

ACETS Exemplar 03

Student Resources for Patient Communication regarding Periodontal Disease

John Sweet

University of Wales College of Medicine

ACETS Exemplar 03: Baseline

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| 1 | Teacher/academic_s name | John Sweet |
| 2 | Teacher/academic_s position | Senior Lecturer |
| 3 | Teacher/academic_s institution | University of Wales College of Medicine |
| 4 | Range of subjects taught | |
| 5 | Contact information | sweetj@cardiff.ac.uk |
| 6 | Principal interest | both |
| 7 | ACETS Officer | dleeder |
| 8 | Date of survey | 2/17/2004 |
| 9 | Do you know how to make web pages? | a little |
| 10 | Have you used the web in your teaching? | a little |
| 11 | Do you use anything that you would consider a 'learning object' in your teaching? | a little |
| 12 | How would you rate your own computing skills against those of your colleagues? | good |
| 13 | How would you rate your own teaching skills against those of your colleagues? | good |
| 14 | How would you rate your own use of CAL against those of your colleagues? | poor |
| 15 | How much relevant staff development and training is available? | a little |
| 16 | How much relevant staff development have you actually made use of? | a little |
| 17 | Do you have access to support in making electronic learning materials? | a little |
| 18 | Is this available as a free service? | completely |
| 19 | Have you made use of this support service before? | a little |
| 20 | Would you expect that you would need to use this service to use learning objects in your teaching? | a little |
| 21 | Do you have a VLE (or equivalent) available to support your work? | no |
| 22 | What is the system called (eg WebCT, or equivalent local system name)? | MLE (glorified website) |
| 23 | Does it allow you to put teaching/learning materials online for your students | no |
| 24 | If so, do you do this or is it done centrally for you? | I do this |
| 25 | How easy is it for you to get teaching materials online? | very easy |
| 26 | Do you have your own computer at work | yes |
| 27 | Do you use a computer at home for work | yes |
| 28 | What level of computer access do you think your students have in the institution and at home | average |
| 29 | How much of this is internet-enabled ? | a lot |
| 30 | How much teaching and learning materials are provided online for the students | a little |
| 31 | To what degree do you expect the use of learning objects to enhance your teaching | a lot |
| 32 | To what degree do you expect the use of learning objects to enhance your students learning | a lot |
| 33 | To what degree do you expect the use of learning objects to make your work easier | a little |
| 34 | Extra notes | Low use of CAL but uses other forms of computer use in teaching |

Exemplar 03: Reflective Diary

This takes the form of the briefing document given to the students:

Criteria for Periodontology Communication Project Third Year 2004

The aim of the project is to allow you to develop critical thinking about a topic in Periodontology yourself and have the opportunity to present with a colleague or colleagues what you have learned. You will also have the opportunity to reflect on your learning and be awarded for your individual and group efforts. You can either — choose a topic that interests you and perhaps a colleague in your group as well or — contribute to the making of presentation and resource materials to help Periodontal patients who also smoke or suffer from passive smoking.

Timetable

Week beginning 1st March

Decide on topic to follow-up and note expectations on what you are likely to find
(If part of the smoking project select a small section to investigate only)

Week beginning 29th March

Research for materials on topic — outline what you searched

Select out most appropriate materials (Website — visual — audio — written text) and store on disk or take URL for brief showing to the group later

Reflect on what was helpful in your search — how did it compare with your expectations?

Week beginning 19th April

5 minute showing of objects found to indicate individual interest and effort

Group to decide what should be incorporated into the final assembly of materials

Week beginning 17th May

Group presentation of combined materials

Reflections on the value of the individual and group components of the exercise and the likely impact on patients.

Group and individual grades based on evidence available

The project is designed to allow you to show how you can search for materials electronically or by other means, select out what is of value and evaluate what you have learned. There is no need for a great deal of time to be spent on it to the detriment of your other subjects. It would be a mistake to wade through or collect vast amounts of content. Your thinking about what you are doing and noting it down is as important as getting more information.

