Academics in Practice Project

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Background

• Origin of Project – a ‘different way of working’
• Literature review
• Existing models
Preferred Model – the Zone Team

• Consists of 6 academics and a Practice Placement Facilitator (PPF). Disciplines include Physiotherapy, Occupational Therapy, Adult and Paediatric Nursing.

• Workload resourcing is 120 hours per annum each.

• Service evaluation allocation was 100 hours for two academics.
Clinical Staff

• Academic staff were to be matched by clinical staff appointed by service managers, making a total zone team of 14.
• Decision to pilot at a local trust (acute hospital) who expressed interest and seemed willing to support the pilot for 1 year.
• A steering group was appointed comprising members of both academic and service staff.
• A project management (smaller) group was convened.
Aims and Objectives

• Promotion of partnership through clinical staff and academic staff collaboration
• Consultation and sharing expertise in relation to skill development, policy and decision making
• Sharing a common understanding of the curriculum and match this with student and clinical staff learning opportunities
• Promoting a research ethos within the context of practice
Potential activity we considered

• Support practice development projects
• Engage in research using a partnership approach
• Strategic input to policy and development
• Support those involved in the student experience
• Promote the explicit links between practice and the curriculum
Function – develop suitable projects

• Project 1 - Development of the Portfolio of Learning Opportunities for Pre-registration students (POLO).

• Project 2 – Medicines management and improving safety

• Project 3 – Development of a tool to enable clinical assessment in relation to aseptic dressing technique.
Evaluation of the Pilot Project

- Service Evaluation
- Mid-Point
- Researcher independent of Zone Team, steering group staff, or project management group, was appointed to carry out focus group interviews
- Findings were shared with all team members and management.
Summary of Service Evaluation (based on emergent themes)

- Timing
- Think differently
- Collaboration
- Organisational commitment
- Information spread
- End point
Planning and Evaluating the Academics in Practice Initiative

**Collect data:**
- Interviews / questionnaires with clinical and academic staff

**Evaluate**

**Vision of the service**
- Interviews
- Questionnaires

**Develop Collaborative service**

**Feedback To steering group**
- Minutes of meetings
- Focus Group with key stakeholders

**ACTION**

**RESEARCH**
Where are we now?

- Projects completed
- Dissemination of project reports
- Publication
- Conference presentations
- Erasmus presentation
Positives

• Academics and clinical staff have a sense of partnership and increased understanding of their varying rôles and functions.
• Further development of an existing relationship
• Identification of an innovative model
• Symbiosis of theory and practice
Potential challenges

- Resource allocation – both university and clinical service
- Structure of different trusts (hospitals) and different management priorities
- Rôle of Principal Lecturer allocated to trusts following internal restructure at university.
References

References continued

Reference continued


References continued


References continued

• Scholes, J. (1996) Role transition and emotional labour: understanding the impact of a nursing development unit on the staff and on the therapeutic milieu. NT Research. Vol. 1, No. 4, pp. 286-293.

