

## **Seminars on qualitative research and workplace learning**

**with Professor Tim Dornan (Maastricht University) and Professor Yrjö Engeström (University of Helsinki)**

Faculty of Medicine and Members of Teachers' Academy

University of Helsinki, the 14th and 15th of April 2015



# Seminar on qualitative research with focus on workplace learning

Date: Tuesday the 14th of April 2015, at 12.00-16.00  
Venue: University of Helsinki, Faculty of Medicine, Meilahti Campus, Biomedicum I, (Haartmaninkatu 8), seminar room 1-2, groundfloor

## Programme

12.00-12.45 **Professor Yrjö Engeström: Activity research and expansive learning**

12.45-13.00 Discussion

13.00-13.30 **Professor Tim Dornan: Qualitative research and workplace learning**

13.30-13.45 Discussion

13.45-14.15 Coffee break

14.15-15.55 **Workshop: Exploring OSCEs as an activity system; past, present and future directions**

**Helen Reid, Jenny Johnston, Mairead Corrigan, Tim Dornan and Gerard Gormley**, Centre for Medical Education, Queen's University, Belfast, Northern Ireland (contact person: helen.corke@doctors.org.uk)

Keywords: OSCE, Activity Theory

Objective structured clinical examinations (OSCEs) are widely used in health professions education. OSCEs were developed with the explicit aims of improving objectivity and standardisation in assessment, thus improving fairness in assessments and ensuring that safe and competent practitioners are produced. Recently, however, the dominance of the OSCE within medical education has been questioned, with a shift towards greater workplace based assessment and concerns that OSCEs promote a mechanised, tick box approach to the practice of medicine. Research on OSCEs most often focuses on a standardisation agenda, covering topics such as psychometrics and rater variability. Our work is exploring OSCE processes from a different perspective, using action research underpinned by a social constructionist epistemology, with the theoretical framework of cultural historical activity theory (CHAT).

Workshop objectives 1. Using the modified Change Laboratory approach, explore identity problems and contradictions in current OSCE processes 2. Explore identified problems & contradictions, with particular attention to their history & cultural setting 3. Generate potential solutions and ideas for future working patterns through structured exercises, reflection and debate The workshop will employ a range of materials including video and written artefacts.

15.55-16.00 Wrap up of the seminar

## Professor Tim Dornan



Professor of Medical Education at Maastricht University, Netherlands, and Queen's University Belfast

Professor Tim Dornan studied medicine, history and philosophy of science at Cambridge and qualified as a doctor from Oxford in 1975. He has clinical background in internal medicine and endocrinology. In Manchester, he started to develop a career as an educationalist. He took an active role in designing and implementing Manchester's problem-based and integrated undergraduate medical curriculum as well as setting up communication skills teaching and a standardised patient programme. He completed a Masters and a PhD at Maastricht University. Professor Dornan headed the University of Manchester's medical education research group before joining the Maastricht group as a Professor in 2010, where he contributes to graduate education and fosters collaboration with other education research groups worldwide. Since 2014, he has also been Professor of Medical Education in Queen's University, Belfast, N Ireland. His main interests are clinical workplace learning and the application to it of social learning theories and qualitative methodologies.

## Professor Yrjö Engeström



Professor of Adult Education and the Director of the Center for Activity Theory and Development Work Research (CRADLE), University of Helsinki

Professor Engeström is Professor of Adult Education since 1989 and the Director of the Center for Research on Activity, Development and Learning (CRADLE) at University of Helsinki. The CRADLE is a strong international research community focusing on activity-theoretical and socio-cultural research. Professor Engeström is a world famous protagonist of the cultural-historical activity theory (CHAT). His most prominent contribution to CHAT is the theory of expansive learning. The developmental work research methodology uses interventions, such as the Change Laboratory, knotworking and other new forms of collaborative work, in various workplaces and organizational fields. Professor Engeström has been active in studying health care work-place learning, negotiated way of working between different health care organizations, and implementation of innovations in health care. Furthermore, he has studied patient communication and emphasized the patient's voice in health care.