John Sweet

ACETS Exemplar 03: Interview

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| <i>Exemplifier</i> | John Sweet, Senior Lecturer in Dentistry, University of Wales College of Medicine |
| <i>Exemplar description</i> | It's getting students to research and assemble objects with which they can communicate to patients. The project involves 54 students and 21 projects. |
| <i>Interviewer</i> | Rachel Ellaway with Dawn Leeder |
| <i>Date and location of interview</i> | 3 rd June 2004, Chancellors Conference Centre, Manchester |
| <i>Context of use</i> | The students are 3 rd year undergraduate dental students and they have had 9 months of clinical experience before they started so they are already embroiled in clinical work with all the worries of becoming new clinicians. The project allowed them to explore elements that they were concerned about, especially in terms of communicating with patients. |
| <i>How did you go about putting this together?</i> | First I had this interview with Dawn. I was worried that I wasn't communicating with smokers well enough, in particular getting them to quit. Therefore I wanted to engage my students to work with me at producing these materials. So Dawn and I worked out a protocol how we were going to do this. Firstly students were going to an initial search to try and find the best kinds of objects and then they were to work out a strategy for assembling these objects together. Once they had done that they were going to reflect on what they had done and then they would present it verbally to their colleagues. It started in February and finished in May [2004]. That has all happened except for some of their reflections, which are still outstanding. |
| <i>How quickly were you able to come up with the activity design?</i> | It dates back to a previous activity I did where I was trying to go through the classification of periodontal disease with my students. I delegated the work out to each pair, which had a small component of periodontal disease. I wanted them to go away and search for information and identify what was the best form of searching, whether it was the Internet or a book or whatever; as long as it was primary or secondary sources. That was the basis behind this kind of project. |
| <i>Is this something the students were familiar with?</i> | I think they had all done some searching on the Internet, but to do it critically and appraise what you have done, going out for something, particularly because they were able to pick a subject they liked. In that sense it was new. And to deliver and have to deliver, and critically appraise, that was new. |
| <i>How did you find/identify your third-party materials?</i> | Well, of course the students did this. |
| <i>Did you exert any limits or give suggestions? Did you use ACETS listed links and sources?</i> | I was going to use the [ACETS] special resources but because of the portal being so restricted, obviously I was the only person with the code to get in and the only time that I could help them was during a clinical session. Well these sessions involve a seminar to start with, clinical work in the middle and a debriefing at the end. Really, unless patients didn't turn up or there was time at the end, there wasn't much opportunity for that. [DL - we should get the student references for the materials they used to identify which repositories were linked to] They have been mainly doing Google searching, and they used PubMed a lot. |
| <i>Did you use commercial sources?</i> | I don't think they used any commercial repositories or multimedia repositories as far as I know, nothing they've had to pay for. There was no parting of money [laughs]. |
| <i>Did you have to get clearance/permission to use the third party materials?</i> | Yes this is a thing that I didn't spend much time with. Right from the beginning I took the reflective diary aspects from ACETS and used them as a template for their journals. Right at the start it says 'are there any restrictions on the use of these materials?'. I gave it to them and asked them to reflect right from the beginning to alert them to the issues involved in the project so I think they were aware of the issues right from the outset. I think that the feeling is that in fact if there is no restriction given in the information on the website then they felt they were free to take it and use it as they wanted to. This is probably not true, or at least not necessarily true. I knew that I wasn't going to use the materials beyond the teaching exercise until I had got clearance. |
| <i>Was the exemplar easy to put together?</i> | Yes the criteria I gave them were based on what we agreed and the students found them to be useful. One student complained that at one stage of the game the process was not structured enough. However the students gave it structure, for instance nearly all of them wanted to come up with something that was jargon-free for the patient and yet they insisted that they go through the scientific evidence for whatever it was that they were doing with their colleagues. |
| <i>What tools did you use?</i> | The students used Word although I don't know how they managed to make a booklet out of Word! Some of the used Publisher, some used Word but they had all done this in their ECDL. One or two were disappointed with the quality of pictures and for their poster I supplied some photographic |

