for the following specialties:

- General Nursing
- Radiology Technician
- Clinical Laboratory Technician
- Pharmacy Technician
- Physiotherapy Technician
- Dental Medical Technician

5.3 Admission criteria

All enrollees of this program must have a current license to practice as a professional in their specialty.

Criteria	Requirements
<ul style="list-style-type: none"> Nationality (male and female) 	<ul style="list-style-type: none"> Preferably Saudi
<ul style="list-style-type: none"> Education and Degree 	<ul style="list-style-type: none"> Bachelor degree in the specialty If bachelor degree holder is not available a health college degree is recommended with minimum very good grade
<ul style="list-style-type: none"> Experience in the working field 	<ul style="list-style-type: none"> Clinical instructor from hospital with minimum 24 months clinical experience preferably training experience Not longer than 6 months out of practice in the genuine specialty Clinical instructor from the college who has <ul style="list-style-type: none"> Minimum 2 years in academic training and Minimum 1 year in clinical practice
<ul style="list-style-type: none"> Letter of recommendation 	<ul style="list-style-type: none"> 2 letters: <ul style="list-style-type: none"> 1 from the health care delivery organization concerning practical skills and theoretical knowledge in the specialty 1 from an educational organization (college or training department in the hospital) concerning the enrollees' training skills
<ul style="list-style-type: none"> Language 	<ul style="list-style-type: none"> Fluent in English (speaking and writing)
<ul style="list-style-type: none"> Admission 	<ul style="list-style-type: none"> Pass interview

TABLE 1: PREREQUISITES FOR THE APPLICANTS

To keep theory and practice linked closely it is recommended, that every three years a full time practice in the specialty has to be performed for 2 months. In addition, it is recommended to attend a refreshment course in teaching and learning every three years is in the institute.

5.4 Methods

- Problem-based-learning
- Case studies
- Small group work
- Projects: group and individual
- Guided exercises and independent studies
- Role play combined with video evaluation
- Scenario analysis and presentation of findings
- Interactive lecture/discussion
- Assigned readings
- Performance coaching
- Others

5.5 Evaluation

Participants will be evaluated both formatively during and summative at the end of the program.

On completion of the four modules a final integrated examination testing of all four modules will be given. The award of the degree will be based on:

Criteria		Percentage
• Attendance, punctuality and contribution		10%
• Final report		20%
• Completion of individual project		20%
• Performance in final examination		50%
– Oral Exam	– 20%	
– Practical Exam in the clinical setting	– 30%	
• Total		100%

Table 2: Evaluation Criteria

Definition of marks:

Points		Mark	Transcript
1000	970	A+	Excellent
969	917	A	Excellent
916	840	B+	Very Good
839	739	B	Very Good
738	614	C+	Good
613	500	C	Good
499		Fail	

Table 3: Definition of Marks

The pass mark for the program is 51%. Each part must be passed.

5.6 Guidelines and policies

Class attendance and punctuality is required for success in this intensive professional program. All enrollees must actively participate in and complete assignments, presentations, projects and the final examination. Progress will be evaluated formatively and continuously. Enrollees will complete a self-evaluation of progress. Unacceptable progress must be corrected prior to the end of the third exercise period. The educators will be accessible to assist the enrollees. However, the responsibility for learning and performing remains with the enrollees.

5.7 Schedule

It will be run once yearly and take one academic year. The program commences in September. Maximal time of absence is 10% of the program's actual hours (with or without excuse).

Exercises have to be completed in the enrollees employing organization.

For efficiency and effectiveness this program is scheduled to be conducted by the week, as

- Training on a weekly instead of daily basis helps the enrollees to form a learning and teaching team, increases the possibility to create a conducive learning atmosphere and hence ameliorates the learning process.

5.8 English

The mandatory teaching and learning language is English, which the students have to write and speak fluently.

5.9 Program resources

All students get access to

- Library
- Internet via LAN
- Laboratory
- Materials needed for education
- Other equipment needed per special task

6 RATIONALE

6.1 Selection of subjects

6.1.1 Foundation according to the requirements of theory

According to KLAFKI³ the learning process has to be planned to create the best possible situation for learning and teaching, and the purpose of teaching is to facilitate learning.

Learning is considered to be a dynamic and interactive process in which the “behavior”⁴ and experience of the student are vital components. Taking this into account the student must not only receive but also contribute. The students’ perception of what is taking place is just as important as the perception of his teachers. Until now the “teaching” aspect, meaning the teachers as the main source of significant information and knowledge, is dominating the “learning” aspect that focuses on the student side.

Furthermore KLAFKI states that in the context of teaching and learning it is not useful to look at a subject in a pre-pedagogic way (i.e. e.g. to look at a subject through »scientific glasses«), since teaching a so-called basic science is not a matter of getting the student to memorize it, but rather of helping him to participate in a process that renders the acquisition of a body of knowledge and skills. A subject is taught not to produce little “living libraries” on that subject, but rather to get the student to think for himself in accordance with the variety of aspects of complex phenomena, as they occur in reality. One might need to take into consideration: e.g. laws of physics as well as the biological and even a sociological point of view in order to solve an occurring problem. For this reason every subject, that has to be taught, must be examined under this teaching and learning focus and intention. This as well under the aspect of prototype value meaning its relevance to the professional world, since it is well known that advances in sciences are expanding the scope of knowledge at an ever increasing pace, so that it is no longer possible to teach or learn everything. It is therefore needed to learn how to learn what one needs in order to deal with each problem as it appears. Hence:

Less is more!

To select the areas of studies the following principles were used as a guideline:

The learning program should be oriented to the real-life situations that will be met in the course of future professional activities.

Questions concerning the (adult)-learning field:

- Does the subject stand for more than itself? i.e.:
 - ⇒ Is it of prototype value?
 - ⇒ Does it stand as an example, which goes beyond itself?
 - ⇒ Is it representing an overall meaning or factual connection?⁵

³ Klafki, Wolfgang, prominent German educational theorist, *Angerburg 1.9. 1927

⁴ The term “behavior” is used in a broad sense and includes thinking, feeling & acting. When a student is educated he has acquired ideas, interests, ways of thinking and professional skills, which he did not have before he went to school; his behavior has changed.

⁵ As the nursing student tackles each health problem he should become gradually more proficient in analyzing a situation, gathering the necessary data and perceiving the relevant theoretical basis.

- Is the subject of importance in the present professional context?
- Is the subject of importance of the upcoming professional context (future)?

6.1.2 Foundation according to the requirements of daily practice

To meet the present demands of practice the job-description of the Clinical Instructor, (DIVISION OF NURSING 2001) and the »learning outcomes« developed for the General Nursing Program (General Directorate 2001) were used as a support as for the selection of subject matters.

6.2 Selection of genuine method: Problem Based Learning

Worldwide in most of the institutions that train health personnel, the main pattern is groups of students under the authority of a teacher, who transmits information orally on a particular discipline. Students stay in a more passive situation their main activity is taking notes.

Health professions are characterized by their complexity. They do not require practical skills only, but also communication in an atmosphere of confidence and respect and the integrated application of knowledge from different disciplines. Health professionals have to find solutions to problems that require collaboration. Society needs graduates, who have acquired skills to find and implement solutions and make efficient and effective use of resources to complex problems.

Problem resolving starts with the ability to formulate the problem. This is the first and fundamental step in the process of problem-solving. The new role of the teacher and the clinical instructor has to merge from information and knowledge provider to the planner of learning activities to give students the opportunity and desire to formulate problems identified from different health situations. They have to encourage the students to find and make effective use of the resources to carry out their professional tasks in the different settings.

The aim of problem-based learning is to help students in the course of their studies to become the architects of their own education and therefore play an active role in the educational process. The students shall be enabled to go on learning continuously throughout their professional life.

The best way to become acquainted with the concept and principles of problem-based learning is to use it and make use of it. Therefore, problem-based learning was identified as the appropriate method and core characteristic for the clinical instructor education program.

6.3 Selection of Design

6.3.1 Modules related to competencies

For integrative teaching and learning is the base for key-qualified graduates ready for the demands of the future, a modular system was chosen. To clarify the term integration used in the proposal it has to be mentioned that

- The purpose of integration is to be a mean to “overcome” (in terms of minimizing) the existing theory practice gap.
- Integration involves relating what is taught in one part of the educational program to what is taught in another part.
- Integration is concerned with the coordination of different teaching activities to ensure the harmonious educational process for effective health manpower development.
- The syllabus based on this curriculum integrates the areas of studying of the modules to enable a simultaneous acquiring and subsequent deepening of the competencies.

6.3.2 Competency model

The agreed on competency model⁶ was used to identify and name the modules, which are constituted by the outlined areas of studies.

- »Individual Competencies« and »Competencies in Morality, Spirituality and Islamic Ethics« are deepened throughout the learning process to be made a habit.
- The genuine tasks of a clinical instructor is teaching and learning per se, in order to contribute to the art of the profession. Hence in this curriculum for the clinical instructor the separate competencies mentioned for a technical nurse »TECHNICAL« and »TEACHING AND LEARNING« are integrated within the »TECHNICAL COMPETENCY«. Competency in COMMUNICATION and METHODS will be acquired in the current modules.