**Your notes**



# Seminar on clinical workplace learning

Date: Wednesday the 15th of April 2015, at 12-00-15.45  
Venue: University of Helsinki, Faculty of Medicine, Meilahti Campus, Meilahti, Biomedicum I, (Haartmaninkatu 8), seminar room 1-2, groundfloor

## Programme

- 12.00-12.45 **Professor Tim Dornan: Experience-Based Learning (ExBL)**
- 12.45-13.15 Discussion
- 13.15-13.45 Coffee break
- 13.45-15.40 Workshop on workplace learning research, chairperson Eeva Pyörälä  
**Pia Strand** (University of Lund, Sweden), Renée E. Stalmeijer, Christina Gummesson, Gitte Wichmann-Hansen and Gudrun Edgren: **Action research: an approach to improve faculty development? Changing strategies to support physicians' development of clinical supervisory practices**
- Tanja Svirskis** (University of Helsinki), Maija Huttunen, Eeva Pyörälä, Grigori Joffe and Andrew Brittlebank: **Clinical supervision of psychiatric trainees in Hospital district of Helsinki and Uusimaa - a focus group study**
- Leila Niemi-Murola** (University of Helsinki), Marianne Teräs, Maija Lipasti and Eeva Pyörälä: **Simulations in learning teamwork: Power, tension and collaboration**
- 15.40-15.45 Wrap up of the seminar

## **Paper 1: Action research: an approach to improve faculty development? Changing strategies to support physicians' development of clinical supervisory practices**

Pia Strand, Renée E. Stalmeijer, Christina Gummesson, Gitte Wichmann-Hansen, Gudrun Edgren

Presenter: Pia Strand, Lund University, Faculty of Medicine, e-mail pia.strand@med.lu.se

Keywords: Action research, Faculty development, Clinical supervisory practice, Workplace learning, Co-participation

### **Abstract**

The paper presents a process-oriented, longitudinal approach to faculty development (FD) research, drawing on principles of Action Research (AR). The purpose of the AR-project was to investigate how to improve FD to support physicians who supervise medical students in hospital rotations. In two subsequent cycles of AR (2009 - 2014) we engaged in a systematic action inquiry in a community of FD practitioners, however, critically examining the case of an individual member. In various stages of planning, action and reflection we explored the process and outcomes of a change from a focus on individual learners in the course context to collective, practice-based workplace learning models.

Data-collection methods included focus groups and in-depth interviews with various stakeholders, a researchers diary, audio-taped group-discussions, participant reflections and questionnaires. The planning stage dealt with understanding theory and practice to inform action and to provide a rationale for a new approach. Empirical studies provided further insight into students and supervisors perspectives on workplace learning and strategies to support learning (Strand et al 2013, 2014). To identify areas to improve and for collecting perceptual data during the study, a feedback-instrument (the Undergraduate Clinical Education Environment Measure) was constructed and psychometrically evaluated together with a Swedish version of the Maastricht Clinical Teaching Questionnaire (Strand et al 2013, Stalmeijer et al 2008).

A theoretical platform emerged, combining a systems view with the concept of co-participation proposed by Billett (2002) to acknowledge how structure and agency factors influence learning in the social systems in which the supervisors are operating. Experiences from theory and practice led to key principles guiding the change effort regarding content, process, context, participants, facilitator and desired outcomes. The first action cycle focused on studying the process and outcomes of sharing, acting and reflecting on supervisory practices in 7 small groups of supervising physicians (n=34) from 4 clinical departments (2011-2012). The second, partly overlapping cycle of AR (2012-2014), involved the physician staff (n= 70), clinical and educational leaders, administrators and students at two clinical departments. This phase had a greater focus on collaboration with all stakeholders in incorporating opportunities and tools for systematic reflection and contextualized workplace learning.

Observations of and critical reflection on the change process and underpinning principles generated a theory from practice and a model for workplace based faculty development for clinical supervisors. It is our hope that the model can be helpful for both planning and analyzing FD systems for clinical supervisors aiming at having an impact on collective practice and students learning experiences.