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| | slides, which they had converted to electronic form for including in PowerPoint for the poster. |
| <i>Did you get any help?</i> | <p>They also wanted their graph to show something that they couldn't find so I found a paper, which had a good graph in it. So I helped them there. Another couple who had spent a lot of time working on this wanted to talk things through. For instance the use of mouthwash is something that a dentist wouldn't advocate very much – evidence for its use are not great whilst evidence for its dangers are perhaps more evident. So I gave them a little bit of adjustment in terms of their priorities.</p> <p>The initial help I got was very good [from ACETS] – it gave me all sorts of information I needed really about how I could use the jump in system etc.</p> <p>[DL] we tried to focus you down on some specific ranges of activities.</p> <p>You did focus me and I felt that I managed to keep it on focus and the students on focus and it helped me to reinforce what I wanted.</p> <p>[DL] it was very intensive in just four months.</p> <p>Yes we met and exchanged emails – I just wanted that extra support and clarification on a couple of issues.</p> |
| <i>Did you get any technical help?</i> | The students used [audio visual services] to print the posters and laminate the leaflets. And AV did the photographic slide scanning. They are better technically this year than last year, but they are expected to use PowerPoint anyway. |
| <i>Did you use pre-existing services/tools like VLEs?</i> | We haven't got a VLE to speak of. No. |
| <i>Did you engage with colleagues in your own working context?</i> | I've talked about it and my head of department is extremely interested and wants me to do a workshop on it and of course we did have a workshop with Dawn scheduled but we've had to reschedule to the autumn. There has been quite a lot of interest, yes. There will be further reflection and work on how this can be converted into a research project. |
| <i>Would that be the normal way you work?</i> | Yes, it will be incorporated within the new curriculum. |
| <i>Did you engage with the ACETS project or X4L programme? Did you engage with other external bodies?</i> | I did go to the ACETS website and download and read any papers on the topic and I did a pretty exhaustive site search. Otherwise no. |
| <i>Was the exemplar easy to deliver/use?</i> | I think it was in retrospect, but at the time it was new and it was a little bit worrisome that the students wouldn't take to it or would find it very difficult. |
| <i>Did it give pedagogical benefit?</i> | <p>There were so many good things about it. Developing their critical appraisal skills, wanting to evidence what they wanted to do, to be wary of things that were out there. To increase their sensitivity to patient need, to have a sense of what is appropriate to convey to patients. All of this has come out of this.</p> <p>It's a part of my process to get them to take responsibility for their learning and for their practice. It has engaged them and drawn out this wide range of issues, which in fact they've experienced personally and then on top of that, as a result of the presentations, they've been able to share with their colleagues. And that has been very valuable.</p> |
| <i>Did it give economies of scale and efficiency?</i> | I think that it did, although I may have come up with something else in its place. |
| <i>Did it give diversity of approach and experiment?</i> | Yes it did. |
| <i>Have you evaluated it? What was the form of the evaluation? What was the result of the evaluation?</i> | <p>We've got the student evaluations through the reflections and they evaluated their own projects against the criteria we set out. That's the primary evaluation.</p> <p>The secondary evaluation was really what I showed in my PowerPoint presentation <<link>> where I set out what I thought the overriding outcomes were, based on my rounded out appraisal of how it went.</p> <p>There are more detailed ways of doing this, for instance looking individually at the 21 projects and 54 reflections.</p> |
| <i>Has the use of learning objects made your work</i> | If it were to make life more easy for me then it would make life more difficult for myself, thinking what is the next step, what is the next development, how much more can I put in to it? I think that in fact the 'easier' question is irrelevant to me. |

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| <i>easier?</i> | |
| <i>Would you do it again?</i> | <p>Yes, of course yes. I'm already going to do it again. Next year it's going to be part of the curriculum. How I change it and embed it in the curriculum is going to depend a lot on what the students say. We'd certainly do it at a different time, the timing was right in terms of them being embedded into their clinical work so they were able to engage with it and know where they could get help by searching for something. But to leave it right to the end before their exams was a mistake and it would need to be brought forward a bit to just after Christmas. We would probably go into it before Christmas so they could think about it before they started in the new year.</p> <p>[DL] we should never overlook the temporal aspects of this kind of thing.</p> <p>Well, yes, in education it's absolutely critical. The curriculum of course shouldn't be some exam-oriented but that's the way of it.</p> |
| <i>How important was it that you were able to get hold of third party materials to use in your teaching?</i> | <p>Absolutely essential, we're all using third party materials all the time for everything. All of our evidence for our practice is third party materials isn't it?</p> |
| <i>Has this changed your practice?</i> | <p>Yes, obviously, but it's only just the beginning of it all. The evaluation part will really come out when we want to move to use these materials in our clinical practice and we will therefore have to validate the materials. I don't know whether that's part of this project? They are going to have to make sure the documentation shows that the material is allowed to be used and that it is an accurate reflection of current practice. Of those materials that can be used, some might be able to be combined together into an overall clinical strategy. Then I'm going to have to sell that strategy to other people in my clinical work. We'll then have 5 or 6 documents and a strategy for their use.</p> |
| <i>Would you have done this is you hadn't engaged with ACETS?</i> | <p>Oh no. I would have done something along the lines of analysing primary and secondary sources; that was something I was always going back to.</p> <p>[DL] what's the difference between primary secondary and third party I'd like to know [laughs]</p> <p>Well, going back 30 years to when I trained it was a new idea that students would engage with primary sources.</p> <p>When I was a student I did a survey as an elective, asking students about their study skills and how they wanted to learn. Almost all of them said 'textbooks'! But now I don't think that's true any more, students have changed. Interestingly some of my students are about to do an elective and they're going to use my questionnaire from 30 years ago! It's all sources!</p> |
| <i>Any other points or comments?</i> | |