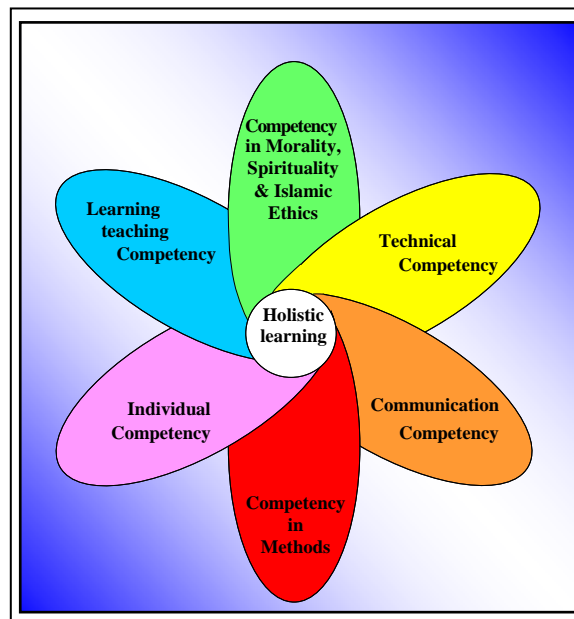


ILLUSTRATION 1: COMPETENCY MODEL

6.3.3 Sequence of learning

To link theory and practice this program is conducted in two components to embed clinical training in the daily work of the clinical instructor in »Health Care Delivery Organizations« and/or »Health Colleges«. The linkage of professional experience and theory is substantiated by the sequence of application in the working environment (»placements«) and learning in the institute. This extends the period of learning as well as it provides the opportunity for recursive learning, which therefore support the transfer of knowledge from short-term into long-term memory and of same importance a change of attitudes.

⁶ General Directorate for Health Colleges and Institutes, December 2001

7 PROGRAM GOALS AND OBJECTIVES

7.1 General

The clinical instructor program is designed to prepare postgraduates to work competently in selected training settings in Health Care Delivery Organizations throughout the Kingdom of Saudi Arabia (KSA).

It prepares participants to instruct and to familiarize students with working methods individually and well directed at a masterly level. Participants acquire competencies in teaching, learning and counseling and improve their communication skills. Incidentally, they will use their competencies to familiarize new employees with working methods.

7.2 Objectives

After completion of this program, the graduate demonstrates the following competencies to:

- Decide on and justify correctly, well-founded and comprehensible the design of a definite clinical instruction concerning the specific goals and objectives, contents and method, considering the specific learning teaching setting.
- Build a professional manner of acting founded on comprehensive professional reasoning for planned actions as well as for incidents.
- Establish a relationship to the students and involved staff characterized as appreciative and respectful.
- React skillfully to correct or incorrect actions and statements of students.
- Demonstrate mastery in the selected method of teaching or instructing
- Inform and evaluate precisely verbally and in writing.
- Reflect on and to describe own work.
- Substantiate deviations from planned instruction and occurred problems completely and comprehensibly.
- Work efficiently and effectively regarding time and expenditure of resources.
- Teach concurrently with patient care delivery.
- Ratify methods i.e. Problem solving (problem based learning and evidence based practice) and critical thinking.
- Participate in setting up an education development system based in health care delivery organizations.
- Support the establishing of a appealing teaching learning ambience which challenges the learner to actively participate.
- Justify correctly, well founded and comprehensible the formative and certifying evaluation of students concerning the specific goals and objectives, contents and method considering the specific learning teaching setting.

8 GENERAL PROGRAM STRUCTURE

8.1 Component 1: Modules related to competencies

The clinical instructor has to be competent in

- Adult learning and teaching and in the
- Specialty per se.

Developed in component 1 are:

To be developed or enlarged	Module	Competency
• Genuine learning and teaching competency	• 1	• Theory of clinical instruction in general
• Genuine specialty competency	• 2	• consisting of:
	• 2.1	– Theory of clinical instruction, professional issues & advancements in the specialty
	• 2.2	– Practice of clinical instruction in the specialty
• Essential communication competency	• 3	• Communication in adult learning & teaching settings
• Essential competency in methods	• 4	• Competency in method

8.2 Component 2: Placements

These placements are related to the training in the institute and or health care delivery organizations and health colleges. All competencies are internalized and to be made a habit within the placements in component 2 through an ongoing process of applying the learned issues.

8.3 *Sequence of training in the institute and placements in the working field*

The program is arranged in one introduction, one graduation day and five units of attendance in the institute each followed by application in placements for approval within 2 semesters⁷.

C 1 (G & S)	A 1	C 2 (G & S)	A 2	E	A 3	G
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TABLE 4: SEQUENCE OF TRAINING IN THE INSTITUTE AND PLACEMENTS IN THE WORKING FIELD

Legend to table 5

Class (attendance institute) G: General (all Specialties)	C
S: Special (radiology, nursing, etc.)	
Application in health care delivery organizations («placement for approval») and organizing the clinical tasks	A ⁸
Class (attendance institute)	C
Exam clinical and theoretical (attendance institute)	E
Graduation day (attendance institute)	G

TABLE 5: LEGEND TO TABLE 4

The distribution of hours in class is outlined in a separate timetable.

⁷ 32 weeks

⁸ The outlined managed clinical exercises of module 2.2 are conducted on specified dates within these application units.

9 COMPONENT 1: MODULE 1: TECHNICAL COMPETENCY⁹

In this module the following areas of studies are:

Area of studies	Actual Hours
• Teaching and Learning	
– Adult learning and teaching (SEMESTER 1 AND 2)	48
– Psychological perspective on learning and teaching (SEMESTER 1 AND 2)	16
– Administering the learning process (SEMESTER 1 AND 2)	32
<u>Actual Hours Total</u>	<u>96</u>

TABLE 6: AREA OF STUDIES IN MODULE 1: TECHNICAL COMPETENCY

9.1 Area of study 1: Adult Learning and Teaching

9.1.1 Description

This area of study focuses on apprising clinical instructors to teaching and learning strategies. Enrollees will trace and utilize underlying concepts as a guide for their clinical instruction activities.

This includes in particular:

- Principles of adult learning, teaching and counseling for individuals and groups
- Principles of planning and implementing of an educational session in the clinical setting CoCI
- Models and approaches to evaluate students' performances and competencies
- Methods of learning and teaching
- Use of learning aids

Special emphasis is placed on:

- How to learn and teach in a health service environment, while taking care of and interacting with human beings, using simulations and exercises.
- The method of problem-based learning including critical thinking

⁹ The genuine technical tasks of a clinical instructor is teaching and learning per se. Hence in this proposal the separate competencies mentioned for a technical nurse a.) »technical« and b.) »teaching and learning« are integrated in the »technical competency«.

9.1.2 Objectives

Upon completion of studies in this area, the participant demonstrates competencies in:

- Recognizing the student as jointly responsible for the learning process and learning success
- Tying on lived professional and personal experience
- Contributing to the students' growth of self-learning abilities
- Assessing learning needs according to students' and curriculum requirements
- Identifying appropriate learning possibilities for their specialty program
- Determining learning-objectives and teaching methods
- Creating appropriate learning situations
- Utilizing appropriate teaching methods and learning aids tightly linked to the learning objective
- Utilizing appropriate evaluations tools

9.1.3 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• Adult learning and teaching strategies regarding individuals and groups in general	3
• Planning and implementing of training in the clinical setting »CoCI« (incl. self-reflection, report)	12
• <u>Methods of learning and teaching</u>	<u>Sum: 11</u>
– <i>Problem-based-learning</i>	3
– <i>Critical thinking</i>	2
– <i>Experiential learning</i>	2
– <i>Demonstration</i>	2
– <i>Guidance, Assistance, Instruction</i>	2
• Approaches to evaluate students' performances and competencies (clinical, theoretical), particularly:	4
– Criteria and standards	
– Common mistakes in the evaluation process	
– Selection and utilization of evaluation tools	
• Small group work	2
• Group instruction	6
• Decision on and utilization of learning aids	2
• Formulating learning objectives	4
• How to do written assignments (finding topic, formulating question, researching, writing, presenting)	4
<u>Hours Total</u>	<u>48</u>

TABLE 7: DISTRIBUTION OF ACTUAL HOURS IN: ADULT TEACHING AND LEARNING

9.1.4 Integration of other areas of studies

Psychological perspective on learning and teaching; administering the learning process; Module 3

9.1.5 Preceding and succeeding area of studies

This point has been dropped from the curriculum due to its integrative principles.

9.1.6 Main teaching and learning experiences

Interactive lecture using various audiovisual aids combined with discussion, assignments, projects, scenario analysis chosen by participants, role-playing, small group exercises and presentations.

9.1.7 Evaluation (method of assessment)

Written assignment on a topic of choice related to adult learning and teaching

9.1.8 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently

9.2 Area of studies 2: Psychological Perspective on Learning and Teaching

9.2.1 Description

This area of study focuses on acquiring knowledge significant to the situation of the adult learner under a psychological perspective.

Special emphasis is placed on the components and factors which constitute the learning process of human beings.