### **The aspect of your work or a question you would like to discuss at the workshop**

What we would find helpful to discuss are specific aspects of AR as an approach to investigating change. For instance it would be valuable to hear the groups thoughts on the positionality of the researcher in AR in comparison with for instance the researchers in teacher education interventions in the Change Laboratory at the CRADLE. Furthermore, it would be valuable to discuss the plausibility of approaching third generation activity theory, applying the matrix of expansive learning to analyze aspects of data on the above learning process, the activity systems being defined as the faculty development system and the clinical supervisory system.

## **Paper 2: Clinical supervision of psychiatric trainees in Hospital district of Helsinki and Uusimaa - a focus group study**

Tanja Svirskis, Maija Huttunen, Eeva Pyörälä, Grigori Joffe, Andrew Brittlebank,

Presenter: Tanja Svirskis, University of Helsinki, tanja.svirskis@hus.fi

Keywords: supervision, feedback, trainer training

### **Abstract**

Background: Clinical supervision with high quality feedback is a powerful tool to change behaviours of doctors in specialist training. However, only one third of the specialists in Finland reported to have received good quality supervision during their specialization (Aine et al. 2011). The goal of this project was to set up a faculty development program for clinical supervisors in psychiatry in the Hospital District of Helsinki and Uusimaa in order to promote competency based clinical supervision while supervising trainees (comprises five hospital areas with population of 1.5 million inhabitants).

Summary of work: A qualitative study was carried out among 1) psychiatrists (supervisors) and 2) trainees in psychiatry to study attitudes, skills, needs and satisfaction related to clinical supervision and how clinical supervision is currently being delivered. The data gathered in focus group interviews (2-5 participants per group) was analyzed using content analysis.

Summary of results: Expected goals and content of supervision were unclear for both supervisors and trainees. Supervisors had no training for delivering clinical supervision, and supervision was usually understood to be the same as clinical consultation. Trainees reported to get very little feedback of their performance. As a result of the study, we developed a set of workshops in order to train the supervisors, and by now over 70 supervisors have been trained.

Conclusions: Clinical supervision, its goals and ways of delivery need to be more clearly defined. Clinical supervisors need training in pedagogy and how to give feedback. As trainer training is practically non-existing in the Finnish psychiatry, our train the trainer program is a pioneering step in developing specialist training in psychiatry in Finland.

Take-home message: There is a real need to train the supervisors to ensure better learning outcomes of the trainees.

### **The aspect of your work or a question you would like to discuss at the workshop**

How to report this work in a scientific journal?

### **Paper 3: Simulations in learning teamwork: Power, tension and collaboration**

Leila Niemi-Murola, Marianne Teräs, Maija Lipasti, Eeva Pyörälä

Presenter: Leila Niemi-Murola, University of Helsinki, leila.niemi-murola@hus.fi

Keywords: simulation, interprofessional learning, collaboration, emergency medicine

#### **Abstract**

**Background:** In order to meet the increasing demand for interprofessional learning (IPE)(1), the University of Helsinki and Metropolia University of Applied Sciences have constructed an elective course (1 credit) about emergency medicine for 5th year medical students (N = 15) and final year paramedic students (N = 25). The intended learning objectives are to train management of acute medical emergencies and to train interprofessional team work. Educational methods are lectures, part-task training and high-fidelity simulation. The purpose of this study was to explore the interaction between medical students and paramedics during the simulated emergencies.

**Methods:** After permission from the ethical committee, the participants of the course were informed about this scientific project and they were asked to give their written informed consent for recording of the simulation session and the debriefing.

**Results:** The students medical knowledge of the simulated sessions was sufficient and their team-working skills clearly improved during the session. Unexpectedly, there were two moments of clear tension during the session. In the first, an excited paramedic took the lead and the medical student was unable to assume the leadership as he was expected to do. In the second, a medical student asked the paramedic student to give a wrong dose. The group of paramedics tried first to give hint and finally questioned her order as a group. Both situations were solved amicably and there was no conflict.

**Conclusions:** Literature about interprofessional conflict is scarce (2), which is a problem for teachers teaching potential strategies how to solve them. A recent article (3) emphasizes the lessons learned from complexity theory, which welcomes the unanticipated incidents during simulated sessions. The question is, how we could analyze these moments of tension and in order to conscientiously attune the students to emerging problems during simulations in the future (4).