ACETS Exemplar 03: Semi-structured Learning Design Statement

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| <i>Learning Design Name:</i> | Student centred approach to providing communication materials for patients |
| <i>Learning Designer(s):</i> | John Sweet |
| <i>Institution(s):</i> | UWCM |
| <i>Course Context(s):</i> | Undergraduate Dentistry 3 rd year (of 5) |
| <i>ACETS exemplar ID:</i> | 03 |
| <i>LD period:</i> | Spring 2004 |
| <i>LD duration:</i> | 3 months |

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| <i>In order to attain the following learning objective(s):</i> | <i>Specific learning objectives</i> | Students will be able to produce a communication materials either at patient level or if not appropriate then at student level Students will be able to identify and explore subject of choice relevant to their learning Students will be able to share their learning activities with their colleagues | |
| | <i>General learning outcomes</i> | Provides resource for further development; a) clinic strategy for patient info b) resource for future research work next years course and following a dissertation in following year | |
| <i>With prerequisite(s):</i> | Students must have: <ul style="list-style-type: none"> sufficient computer skills obtained from previous ECDL training sufficient clinical experience to help determine what they should investigate sufficient academic understanding of topic so they can adequately contextualise their work in the overall subject | | |
| <i>Trigger(s):</i> | START: Tutor gives sheet with instructions to students covering what is required of them and when – someway through year March based on having had 4-5 months clinical experience and course content so enough experience- balance between experience and time available. STOP: when presentation, product and reflections completed (~4 months). Tutor calls the end of the activity. | | |
| <i>The following persons/roles:</i> | <i>Name</i> | <i>Type (staff, student)</i> | <i>Description</i> |
| | Tutor | Staff | Initiator, criteria-setter, chairman of the board and assessor and grader |
| | Project directors (PDs or Syndicate members) | Student | Designs, directs, runs and carries out projects |
| | Negotiators | Student | With each other and with tutor |
| | Members of public | Public | Work 'tried out' on families and friends |
| <i>Perform:</i> | <i>Which roles?</i> | <i>Do what?</i> | |
| <i>Learning activity(s):</i> | Tutor | Tutor allocates students to classes (4x14) and groups (~4 per group) Tutor prepares and distributes grouping and instructions | |
| | PD student | Student receives briefing from tutor in class | |
| | PD student | Student carries out resource discovery – individual and in own time | |
| | PD student | Student sends tutor an email with their best selected URL or equivalent from their personal resource discovery (nb those who did alternative remedies found best sources in a book). | |
| | Tutor | Tutor projects student-submitted web resources to whole class to 'get a taste of what students are actively doing' (nb number of pages wouldn't work – but generally v useful) | |
| | Tutor | Sends list of resource evaluation questions (lifted from ACETS) to get students to reflect on resource quality | |
| | PD student | Designs project along with colleagues. Site discovery shared between projects | |
| | PD student | Sieves through the web, evaluates materials found, builds them into a resource LO , records activity and keeps reflective diary reporting on | |

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| | | all of these stages | |
| | PD student | At activity's end email their reflections to tutor | |
| | PD student | Make presentations of resource LO to whole class | |
| | PD student | Deliver final resource LO (problem in that a lot had hard copy only) | |
| | Tutor | Assesses and grades student work | |
| | Tutor | Uses student work for subsequent years | |
| <i>Support activity(s):</i> | Tutor | Helps some students finding some images, figures, preparing materials | |
| <i>Using environment(s) or scenario(s):</i> | All | In seminar room for class activities | |
| | PD student | Working at home or computer resource room on project work | |
| <i>Using:</i> | <i>Which roles?</i> | <i>Use what?</i> | <i>To do what?</i> |
| <i>Tool object(s):</i> | All | Computers, web, students mostly used MS Word, some in PPT, web browsers, one used Serif products, physical cut and paste, MS Publisher | for material creation |
| <i>Knowledge object(s):</i> | PD student | Anything they find on the web but with the right search engines | for material creation |
| <i>Test object(s):</i> | All | Self-, peer- and tutor assessment – all face-to-face – some of the tutor assessment was made by video as f2f was not possible for all occasions | |
| <i>Search service(s):</i> | PD student | Variety of non-local search engines and gateways: Google, PubMed, other specialist searches- Periodontal professional sites – American Academy of Periodontology – British Society of Periodontology | Resource discovery |
| <i>Communicate service(s):</i> | All | Email (nb not satisfactory using GroupWise – very incoherent. formatting seemed to be all over the place) | |
| <i>Announce service(s):</i> | Tutor | Email | |
| <i>Other elements or notes:</i> | Project precipitated started considering more advanced forms of group activity and communication online - things like VLEs Already looked at the possibilities of Blackboard available at Cardiff University and other discussion software such as Compendium from the Open University | | |

Completion Survey

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| Recorder: | Rachel Ellaway |
| Date: | June 22, 2004 |
| Other meta-metadata: | Telephone interview |