This will include in particular

- Motivation
- Emotion
- Stress and coping
- Supporting and hindering influences on teaching/learning
- Teaching learning process
 - ⇒ Adult learning theories
 - ⇒ Learning types
 - ⇒ Perception
 - ⇒ Observation
 - ⇒ Cognition (information processing, memory)

9.2.2 Objectives

Upon completion of studies in this area the student will demonstrate competencies in

- Evaluating the motives for the student's action/non-action
- Supporting students to develop their appropriate stress and coping strategies
- Utilizing adult learning theories to backup decisions regarding the organization of the teaching learning process
- Identifying learning types of a particular student
- Utilizing the concepts of perception, observation and cognition to backup decisions regarding the organization of the teaching learning process
- Filling in the role as a clinical instructor

9.2.3 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• Motivation	4
• Group dynamics in the classroom and in small groups	4
• Stress and coping	2
• Teaching learning process	6
– <i>Learning styles, learning types</i>	1
– <i>Learning types (polish up)</i>	1
– <i>Perception / observation (related to the teacher and learner in the setting)</i>	2
– <i>Cognition (information processing, long-term, short-term memory) and its implication on the teaching process</i>	2
Hours Total	16

TABLE 8: DISTRIBUTION OF ACTUAL HOURS IN: PSYCHOLOGICAL PERSPECTIVE ON LEARNING & TEACHING

9.2.4 Integration of other academic area of studies

Adult learning and teaching

9.2.5 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles

9.2.6 Main teaching and learning experiences

Interactive lecture using various audiovisual aids combined with discussion, scenario analysis chosen by participants, small group exercises, role-playing and exercises

9.2.7 Evaluation (method of assessment)

None

9.2.8 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

9.3 Area of studies 3: Administering the Learning Process

9.3.1 Distribution

Administering the learning process is focusing on:

Area of studies	Actual Hours
Tools And Methods	4
Administering The Learning Process Using The Computer	28
<u>Hours Total</u>	<u>32</u>

TABLE 9: DISTRIBUTION OF ACTUAL HOURS IN: ADMINISTERING THE LEARNING PROCESS

9.3.2 Administering the Learning Process: Tools and Methods

9.3.2.1 Description

This area of study focuses on administrating the teaching learning process.

This will include in particular

- Documentation (development of forms and usage)
 - ⇒ Assessment protocol
 - ⇒ Evaluation protocol
 - ⇒ Conversation protocol
- Usage and storage of files
- Organization of one's own workflow

Special emphasis is placed on how

- To organize the teaching learning process per se

9.3.2.2 Objectives

Upon completion of this area of study, the participant demonstrates competencies in:

- Formulating an appropriate individualized learning and teaching plan for each student
- Developing and utilizing forms for students assessment, conversation protocols, observation and evaluation forms
- Organizing the own workflow according to tasks and resources regarding effectiveness and efficiency

9.3.2.3 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• Time management (Organize own work during the course, how to organize in daily work)	1
• Presentation (how to do presentations)	2
• Information management (how to process information)	1
<u>Hours Total</u>	<u>4</u>

TABLE 10: DISTRIBUTION OF ACTUAL HOURS IN: TOOLS AND METHODS

9.3.2.4 Integration of other areas of studies

Computer basics

9.3.2.5 Preceding and succeeding area of studies

This point has been dropped from the curriculum due to its integrative principles

9.3.2.6 Main teaching and learning experiences

Interactive lecture using various audiovisual aids combined with discussion, assignments, projects, scenario analysis chosen by participants, role-playing, small group exercises, presentations

9.3.2.7 Evaluation (method of assessment)

Written assignment:

Develop a form

9.3.2.8 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

9.3.3 Administering the Learning Process Using the Computer

9.3.3.1 Description

This area of study focuses on the use of computers for administration, education and research purposes in daily work.

This will include in particular

- Computer software
- Data research
- Storage (neat and tidy files)

Special emphasis is placed on practical exercises in the lab.

9.3.3.2 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Utilizing computers to
 - ⇒ Prepare learning and teaching materials
 - ⇒ Conduct data research
 - ⇒ Generate forms
 - ⇒ Record and administer students data
 - ⇒ Write reports
 - ⇒ Communicate with the different organizations.

9.3.3.3 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• Word processing (MS Word)	14
• Internet browser, Search engines, Email	4
• Management of data and files	2
• Emailing, Virus scan,	2
• PowerPoint	6
<u>Hours Total</u>	<u>28</u>

TABLE 11: DISTRIBUTION OF ACTUAL HOURS IN: COMPUTER BASICS

9.3.3.4 *Integration of other areas of studies*

Scientific reasoning

9.3.3.5 *Preceding and succeeding areas of studies*

This point has been dropped from the curriculum due to its integrative principles.

9.3.3.6 *Main teaching and learning experiences*

Exercises combined with interactive lectures

9.3.3.7 *Evaluation (method of assessment)*

Attendance

9.3.3.8 *Bibliography*

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

10 COMPONENT 1: MODULE 2: TECHNICAL COMPETENCY IN THE SPECIALTIES

In this module the following areas of studies are:

Area of studies		Hours
Module 2.1	Technical Competency in the Specialty: Attendance Institute (semester 1 and 2) Theory Part 1	32
	Technical Competency in the Specialty: Attendance Institute (semester 1 and 2) Theory Part 2	32
Module 2.2	Technical Competency in the Specialty: Performance in the clinical setting (Semester 1 and 2) Practice	96
<u>Hours Total</u>		<u>160</u>

TABLE 12: AREA OF STUDIES IN MODULE 2: TECHNICAL COMPETENCY IN THE SPECIALTIES

Specialty	Page
10.1 Special Module Radiology Technician	33
10.2 Special Module Clinical Laboratory Technician	38
10.3 Special Module Pharmacy Technician	43
10.4 Special Module Physiotherapy Technician	48
10.5 Special Module Dental Medical Technician	54
10.6 Special Module Nursing	58

10.1 Special Module Radiology Technician

10.1.1 Module 2.1 Technical Competency in Radiology: Theory

In this module the following areas of studies are:

- Theory of clinical instruction, professional issues and advancements in radiology

10.1.1.1 Areas of studies

Theory of clinical instruction, professional issues and advancements in radiology

10.1.1.2 Description

This area of study focuses on the role of the Radiology Technician. The profession is concerned with service to people and to their individual needs. The RT plays a central role in linking seven key areas of importance in the diagnostic imaging departments. The areas are patient care, use of imaging technology, optimization of dose, clinical responsibility, organization, quality assurance and education and training. Clinical instruction must be both student-centered and patient-centered and take place in a clinical setting.

This will include in particular:

- Practical teaching as a challenging situation with two target groups.
 - ⇒ the student as a learner
 - ⇒ a human being as a recipient of care

There are three levels of interaction:

- ⇒ teacher / student
- ⇒ student / patient
- ⇒ teacher / patient

this depends on the situation in a radiology department, as there are patients which have to be examined without delay.

- Laws and regulations affecting radiology practice
- Technical competency versus social competency the Radiology Technician's
- Patient conditions affecting radiography practice
- Workflow in a radiology department
- International recommendations in radiation protection (e.g. ICRP) as a source of data
- Professional organizations in radiology and education as a source of data

Special emphasis is placed on the assessed needs of the participants. Participants and educators do the selection together.

10.1.1.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Acting in conformity to laws and regulations
- Avoiding radiation risk
- Performing examinations considering the welfare of patient and modern techniques
- Making a habit regarding the key areas
- Utilizing professional organization as a source of data
- Utilizing international recommendations as a source of data

10.1.1.4 Topics (which have to be assessed by participants' and educators alike; to be expanded according to participants' needs)

Topics	Hours
<ul style="list-style-type: none"> • Practical teaching as a challenging situation (M 1,3) 	10
<ul style="list-style-type: none"> • Identify the role of Radiology Technician with regard to the welfare of the patient and the use of imaging technology and how to be competent in professional performance 	06
<ul style="list-style-type: none"> • Update of new techniques and developments in the fields of radiology 	08
<ul style="list-style-type: none"> • Laws and regulations affecting radiology practice jointly selected by participants & educators (use the library and other sources of data) <ul style="list-style-type: none"> – national laws and guidelines on radiation protection 	02
<ul style="list-style-type: none"> • How to use the internet as a source of data • International recommendations in radiation protection (e.g. ICRP) as a source of data <ul style="list-style-type: none"> – Guidelines on Education and Training in Radiation Protection for Medical exposures – WHO recommendations – European guidelines – Recommendations of ICRP 	04
<ul style="list-style-type: none"> • Professional organizations in radiology and education as a source of data <ul style="list-style-type: none"> – Regional – national – international 	02
<u>Hours Total</u>	<u>32</u>

TABLE 13: DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION

10.1.1.5 Integration of other academic subjects

Module 1; 3

10.1.1.6 Preceding and succeeding area of studies

This point has been dropped from the curriculum due to its integrative principles.

10.1.1.7 Main teaching and learning experiences

Small group exercises, role-playing, interactive lecture using various audio-visual aids combined with discussion

10.1.1.8 Evaluation (method of assessment)

- Will be integrated in Module 2.2
- Attendance

10.1.1.9 Bibliography

Because educators and participants assess the importance of the topics, the related references are chosen subsequently

10.1.2 Module 2.1 Technical Competency in Radiology Practice

In this module the following areas of studies are:

- Practice of clinical instruction and advancements in the specialty

10.1.2.1 Areas of studies

Practice of clinical instruction and advancements in radiology

10.1.2.2 Description

This area of study is closely connected to Module 1 and Module 2.1. Participants translate into action this theoretical input given in these modules within the students' clinical training.

In addition this area of study addresses advancements in radiology, targeting to promote professional growth of the participants.

This will include in particular:

- Practical teaching as a challenging situation with two target groups

- ⇒ the student as a learner
- ⇒ a human being as a recipient of care

There are three levels of interaction:

- ⇒ teacher / student
- ⇒ student / patient
- ⇒ teacher / patient

this depends on the situation in a radiology department, as there are usually a lot of patients which have to be examined without delay.

