



THE VALUE OF PEER OBSERVATION BETWEEN HEALTHCARE PROFESSIONALS IN SOUTH EAST ACUTE TRUST

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Joint Collaboration - BSUH Directorate of Education
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Project Drivers

- Ensure the Trust has a standard approach to Quality Assurance & Governance of Education
- PGCert Ed – Peer Observation & Reflection mandatory
- HEE Quality Framework & Personal Development Framework
- Learning from other HCP
- Re-Validation
- Educational Appraisal
- Opportunity to collaborate with local University

HEE QUALITY FRAMEWORK 2017/18

HEE's Quality Strategy and Associated multi-professional Quality Framework set out how HEE will measure, recognise and Improve quality in the education and training environment.

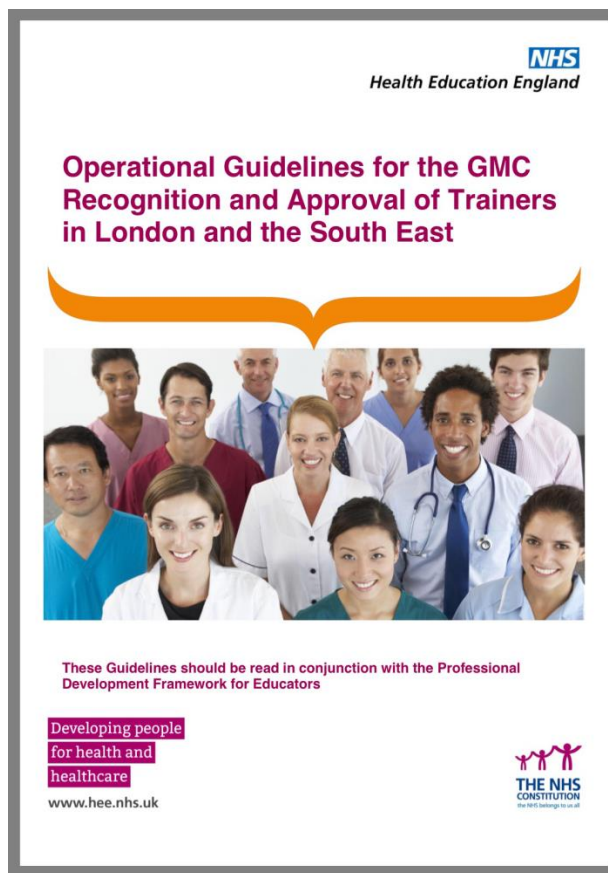




Theme 4: Supporting & Empowering Educators

- **HEE -S4.3:** Educator performance is assessed through appraisals or appropriate mechanisms with constructive feedback and support provided for role development and progression
- **GMC - 4.1:** Educators are selected, inducted, trained and appraised to reflect their education and training responsibilities.

Professional Development Framework



Theme 7: Continuing Professional Development as an Educator

The excellent educator

- Takes action to improve own practice on the basis of feedback received, e.g. appraisal, peer reviews



Aims and Objectives

Aim

To evaluate peer observation in healthcare education and investigate how learning from others can be facilitated by peer observation

Objectives

- Explore the views of HCP educators on value of peer observation as the observer and the observed
- Investigate of how learning from other HCP can be facilitated by peer observation
- Identify areas of good practice and recommendations for future research and practice



Method

- Small group volunteers – Acute Trust
- Mixed Methods – Qualitative, Quantitative, use of questionnaires, focus groups
- Participants were recruited from multi-professional staff delivering education and training across a range of professions including inter-professional
- Participants could be both ***Observer*** and ***Observed***
- Observers had to have taken part in peer observation at some point, experience and training to be an observer was noted
- Demographics on qualifications, role, experience etc.



Voluntary Participants

5 peer observers

- Patient Information Specialist Librarian
- Pharmacist
- Pharmacy Technician
- Nurse Educator
- AHP Strategic Lead

9 Observed Educators

Nurses

- Pharmacists
- Clinical Librarian
- Transfusion Practitioner
- Senior Research Officer



Key Results – Quantitative - Observed

- Nine completed the online questionnaire
- Participants overwhelmingly felt that being observed improved their teaching
- All regarded verbal and written feedback as pivotal to attainment of that professional improvement
- Interestingly, nearly half of the participants (four “agreeing” and “strongly agreeing”) reported preference for being observed by someone from different health profession
- All participants recommended being peer observed, with five suggesting yearly observation, while four suggested six-monthly
- All agreed that they could gain new teaching skills from the experience, with five responding as “strongly agreeing”



Key Results – Quantitative - Observer

- Five participants completed the online questionnaire
- All participants recommended being peer observed
- Observers overwhelmingly felt that peer observation improved their own teaching
- All disagreed or strongly disagreed with suggestion that the process added no value to their performance as teachers
- Four agreed that they could gain new teaching skills from the experience, with two “agreeing”, two “strongly agreeing”



Focus Group Themes from Both Groups

- Theme 1: Observation as a positive step in professional development with different professions
- Theme 2: increasing the frequency of observation builds up confidence of participants and encourage cross disciplinary learning
- Theme 3: Peer observation develops more tailored approach to teaching and professional practice through Theme
- Theme 4: Challenges provides to the provision of effective constructive, honest and critical feedback



Observed Educator

“ When someone that wasn’t same as my profession observed me, they will be looking at the way you deliver the session rather than the content of the session and I think if someone from my profession had been observing me they will look at the content and that isn’t necessary what I want to get out of it”



Peer Observer 1

“We take it for granted that there’s so much teaching going on and actually we don’t do this enough and I think we can learn so much from other people. And I think we work in silos, so we, we just stick to our professional groups and something that I’ve learnt [...] we can all share and, it’s just the basic culture of learning”



Summary Project

- Huge value of **professional conversations** between the observer and observed following the session
- Multi-professional participation ensured the focus of observation was on teaching and not the content
- Benefits both the observer and those being observed
- Logistics and time highlighted as a barrier **BUT** recommendation by participants to build into routine practice

The Training Session – background & content

- Piloted in 2015 with new members of the library team
- Rolled out to full team late 2016 and evaluated in 2017
- Some initial apprehension at being observed by peers so a focus on the supportive element is key to success
- Combined knowledge resulted in two hour session facilitated by inter-professional faculty
- Interactive and focuses on ALOBA method of feedback
- Based around a ‘mock’ teaching session using a video <https://mediastream.brighton.ac.uk/Player/12471467>
- Safe environment to develop skills in giving feedback



Future Steps

- Next Project underway - larger number of volunteers – roll out further to include other HCP and ward based sessions as well as classroom style teaching
- Further promotion of on-line booking system and opportunity for bespoke courses
- As part of Trust Education Quality Programme, implement a survey to identify staff requiring further development to deliver education
- Embed Peer Observation as ‘routine’



Thank you for listening



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