USING STUDENTS AS “CHANGE AGENTS”
Collaboration in the Classroom
The Course - Enhanced Patient Assessment

- 30 credits, level 5, BSc Paramedic Science
- Tested by OSCE (Observed Structured Clinical Examination)
- 60 hours over only 2 months
- $\frac{2}{3}$ Lectures; $\frac{1}{3}$ Simulation

Previous feedback (EVASYS) indicates students want more time practising diagnosis of “patients”
How many of us actually take student engagement seriously?

NSS Qu. 25 - “It is clear how students’ feedback on the course has been acted on”

**ONLY 62% of students in England agreed**

National Student Survey, 2018
https://www.officeforstudents.org.uk
“Project: Change Agents” is born….

A “Change Agent” is an individual who implements transformation within organisations by their own innovation, skill and coordination (Lunenburg, 2010).

My experience from last year...

Theory  ➔  Practical  ➔  Practical exam

Real patients

Family
Medications
Worries
Social problems
Multiple conditions
Confusing histories
Colleagues in placement
Case study template

Structure!

Powerpoint = zzz

Revision

Observations

<table>
<thead>
<tr>
<th>Observation</th>
<th>Value</th>
<th>Normal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory rate</td>
<td>18 rpm</td>
<td>✓</td>
</tr>
<tr>
<td>SPO2</td>
<td>98%</td>
<td>✓</td>
</tr>
<tr>
<td>Heart rate</td>
<td>105 bpm</td>
<td>✓</td>
</tr>
<tr>
<td>Blood Pressure</td>
<td>135/78 mmHg</td>
<td>✓</td>
</tr>
<tr>
<td>Blood Glucose</td>
<td>5.6 mmol/l</td>
<td>✓</td>
</tr>
<tr>
<td>Pupils</td>
<td>PEERLA, size 3</td>
<td>✓</td>
</tr>
</tbody>
</table>
Crossing the border...

Crossing the classroom...

Imposter syndrome...
Change Agent Experience

Positives

- Recognition of personal progression
- Sharing knowledge and experience

Negatives

- Can be daunting
- Large group = Lack of engagement for some students

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

- Benjamin Franklin
Gathering Appropriate Case Studies

- History taking
- Enhanced Assessment
- Appropriate Frameworks
- Forming Differential Diagnoses
- Alternative Care Pathways
- Safety Netting
- Time Critical
Benefits to Change Agents

- Gaining Experience in Mentorship
- Confidence in Own Clinical Skills/Knowledge
- Confidence in Public Speaking
- Reflective Practice
- Professional Portfolio
Student Experience

Benefits to a student:

- Lack of pressure - allowing easier questioning
- Think on our feet
- Sparked debate
- Breaks away from the same voice, teaching style & powerpoint
Limitations to a student:

- Initial outcomes uncertain
- Differing levels of engagement
- Large group
- No exact diagnosis
Informal anonymous feedback from students....

I really like these sessions, find them much more interesting and engaging than a standard powerpoint. It's great to have third years delivering the case studies too because it makes it less scary to get involved with.

Was more interactive than usual lectures therefore more interesting and engaging.

I enjoy putting what I have learned into practice rather than just going through the motions, these sessions help me see how I'm progressing.

I really enjoy the different way of learning and it keeps the sessions fresh having new people talking to us.

Pretty good, varied and interesting case studies. Maybe would benefit from smaller groups, and if we focused on how to document our findings.

Learning from other students is good because they are in a similar position to you. Even though we don't normally get to find out our pts outcomes it would be good in this situation to test our diagnostic skills.

Very helpful and informative. Gets you to think about what you might do and how to apply it to practice.

Providing the information is clear, then the input from the third years has been great - its good to hear their experiences and observe how they have tackled these situations.
Benefits of this project

For staff
● Engaged students
● Adds to professional portfolio and raises personal profile
● Witnessing students’ development
● Learning with & from students
● Opportunity for joint research

For institution
● Aids employability
● NSS scores potentially rise
● Increased opportunity for research
● Profile can rise through positive promotion on social media
● Aids retention (JISC, 2018)
THANKS! Any questions for the team?

@georio321
George Davis
Student Paramedic Yr 2

@Ayshe_Volkan
Ayshe Volkan
Student Paramedic Yr 3

@sha_un
Shaun Seeley
Student Paramedic Yr 3

@GBod2
Gemma Boden
Paramedic Lecturer