- Developing adult learning and teaching in special areas of radiology regarding the role of radiographer, selection and use of appropriate equipment jointly selected by participants and educators

Special emphasis is placed on the assessed needs of the participants. Participants and educators do the selection together.

10.1.2.3 Objectives

Upon completion of studies in this area, the participant demonstrates competencies in:

- Conducting practical teaching
- Acting in conformity to laws and regulations
- Acting in conformity to key areas of radiography

10.1.2.4 Topics (which have been assessed by participants' and educators alike; to be expanded according to participants' needs)

Topics	Hours
Practical teaching as a challenging situation	16
Developing a learning catalogue regarding general x-ray, selection and use of appropriate equipment	16
<u>Hours Total</u>	<u>32</u>

TABLE 14: DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION

Additionally the student has to practice in the clinical setting. Participants and educators define the tasks together.

Topics	Hours
Practical teaching in the clinical setting (Application of CoCI's)	40
Final Report	8
Project work (Completion of a learning catalogue of specific radiology examinations including workflow (contrast media, CT, MRI, etc.)	24
Visit and sit-in in a radiology department in a health care delivery organization (e.g. in-service-training with assigned tasks)	24
<u>Hours Total</u>	<u>96</u>

TABLE 15: DISTRIBUTION OF ACTUAL HOURS IN: THE CLINICAL SETTING

10.1.2.5 Integration of other academic subjects

Module 1; 2.1; 3

10.1.2.6 Preceding and succeeding area of studies

This point has been dropped from the curriculum due to its integrative principles.

10.1.2.7 Main teaching and learning experiences

Clinical and practical training, small group exercises

10.1.2.8 Evaluation (Method of assessment)

- Clinical assignment:
- Performance of a radiological clinical instruction (including written plan of clinical instruction and self evaluation)

10.1.2.9 Bibliography

Because educators and participants assess the importance of the topics, the related references are chosen subsequently

10.2 Special Module Clinical Laboratory Sciences

10.2.1 Module 2.1: Technical Competency in Clinical Laboratory Sciences: Theory

In this module the following areas of studies are:

10.2.1.1 Areas of studies: Theory of Clinical Instruction, Professional Issues and Advancements in Clinical Laboratory Science

10.2.1.2 Description

This area of study is closely connected to module 1.1. It focuses on the principles of general laboratory practices, professional issues and advancements in medical laboratory sciences and education, targeting to promote professional growth of the participants.

This will include in particular:

- General laboratory practices taking in consideration the main parts the laboratory technicians have to deal with:
 - ⇒ Human samples
 - ⇒ Apparatus, instruments, technical equipment and its supplements
 - ⇒ Environment

within the interrelations of these items and the consequences of a logical proceeding:

- ⇒ Professional confidence, documentation, data security, self security
- ⇒ Accuracy, precision, correctness, economy, safety, carefulness
- ⇒ Hygiene, protection, communication

showing the importance of:

- ⇒ Firstly analytical/critical thinking to enable the C.I. to aware skills-based training needs
 - ⇒ Secondly the synthesis of the items to perform a logical procedure and finally leading to corresponding standards.
- Medical laboratory investigation/skills instruction elaborated with the principles of the circle of clinical instruction based on an exemplary medical laboratory test/skill (e. G. Blood-cell differentiation, enzymes-testing, microscopy, or others)
 - Laws, regulations and hospital policies
 - Safety regulations and labor protection law
 - Regulations affecting clinical laboratory practice
 - Code of professional conduct
 - Professional organizations in clinical laboratory sciences and education as a source of data

Special emphasis is placed on assessed needs of the participants. Participants and educators do the selection together.

10.2.1.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Taking into account the principles of general laboratory practices
- Taking into account the principles of the circle of clinical instruction to elaborate a medical laboratory investigation instruction.
- Reflecting the regulations affecting medical laboratory practice
 - ⇒ Quality-control
 - ⇒ Standardization
- Acting in conformity to laws and regulations
- Making a habit of the code of professional conduct
- Utilizing professional organizations as a source of data

10.2.1.4 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• General medical laboratory practices regarding main parts	08
• Theory of clinical instruction concerning a laboratory investigation situation	05
• Laws and regulations affecting laboratory practice <ul style="list-style-type: none"> – Quality-Controlling – Standardization 	08
• Laws, regulations and hospital policies, labor protection law	05
• Safety regulations <ul style="list-style-type: none"> – Handling toxic, explosive, corrosive chemicals – Accident prevention – Fire safety regulations 	02
• Code of Professional Conduct	02
• Professional organizations concerning clinical laboratory sciences and education as a source of data <ul style="list-style-type: none"> – Regional – National – International 	02
<u>Hours Total</u>	<u>32</u>

TABLE 16: DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION

10.2.1.5 Integration of other academic subjects

Module 1; 3

10.2.1.6 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles.

10.2.1.7 Main teaching and learning experiences

Small group exercises, role-playing, interactive lecture using various audio-visual aids combined with discussion

10.2.1.8 Evaluation (Method of assessment)

Will be integrated in Module 2.2

Attendance

10.2.1.9 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

10.2.2 Module 2.2: Technical Competency in Clinical Laboratory: Practice

In this module the follow areas of studies are:

10.2.2.1 Areas of studies: *General laboratory practices, Practice in clinical instruction and professional issues in clinical laboratory sciences*

10.2.2.2 Description

This area of study is closely connected to Module 1 and Module 2.1. Participants translate into action the theoretical input given in these modules within the students' clinical training.

This will include in particular:

- Clinical laboratory investigation training taking into consideration the main parts the student has to deal with
 - ⇒ Human samples
 - ⇒ Apparatus, instruments, technical equipment and its supplements
 - ⇒ Environment

within the interrelations of these items and the consequences of a logical dealing:

- ⇒ Professional confidence, documentation, data security
- ⇒ Accuracy, precision, correctness, economy, safety, care
- ⇒ Hygiene, protection, communication
- Medical laboratory investigation/skill instructions based on jointly selected medical laboratory tests (depending of assessed needs of the participants)
- Quality control requirements

Participants and educators do the selection together.

10.2.2.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Conducting medical laboratory investigation/skills instructions in the clinical setting
- Proceeding quality control requirements
- Acting in conformity to laws and regulations
- Acting in conformity to the code of professional conduct
- Using professional organizations as sources of data

10.2.2.4 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• Medical laboratory skill/investigation instruction considering the general medical laboratory practices, based on exemplary laboratory tests (depending on assessed needs of participants).	08
• Quality assurance	08
• Standards	06
• Safety rules and regulation in the laboratory	04
• Data sources	06
<u>Hours Total</u>	<u>32</u>

TABLE 17: DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION

Additionally the student has to practice in the clinical setting. Participants and educators define the tasks together.

Topics	Hours
• Medical laboratory investigation instructions in the clinical setting using the CoCI form	40
• Final report	8
• Quality assurance assessment and presentation of results	24
• Project work (e.g.: developing a learning catalogue of a specific investigation, including elaboration of objectives and observable criteria and presentation. Presenting a hospital in-service training system.)	24
<u>Hours Total</u>	<u>96</u>

TABLE 18: ACTUAL HOURS IN THE CLINICAL SETTING WITH SELECTED TASKS

10.2.2.5 Integration of other academic subjects

Module 1; 2.1; 3

10.2.2.6 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles.

10.2.2.7 Main teaching and learning experiences

Clinical and practical training, small group exercises

10.2.2.8 Evaluation (Method of assessment)

- Clinical assignment
- Performance of a clinical laboratory investigation instruction (including: written plan of clinical instruction and self evaluation)
- Performance of a medical laboratory skill training instruction including written plan)

10.2.2.9 Bibliography

Because educators and participants identify their priorities, related references are chosen subsequently.

10.3 Special Module Pharmacy Technician

10.3.1 Module 2.1 Technical Competency in Theory

In this module the following areas of studies are:

- Theory of clinical instruction, professional issues and advancements in pharmacy

10.3.1.1 Area of studies

Theory of clinical instruction with emphasis on using the circle of clinical instruction, professional issues and advancements in pharmacy

10.3.1.2 Description

This area of study focuses on the role of the Pharmacy Technician (PT). The profession is concerned with services to maintain an adequate stock of medication for the population (patients) and to oversee the appropriate preparation, storage and distribution. The distribution task includes the correct delivery of prescriptions not only to wards but also to patients (regardless whether the medication is brand, generic, or pharmacy made). Appropriate information relevant to administration and storage needs to be communicated upon delivery of any medication. Therefore, effective communication with other health professionals (and patients) plays a key role in a professional working environment. The PT plays a central role in assisting the pharmacist in conducting above-mentioned tasks.

This course focuses on abilities to know and to understand the tasks of this profession, the ability to conduct successfully teaching lesson in a professional teaching environment.

This will include in particular:

- Practical teaching as a challenging situation with two target groups.
 - ⇒ the student as a learner
 - ⇒ a human being providing services to others in health care

There are four levels of interaction:

- ⇒ teacher / student
- ⇒ student / other staff in pharmacy
- ⇒ student / patient receiving medication in out-patient pharmacy
- ⇒ teacher / other staff in pharmacy

The interaction depends on the situation in a pharmacy; it is different in a Primary Health Care Center (PHC) or in a hospital pharmacy. Each hospital/PHC pharmacy is differently organized and integrated in the hospital/PHC infrastructure. In addition, the different tasks and skills in a Primary Health Care Center and hospital pharmacy need to be addressed.

- Laws, pharmacopoeias and other regulations affecting pharmacy practice
- Workflows in a hospital and hospital or PHC pharmacy
- Code of professional conduct
- International recommendations
- Professional organizations in pharmacy, and education as a source of data

Special emphasis is put on the assessed needs of each of the participants. Participants and educators do the selection together.

10.3.1.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Improve communication, teaching and feed-back skills by applying newly learned techniques
- Applying a structured workflow regarding teaching approaches (e.g. Circle of Clinical Instruction)
- Apply learned different methods of teaching approach
- Get experience in planning, conducting and evaluation of clinical instructions using specific tools
- Making a habit of the code of professional conduct
- Utilizing professional organization as a source of data
- Utilizing international recommendations as a source of data

10.3.1.4 Topics (which have to be rated by participants' and educators together found significance; to be expanded according to participants' needs)

Topics	Hours
• Practical teaching as a challenging situation (M 1,3)	04
• Laws and regulations affecting hospital pharmacy jointly selected by participants & educators national laws, pharmacopoeia and guidelines, code of (working) ethics	04
• overview of workflow in various departments of a pharmacy (hospital and PHC) – organization, administration and technical performance – preparation of medications for wards, record keeping	06
• Code of professional conduct – - national code of professional conduct – - international	02
• Role of pharmacy technician with regard to the welfare of patient, pharmaceutical preparation and dispense of medication (medical device) and appropriate information of the medicinal product	04
• The specialty CoCI (Circle of Clinical Instruction) Form – the form's content, – instructions for use, – report about instruction student evaluation, – self-evaluation, – feed-back, – learning contract with students	06
• Communication and teaching skills with regard to special situation in hospital pharmacy and PHC	02
• Project Work Explanation/discussion of tasks	02
• Professional organizations in pharmacy & education as a data source - regional - national - international	02
<u>Hours Total</u>	<u>32</u>

TABLE 19: DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION

10.3.1.5 Integration of other academic subjects

Module 1; 3

10.3.1.6 Preceding and succeeding area of studies

This point has been dropped from the curriculum due to its integrative principles.

10.3.1.7 Main teaching and learning experiences

Small group exercises, role-playing, interactive lecture using various audio-visual aids combined with discussion

10.3.1.8 Evaluation (method of assessment)

Will be integrated in Module 2.2

Attendance

10.3.1.9 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently

10.3.2 Module 2.1 Technical Competency in Pharmacy Practice

In this module the following areas of studies are:

- Practice of clinical instruction and advancements in the specialty

10.3.2.1 Area of studies

- Practice of clinical instruction and advancements in pharmacy

10.3.2.2 Description

This area of study is closely connected to Module 1 and Module 2.1. Participants translate into action the theoretical input given in these modules within the students' clinical training. In addition, this area of study addresses advancements in pharmacy, targeting to promote professional growth of the participants.

This will include in particular:

- Practical teaching as a challenging situation with two target groups
 - ⇒ the student as a learner and
 - ⇒ a human being providing services to others in health care

There are four levels of interaction:

- ⇒ teacher / student
- ⇒ student / other staff in pharmacy
- ⇒ student / patient receiving medication in out-patient pharmacy
- ⇒ teacher / other staff in pharmacy

It depends on the situation in a pharmacy department and its integration into the hospital or Primary Health Care Center infrastructure, as well as the hospital's specialty (e.g. oncology, pediatrics, ophthalmology, etc). Some pharmacy departments may focus solely on distribution of medicinal products, other may focus on the manufacturing of medicines. Another point to take into consideration is the various departments in a hospital pharmacy (e.g. in- and out-patient (male/female), controlled drugs, drug information center, i.v. mixtures).

- Optimizing or developing a workflow for standard working sheets and other sorts of instruments to document data in a consistent and appropriate way, as well as the use of appropriate equipment jointly selected by participants and educators

Special emphasis is put on the specific needs of each the participants. Participants and educators do the selection together.

10.3.2.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Conducting practical teaching
- Acting in conformity to laws and regulations
- Acting in conformity to the code of professional conduct
- Be able to create or adjust specific instruments (e.g. SOPs or data sheets¹⁰) to describe and/or document workflows.

¹⁰ Data sheets can be e.g.: worksheets for tracking in-and outgoing medication (for specific customers (e.g. wards) or for specific medications), tracking expiry dates, temperature logs, document solutions prepared, etc.)

10.3.2.4 Topics (which have to be rated by participants' and educators together found significance; to be expanded according to participants' needs)

Topics	Hours
Practical teaching as a challenging situation	16
Create or adjust specific instruments to describe and/or document work flows	16
<u>Hours Total</u>	<u>32</u>

TABLE 20: DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION

Additional the student has to exercise in the clinical setting. The tasks are defined by participants and educators together.

Topics	Hours	
Practical teaching in the clinical setting Application of CoCIs	40	
Final Report	8	
<i>Alternative</i>	Revise practical teaching information or data sheets to actual needs/regulations (specific topic to be determined together with educator & students)	24
	Visit and sit-in in an educational department in a health care delivery organization (e.g. in-service-training with assigned tasks)	or 24
Project work(to be determined together with educator and students)	24	
<u>Hours Total</u>	<u>96</u>	

TABLE 21: DISTRIBUTION OF ACTUAL HOURS IN: THE CLINICAL SETTING

10.3.2.5 Integration of other academic subjects

Module 1; 2.1; 3

10.3.2.6 Preceding and succeeding area of studies

This point has been dropped from the curriculum due to its integrative principles.

10.3.2.7 Main teaching and learning experiences

Clinical and practical training, small group exercises

10.3.2.8 Evaluation (Method of assessment)

Clinical assignment: Performance of pharmaceutical/clinical instruction (including: written plan of clinical instruction, and self evaluation)¹¹

10.3.2.9 Bibliography

As educators and participants identify their priority of the topics, related references are chosen subsequently

10.3.2.10 References:

Pharmacy Technician Program.

¹¹ can be in various fields, like preparation, quality control, stock maintenance, patient or physician advising

10.4 Special Module Physiotherapy Technician

10.4.1 Module 2.1: Technical Competency in Physiotherapy Technician: Theory

In this module the following areas of studies are:

- Theory of clinical instruction,
- Professional issues and advancements in physiotherapy (pt)

10.4.1.1 Areas of studies: Theory of clinical instruction, professional issues and advancements in physiotherapy

10.4.1.2 Description

This area of study focuses on the theoretical underpinnings of teaching professional practice in order to develop the students' professional role, to enhance the students' skills and competencies required for professional practice with progressively decreased guidance from the Clinical Instructor in order to provide a developed confidence to proceed to professional life.

This will include in particular:

- Determination of tasks of a Clinical Instructor
- Identifying and formulating goals for students' clinical practice
- Structuring of clinical instructions
- Selection of methodical aids to instruct contents
- Evaluation of learning outcomes

10.4.1.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Clinical instruction in physiotherapy
 - ⇒ Recognizing and adapting student's approach to varying demands on clinicians & patients
 - ⇒ Developing self-confidence to identify and solve a variety of clinical problems they may encounter
 - ⇒ Supporting the development of students' understanding of concepts of assessment and treatment orientated at students' performance level and individual needs
 - ⇒ Increasing the ability to plan professional practice
 - ⇒ Ensuring progressive independence in conducting therapeutic interventions
 - ⇒ Enhancing student's analytical and evaluative skills enabling the identification and documentation of therapeutic interventions
- Structure of pt-procedures
 - ⇒ Analyzing systematically the movement behavior
 - ⇒ Identifying main problems
 - ⇒ Making decisions on treatment approaches
 - ⇒ Applying treatment methods
 - ⇒ Checking for mistakes and correction of movement behavior
 - ⇒ Evaluating and documentation of outcomes

- Utilizing of pt-tools, following new ideas in pt
 - ⇒ Test instruments
 - ⇒ Systematic observation
 - ⇒ Effective instruction/communication, included: instruction of relatives
 - ⇒ Tactile, visual, acoustic support in order to develop, initiate and correct psychomotor skills
 - ⇒ Structured documentation
- Applying the circle of clinical instruction in physiotherapy
- Evaluation
 - ⇒ Checklist of observable acts in physiotherapy
 - ⇒ Criteria of evaluation in physiotherapy
- Quality in physiotherapy
 - ⇒ Physiotherapy as a service
 - ⇒ Criteria of quality in physiotherapy
- New treatment approaches in physiotherapy
 - ⇒ Introduction in treatment by Vojta
 - ⇒ Introduction in physiotherapeutic working place counseling: physiological posture education
- Laws and regulations affecting physiotherapy practice
- Professional organizations in physiotherapy as a source of data
 - ⇒ Free professions and their representation of interests
 - ⇒ Structure of professional associations
 - ⇒ Tasks of professional associations
 - ⇒ International community of interests (WCPT)
 - ⇒ Possibility of participation
- Use of internet as a source of data
 - ⇒ homepages of professional associations
 - ⇒ search of data in the field of physiotherapy

Special emphasis is placed on assessed needs of the Clinical Instructors.

10.4.1.4 Topics

Topics	Hours
• Physiotherapeutic assessment as a main topic in professional practice in order to ensure a goal orientated treatment approach	6
• Goal orientated treatment as a challenge	6
• Quality in Physiotherapy	2
• Introduction in treatment by Vojta	4
• Introduction in physiotherapeutic working place counseling: physiological posture education	2
• Laws, regulations and hospital policies affecting clinical instruction and physiotherapy practice	6
• Professional organizations concerning Physiotherapy and education as a source of data	2
• Present results of individual project	2
• Use of Internet as a source of data in the field of PT	2
<u>Hours Total</u>	<u>32</u>

Table 22: Table 1: Distribution of Actual Hours in Theory of Clinical Introduction

10.4.1.5 Integration of other academic subjects

Module 1; 3

10.4.1.6 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles.

10.4.1.7 Main teaching and learning experiences

Small group exercises, role-play, interactive lectures using various audiovisual aids combined with discussion, guided self studies

10.4.1.8 Evaluation (Method of assessment)

Will be integrated in Module 2.2

Attendance

10.4.2 Module 2.2: Technical Competency in Physiotherapy: Practice

10.4.2.1 Area of study: Practice of Clinical Instruction and Advancements in Physiotherapy

10.4.2.2 Description

This area of study focuses on the practical underpinnings of teaching professional practice in order to develop the students' professional role, to enhance the students' skills and competencies required for professional practice with progressively decreased guidance from the Clinical Instructor in order to provide a developed confidence to proceed to professional life.

This will include in particular:

- Management of goals of students' clinical practice period
- Instruction of structured contents of clinical instruction
- Application of methodical aids to instruct contents
- Evaluation of learning outcomes

10.4.2.3 Objectives

- Management of goals of clinical instruction
 - ⇒ Following the job description of clinical instructors in the field of Physiotherapy
- Instruction of structured PT-procedures
 - ⇒ Systematic analysis of movement behavior
 - ⇒ Definition of main problems
 - ⇒ Decision making on treatment approaches
 - ⇒ Application of treatment methods
 - ⇒ Error checking and correction of movement behavior
 - ⇒ Evaluation and documentation of outcomes
- Use of PT-tools, following the model of new thinking in PT
 - ⇒ Test instruments
 - ⇒ Systematic observation
 - ⇒ Effective instruction/communication, included: instruction of relatives
 - ⇒ Tactile, visual, acoustic support in order to develop, initiate and correct psychomotor skills
 - ⇒ Structured documentation
- Use of Circle of clinical instruction:
 - ⇒ Information
 - ⇒ Resources / problems
 - ⇒ Goals
 - ⇒ Planning
 - ⇒ Carrying out
 - ⇒ Evaluation

- Evaluation of students' performance in clinical practice period
 - ⇒ Checklist of observable acts in physiotherapy
 - ⇒ Development of criteria of evaluation
- New treatment approaches in physiotherapy
 - ⇒ Introduction in treatment by Vojta
 - ⇒ Introduction in physiotherapeutic working place counseling: physiological posture education
- Use of internet as a source of data
 - ⇒ Homepages of professional associations
 - ⇒ Search of data in the field of physiotherapy

Special emphasis is placed on assessed needs of the Clinical Instructors.

10.4.2.4 Topics

Topics	Hours
• Management of a goal orientated clinical instruction in physiotherapy	12
• Methods of clinical instruction	12
• Evaluation of students' performance	6
• New knowledge in physiotherapy – sources of data	2
<u>Hours total</u>	<u>32</u>

TABLE 23: DISTRIBUTION OF ACTUAL HOURS IN THEORY OF CLINICAL INTRODUCTION

Additionally the student has to practice in the clinical setting. Participants and educators define the tasks together.

Topics	Hours
Practical teaching in the clinical setting Application of CoCI's	40
Final Report	8
Project work: development of a learning catalogue regarded to one of the defined goals of clinical instruction in the field of physiotherapy (self selected goal)	24
<i>Topic identified according to students need</i>	24
<i>Alternative Visit and sit-in in an educational department in a health care delivery organization (e.g. in-service-training with assigned tasks)</i>	or 24
<u>Hours Total</u>	<u>96</u>

TABLE 24: ACTUAL HOURS IN THE CLINICAL SETTING WITH SELECTED TASKS

10.4.2.5 Integration of other academic subjects

Module 1; 3

10.4.2.6 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles.

10.4.2.7 Main teaching and learning experiences

Small group exercises, role-play, interactive lectures using audiovisual aids combined with discussion, guided self studies

10.4.2.8 Evaluation (Method of assessment)

- Will be integrated in Module 2.2
- Attendance

10.4.2.9 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently. Please see attached list.

10.5 Special Module Dental Technician

10.5.1 Module 2.1: Technical Competency in Dental Assisting Theory

10.5.1.1 Areas of studies

In this module the areas of studies are:

- Theory of clinical instruction, professional issues and advancements in the specialty.

10.5.1.2 Description

This area of study is closely connected to module 1.1. It focuses on the theoretical background of chair side teaching and professional issues and advancements in chair side assistance and operative procedures performed by the dental assistant himself. The main target of this module is to promote professional growth of the participants.

This will include in particular:

- Chair side teaching as a challenging situation within several levels of interaction between the teacher, the student, the patient, and the dentist, often complicated due to the presence of other staff members, accompanied persons, and relatives.
- Preparation of clinical instructions using new techniques in dentistry jointly selected by participants and educators
- Safety regulations and labor protection law
- Laws and regulations affecting clinical instruction
- Laws and regulations affecting the practical work of dental assisting
- Code of Professional Conduct
- Professional organizations concerning dental assisting and education as a source of data (regional, national, international)
- use of the internet as a source of data

Special emphasis is placed on assessed needs of the participants. Participants and educators do the selection together.

10.5.1.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Taking into account the theoretical background of chair side teaching
- Preparing a clinical instruction and choosing appropriate teaching methods
- Making a habit of the Code of Professional Conduct
- Acting in conformity to laws and regulations
- Utilizing professional organizations as a source of data

10.5.1.4 Topics (which have to be rated by participants and educators together found significance; to be expanded according to participants needs)

Topics	Hours
<ul style="list-style-type: none"> • Chair side teaching as challenging situation (suitable teaching tools and documentation techniques for clinical instructions in dental assisting) 	4
<ul style="list-style-type: none"> • Job description (dental assistant, clinical instructor) 	2
<ul style="list-style-type: none"> • Law and hospital policies affecting clinical instruction and dental assisting 	12
<ul style="list-style-type: none"> • Code of professional conduct 	4
<ul style="list-style-type: none"> • Preparation of clinical instructions for contemporary techniques in dentistry <ul style="list-style-type: none"> – Moisture control – Preventive dentistry – Operative dentistry – Periodontics – Prothodontics – Endodontics – Oral and maxillary surgery – Pediatric dentistry – Orthodontics – Dental radiography 	6
<ul style="list-style-type: none"> • Occupational health and safety <ul style="list-style-type: none"> – Infection control and dental office waste management – Ergonomics (assisting in clinical dentistry) – Prevention and assisting in a medical emergency 	2
<ul style="list-style-type: none"> • Professional organizations concerning dental assisting and education as a source of data (regional, national, international) 	2
<u>Hours total</u>	<u>32</u>

TABLE 25: DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION

10.5.1.5 Integration of other academic subjects

Module 1; 3

10.5.1.6 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles.

10.5.1.7 Main teaching and learning experiences

Small group exercises, role playing, interactive lecture using audiovisual aids combined with discussion

10.5.1.8 Evaluation (Method of assessment)

Will be integrated in Module 2.2. and attendance

10.5.1.9 Bibliography

Because educators and participants identify their priority of the topics, other related references are chosen subsequently.

10.5.2 Module 2.2: Technical Competency in Dental Assisting: Practice

10.5.2.1 Description

This area of study is closely connected to Module 1 and Module 2.1. The participants translate into action the theoretical input given in these modules within students' clinical training. Therefore, the student has to prepare and conduct clinical instructions by choosing appropriate topics and methods. A special focus is placed on the challenging situation within several levels of interaction between the teacher, the student, the patient, and the dentist, often complicated due to the presence of other staff members, accompanied persons, and relatives.

In addition, this area of study addresses advancements in dentistry, targeting to promote professional growth of the participants. Special emphasis is placed on assessed needs of the participants. Participants and educators do the selection of topics together.

10.5.2.2 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Conducting chair side teaching (incl. preparation, documentation, feed-back & self evaluation)
- Being able to select appropriate topics for chair side teaching taking account of the requirements arising from the dental assistants curriculum
- Acting in conformity to the Code of Professional Conduct
- Acting in conformity with laws and regulations
- Acting in conformity with occupational health and safety standards.

10.5.2.3 Topics (which have to be rated by participants and educators together found significance; to be expanded according to participants needs)

Topics	Hours
• Chair side teaching as challenging situation	8
• Collateral aspects of chair side teaching (unexpected situations, patient concerns, ergonomics, hygiene)	4
• Preparation of clinical instructions for contemporary techniques in dentistry jointly selected by participants and educators <ul style="list-style-type: none"> – Moisture control – Operative Dentistry – Preventive Dentistry – Periodontics – Prothodontics – Endodontics – Oral and maxillary Surgery – Pediatric dentistry – Orthodontics – Dental radiography 	16
• Using the internet as a source of data	4
Total hours	<u>32</u>

TABLE 26: DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION

The student has to exercise in the clinical setting. Participants and educators define the tasks together. Special emphasis is put on the fact that in a clinical situation a variety of tasks and topics will overlap. Thus, clinical instruction of chair side assistance in special operative procedures cannot be isolated from other aspects such as infection control or ergonomics.

Topics		Hours
Practical teaching in the clinical setting Application of CoCI's		40
Final Report		8
Project work (written assignment on a selected topic)		24
Alternative	<i>Topic identified according to students need</i>	24
	<i>Visit and sit-in in an educational department in a health care delivery organization (e.g. in-service-training with assigned tasks)</i>	or 24
<u>Hours Total</u>		<u>96</u>

Table 27: DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF DENTAL

10.5.2.4 Integration of other academic subjects

Module 1; 2.1

10.5.2.5 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles.

10.5.2.6 Main teaching and learning experiences

Clinical and practical training, small group exercises, chair side teaching in clinical situations

10.5.2.7 Evaluation (Method of assessment)

- Clinical assignment:
- Performing of a chair side clinical instruction, including a plan of clinical instruction in written form and self-evaluation.

10.5.2.8 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

10.6 Special Module Nursing

10.6.1 Module 2.1¹²: Technical Competency in Nursing Theory

In this module the following areas of studies are:

- Theory of clinical instruction, professional issues and advancements in the specialty

10.6.1.1 Areas of studies: Theory of Clinical Instruction, Professional Issues and Advancements in Nursing

10.6.1.2 Description

This area of study is closely connected to module 1.1. It focuses on the theoretical underpinnings of bed-side teaching and professional issues and advancements in nursing and education, targeting to promote professional growth of the participants.

This will include in particular:

- Bed side teaching as a challenging situation with two target groups
 - ⇒ the student as a learner and
 - ⇒ a human being as a recipient of care

within three levels of interaction:

- ⇒ teacher/student;
- ⇒ student/client;
- ⇒ teacher/client

often complicated due to the presence of other clients or relatives.

- New techniques in nursing jointly selected by participants and educators
- Safety regulations and labor protection law
- Laws and regulations affecting clinical instruction
- Laws and regulations affecting nursing practice
- Code of professional conduct
- Professional organizations in nursing and education as a source of data

Special emphasis is placed on assessed needs of the participants. Participants and educators do the selection together.

10.6.1.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Taking into account the theoretical underpinnings of bed side teaching
- Making a habit of the »Code of Professional Conduct«
- Acting in conformity to laws and regulations
- Utilizing professional organizations as a source of data

¹² The genuine technical tasks of a clinical instructor is teaching and learning per se. Hence in this proposal for the clinical instructor the separate competencies mentioned for a technical nurse a.) »technical« and b.) »teaching and learning« are integrated in the »technical competency«.

10.6.1.4 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• Bed side teaching as challenging situation »CoCI«	12
• Contemporary techniques in nursing jointly selected by participants & educators	8
– e.g. Alternative concepts of body alignment (Kinesthetics, Bobath, Wound dressing; CPR etc.	
• Safety regulations	2
– Lifting techniques	
– Accident prevention,	
– Fire safety regulations	
• Laws, regulations and hospital policies affecting clinical instruction and nursing practice	4
• Code Of Professional Conduct	4
• Professional organizations concerning nursing and education as a source of data	2
– Regional	
– National	
– International	
Hours Total	<u>32</u>

TABLE 28: DISTRIBUTION OF ACTUAL HOURS IN: THEORY OF CLINICAL INSTRUCTION

10.6.1.5 Integration of other academic subjects

Module 1; 3

10.6.1.6 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles.

10.6.1.7 Main teaching and learning experiences

Small group exercises, role-playing, interactive lecture using various audiovisual aids combined with discussion

10.6.1.8 Evaluation (Method of assessment)

- Will be integrated in Module 2.2
- Attendance

10.6.1.9 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

10.6.2 Module 2.2¹³: Technical Competency in Nursing: Practice

In this module the following areas of studies are:

- Practice of clinical instruction and advancements in nursing

10.6.2.1 Areas of Studies: Practice of clinical instruction and advancements in nursing

10.6.2.2 Description

This area of study is closely connected to Module 1 and Module 2.1. Participants translate into action the theoretical input given in these modules within the students' clinical training.

In addition, this area of study addresses advancements in nursing, targeting to promote professional growth of the participants.

This will include in particular:

- Bed side teaching as a challenging situation with two target groups
 - ⇒ the student as a learner and
 - ⇒ a human being as a recipient of care

within three levels of interaction:

- ⇒ teacher/student;
- ⇒ student/client;
- ⇒ teacher/client

often complicated due to the presence of other clients or relatives.

- New techniques in nursing jointly selected by participants and educators.

Special emphasis is placed on assessed needs of the participants. Participants and educators do the selection together.

10.6.2.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Conducting bed side teaching
- Acting in conformity to the Code Of Professional Conduct
- Acting in conformity to laws and regulations

¹³ The genuine technical tasks of a clinical instructor is teaching and learning per se. Hence in this proposal for the clinical instructor the separate competencies mentioned for a technical nurse a.) »technical« and b.) »teaching and learning« are integrated in the »technical competency«.

10.6.2.4 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• Bed side teaching as challenging situation »CoCI«	24
• Contemporary techniques in nursing jointly selected by participants & educators – E.g. Alternative concepts of body alignment (Kinesthetics); wound care.	8
<u>Hours Total</u>	<u>32</u>

TABLE 29: DISTRIBUTION OF ACTUAL HOURS IN: PRACTICE OF CLINICAL INSTRUCTION

Additional the student has to exercise in the clinical setting. Participants and educators define the tasks together.

Topics	Hours
• Practical teaching in the clinical setting Application of CoCIs	40
• Final Report	8
• Visit and sit in on training departments in »health care delivery organizations« (e.g. in-service-training) with assigned tasks	24
• Project work (e.g. Development of a learning catalogue of a specific ward)	24
<u>Hours Total</u>	<u>96</u>

TABLE 30: DISTRIBUTION OF ACTUAL HOURS WITH SELECTED TASKS IN THE CLINICAL SETTING

10.6.2.5 Integration of other academic subjects

Module 1; 2.1; 3

10.6.2.6 Preceding and succeeding areas of study

This point has been dropped from the curriculum due to its integrative principles

10.6.2.7 Main teaching and learning experiences

Clinical and practical training, small group exercises

10.6.2.8 Evaluation (Method of assessment)

Clinical assignment: Performance of a bedside clinical instruction (including: written plan of clinical instruction, and self evaluation)

10.6.2.9 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently. Please see attached list

11 COMPONENT 1: MODULE 3: COMMUNICATION COMPETENCIES IN ADULT LEARNING AND TEACHING SETTINGS

In this module the following areas of studies are:

- Communication (Semester 1 and 2)
- Co-operation and collaboration (Semester 1 and 2)

They will be performed in a workshop within the program.

Topics	Actual Hours Theory	Actual Hours Lab
Communication	13	59
Co-operation and collaboration	3	5
<u>Total Hours</u>	<u>16</u>	<u>64</u>

TABLE 31: DISTRIBUTION OF ACTUAL HOURS IN: COMMUNICATION AND COLLABORATION

11.1 General

In the adult learning field in a clinical setting a clinical instructor demonstrates competencies in

- Communication,
- Co-operation,
- Collaboration,
- Problem solving and
- Decision-making.

Additional this module will support the enrollees to work as a team during the program as an exercise, because interdisciplinary collaboration is a key factor in providing effective clinical instruction.

11.2 Area of studies 1: Communication

(Principally Practical)

11.2.1 Description

This area of study focuses on acquiring communication skills significant to the settings of the clinical instructor's working environment. Theoretical underpinnings are imminently connected to the specific skill.

This will include in particular

- Skills in counseling
- Skills in negotiating
- Skills in conflict resolution
- Skills in presenting (e.g. teaching subjects, information, tasks and problem solving strategies related to work)
- Moderator techniques (how to lead discussions)
- Client centered interaction¹⁴

Special emphasis is placed on simulating and exercising most common and challenging situations, targeting how to communicate effectively and how to contribute in developing an appreciative learning and working atmosphere.

11.2.2 Objectives

Upon completion of the area of study, the participant will demonstrate competencies in

- Communicating effectively and appropriately with students, clients and team members.
- Recognizing the importance of good communication skills as the basis of effective teaching or counseling.
- Showing receptivity towards an other person.
- Supplying a response to the effective need of another person
- Applying effectively skills of teacher, counselor.
- Paraphrasing, clarifying, focusing, summarizing and confronting

¹⁴ Rogers 1951

11.2.3 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics		Theory	Exercise
• Definition of communication			
– Communication process		2	
– Reflection regarding one's own mode of communication			
• Client centered interaction (emphasis: active listening)			6
• Principles of			
– Negotiation techniques		1	5
– Conflict management (incl. conflict resolution talks)		1	5
– Moderator techniques		1	5
– Oral assessment techniques		1	5
– Feedback		1	6
• Principles of leadership and its relation to effective communication		2	
• Principles of rhetoric's		1	7
• Hours for free distribution according to students' needs?		3	8
First day	Meeting other enrollees and introduction to the program ¹⁵		4
Last day	Parting and evaluating the program ¹⁶		8
<u>Hours Total</u>		<u>13</u>	<u>59</u>

TABLE 32: DISTRIBUTION OF ACTUAL HOURS IN: COMMUNICATION

11.2.4 Integration of other areas of studies

Module 1

11.2.5 Preceding and succeeding area of studies

This point has been dropped from the curriculum due to its integrative principles

11.2.6 Main teaching and learning experiences

Role-playing, small group exercises, discussion, scenario analysis chosen by participants.

11.2.7 Evaluation (method of assessment)

Demonstrate one of the acquired communication skills to the group, evaluated by educator and group

11.2.8 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

¹⁵ This will be one day at the beginning of the program

¹⁶ This will be one day at the end of the program

11.3 Area of studies 2: Co-operation and Collaboration

(Principally Practical)

11.3.1 Description

This area of study focuses on managing, handling and embedding the teaching learning process in an organizational setting, in which the task to deliver health care is of prime importance. The role of a clinical instructor *in and between* college and health care delivering organization is a point of special interest.

This will include in particular

- Role and the emerging responsibilities and implications of a clinical instructor
 - ⇒ In the organizations (college and health care delivering organization)
 - ⇒ In the learning teaching process
- Strategies for co-operation and collaboration
- Planned change
- Group process and dynamics

Special emphasis is placed on how

- To facilitate teaching and learning in the workspace

11.3.2 Objectives

Upon completion of this area of study the participant demonstrates competencies in:

- Integrating teaching and learning into daily clinical practice
- Embedding learning objective catalogues in the organizational setting
- Supporting to institutionalize the co-operation between college and health care delivering organization
- Implementing change and innovation
- Steering group processes

11.3.3 Topics (which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Theory	Exercise
<ul style="list-style-type: none"> • Organizational factors influencing the work of the clinical instructor <ul style="list-style-type: none"> – Role and the emerging responsibilities of a clinical instructor – In the organizations (college & health care delivering organization) – In the learning teaching process 	2	2
<ul style="list-style-type: none"> • Strategies for collaboration 	1	3
<u>Hours Total</u>	<u>3</u>	<u>5</u>

TABLE 33: DISTRIBUTION OF ACTUAL HOURS IN: CO-OPERATION AND COLLABORATION

11.3.4 Integration of other areas of studies

Module 1; 3

11.3.5 Preceding and succeeding area of studies

This point has been dropped from the curriculum due to its integrative principles.

11.3.6 Main teaching and learning experiences

Role-playing, small group exercises, scenario analysis chosen by participants, projects, interactive lecture using various audiovisual aids combined with discussion.

11.3.7 Evaluation (method of assessment)

Written assignment:

Development of a chain of arguments related to an issue of collaboration in the daily work of a clinical instructor.

11.3.8 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

12 COMPONENT 1: MODULE 4: COMPETENCY IN METHODS

The clinical instructor has to be competent in a variety of methods concerning learning and teaching, co-operation, collaboration and communication. These methods are introduced in their genuine domain.

In this module the following area of studies is:

- Scientific reasoning (Semester 1 and 2)

12.1 Area of studies: Scientific Reasoning

12.2 Description

This area of study focuses on the systematic approach to acquaint and apply knowledge relevant to daily practice.

This includes in particular:

- The use of the seven steps of the concept of problem based learning

Special emphasis is placed on guided independent studies.

12.3 Objectives

Upon completion of studies in this area the participant demonstrates competencies in:

- Determining a demand for knowledge according to the needs of the students or the clinical situation
- Utilizing the seven steps of problem-based-working¹⁷
 - ⇒ Clarifying terms and concepts
 - ⇒ Formulating problem and identify its constituting components
 - ⇒ Analyzing the problem
 - ⇒ Discussing first approaches of possible solutions on the background of existing theoretical and experiential knowledge
 - ⇒ Identifying learning issues
 - ⇒ Acquiring relevant information
 - ⇒ Presenting and evaluating newly acquired information, synthesizing and recording it
- Implementing the found solution into practice
- Evaluating the process

¹⁷ (learning)

12.4 Topics

(which have to be rated by participants' and educator's together found significance; to be expanded according to participants' needs)

Topics	Hours
• Scientific reasoning: till further change: Problem based learning	32
<u>Hours Total</u>	<u>32</u>

TABLE 34: DISTRIBUTION OF ACTUAL HOURS IN: SCIENTIFIC REASONING

12.5 Integration of other areas of studies

Module 1; computer basics

12.6 Preceding and succeeding areas of studies

This point has been dropped from the curriculum due to its integrative principles.

12.7 Main teaching and learning experiences

Guided project work; Case studies

12.8 Evaluation (method of assessment)

Completion of project

12.9 Bibliography

Because educators and participants identify their priority of the topics, the related references are chosen subsequently.

13 COMPONENT 2: APPLICATION: PLACEMENT FOR APPROVAL

13.1 General

Component 2 is used to apply acquired knowledge and skills in the daily work of a clinical instructor. This component is compulsory as »Placement for Approval« in health care delivery organizations and/or colleges. Within these placements, the enrollee ameliorates skills and methods, which he/she acquires within the training in the institute continuously and deepens them throughout the placement to make them a habit. The General Directorate of Health Colleges and Institutes will select carefully health care delivery organization and/or colleges for this application to offer the enrollees the possibility

- to translate the new methods, techniques and skills into daily practice
- to successively work substantiated by theory

to build up a professional identity according to the goals and objectives of the clinical instructor program.

The health care delivery organization and/or colleges will take care of the clinical instructors and provide the opportunity to work with the students in the daily setting of each specialty. Each enrollee will be allocated to one educator, who will guide this placement. Furthermore time of this module will be used to prepare the clinical tasks in Riyadh, which is 2 days of preparation for each supervised clinical instruction (in total 3*2*8 actual hours = 48h), the clinical exam (2*8 actual hours = 16h). This time will be included in each unit.

13.2 Scheduling of Component 2

Unit	Main task	(average) ¹⁸ actual hours
A 1	<ul style="list-style-type: none"> • Observe current clinical learning and determine learning possibilities • Deepening communication skills • Implement new methods techniques & skills into daily practice • identify <ul style="list-style-type: none"> – obstacles and problems as well as chances • Deepening communication skills • Preparation of supervised CI's in Riyadh 	440 h
A 2	<ul style="list-style-type: none"> • Implement new methods, techniques & skills into daily practice • identify <ul style="list-style-type: none"> – obstacles and problems as well as chances – as well as identified solutions • Deepening communication skills • Internalization of the new methods, techniques & skills through ongoing repetition of the trained contents 	400 h
A 3	<ul style="list-style-type: none"> • Implement acquired methods, techniques & skills into daily practice • Deepening communication skills • Internalization of the new methods, techniques & skills 	104 h
<u>Hours total</u>		<u>944 h</u>

TABLE 35: DISTRIBUTION OF ACTUAL HOURS OF COMPONENT 2

13.3 Assignments for component 2

General:

In all these units, the clinical instructor is responsible for the clinical instruction of all students related to two credential wards. After each unit of placement, the student has to write a report.

13.3.1 Application A 1 (placement 1)

This period is characterized as the first steps as a clinical instructor trainee in the health care delivery organization.

Goals and objectives:

- Analyze current situation to identify resources, chances, obstacles and problems regarding planning and conducting of clinical instruction.
- Acquiring information concerning learning goals and objectives of the curriculum of the specialty.
- Identify learning possibilities in the clinical setting.
- Start to implement new acquired methods, techniques & skills related to adult teaching and learning into daily practice
- Apply new communication skills in the complex clinical setting.

¹⁸ This calculation is based on a five-day week with 8 hours per day. This average is correlating with different compulsory hours in the working fields, vacation, holydays and the sequence of the specialties' attendance in the institute. The maximum difference will be ± 80 h within the units. The sum of 944 h is compulsory.

13.3.2 Application A 2 (placement 2)

This is a period of applying specific teaching and learning methods related to the clinical instruction in the specialty as well as introducing solutions to identified obstacles.

Goals and objective:

- Implement new acquired methods, techniques & skills into daily practice
- Identify obstacles and problems as well as chances

For nursing e.g.:

Each enrollee has to perform bed side teaching. Special emphasis is laid on:

- Planning the instruction
- Creating the situation for the instruction with student and patient in a adequate situation
- Conducting the instruction
- Evaluating of the student

The enrollee has to identify resources and chances as well as obstacles and problems.

13.3.3 Application A 3 (placement 3)

After the exam this is a period of a deepened applying of specific teaching and learning methods related to the clinical instruction in the specialty as well as introducing solutions to identified obstacles. This internship is indispensable for the final acknowledgement.

Goals and objective:

- Implement new acquired methods, techniques & skills into daily practice
- Implement identified solutions
- Identify obstacles and problems as well as chances

13.4 Evaluation

The health care delivery organization and/or colleges will certify the completion of this placement for approval.

The educators will evaluate the reports concerning form and contents.

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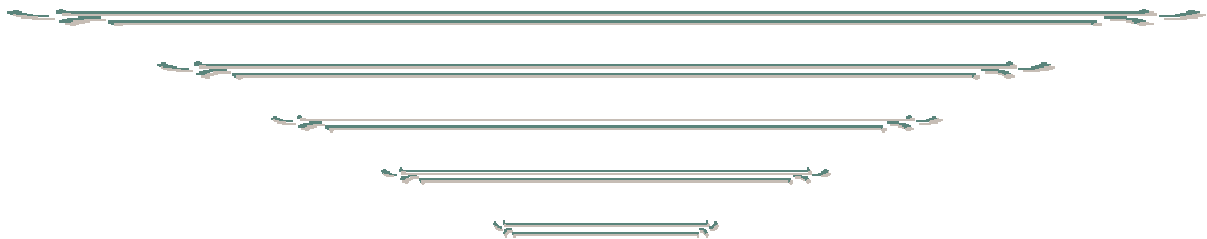
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