#### **References**

1. Rosenfield D, Oandasan I, Reeves S. Perceptions versus reality: a qualitative study of students expectations and experiences of interprofessional education. *Medical Education* 2011; 471-477.
2. Paradis E, Whitehead CR. Louder than words: power and conflict in interprofessional education articles, 1954-2013. *Medical Education* 2015; 49: 399-407.
3. Fenwick T, Abrandt Dahlgren M. Towards socio-material approaches in simulation-based education: lessons from complexity theory. *Medical Education* 2015; 49: 359-367.
4. Lefroy J, Yradley S. Embracing complexity theory can clarify best practice frameworks for simulation education. *Medical Education* 2015; 49: 344-346."

#### **The aspect of your work or a question you would like to discuss at the workshop**

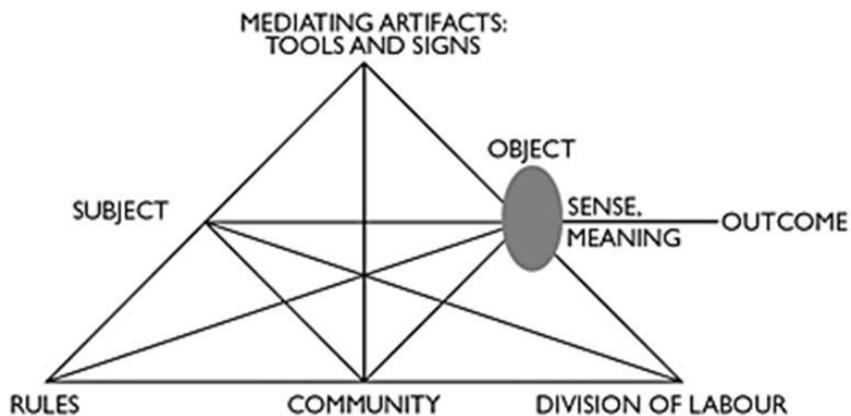
-methods, methodology

**Your notes**



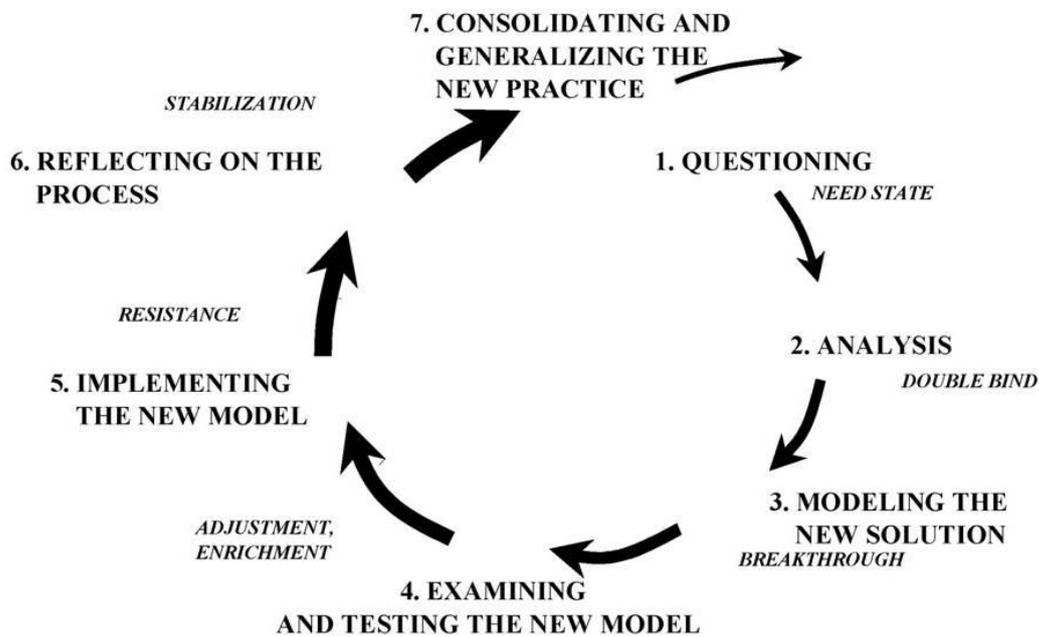
# Activity research and expansive learning

The structure of a human activity system

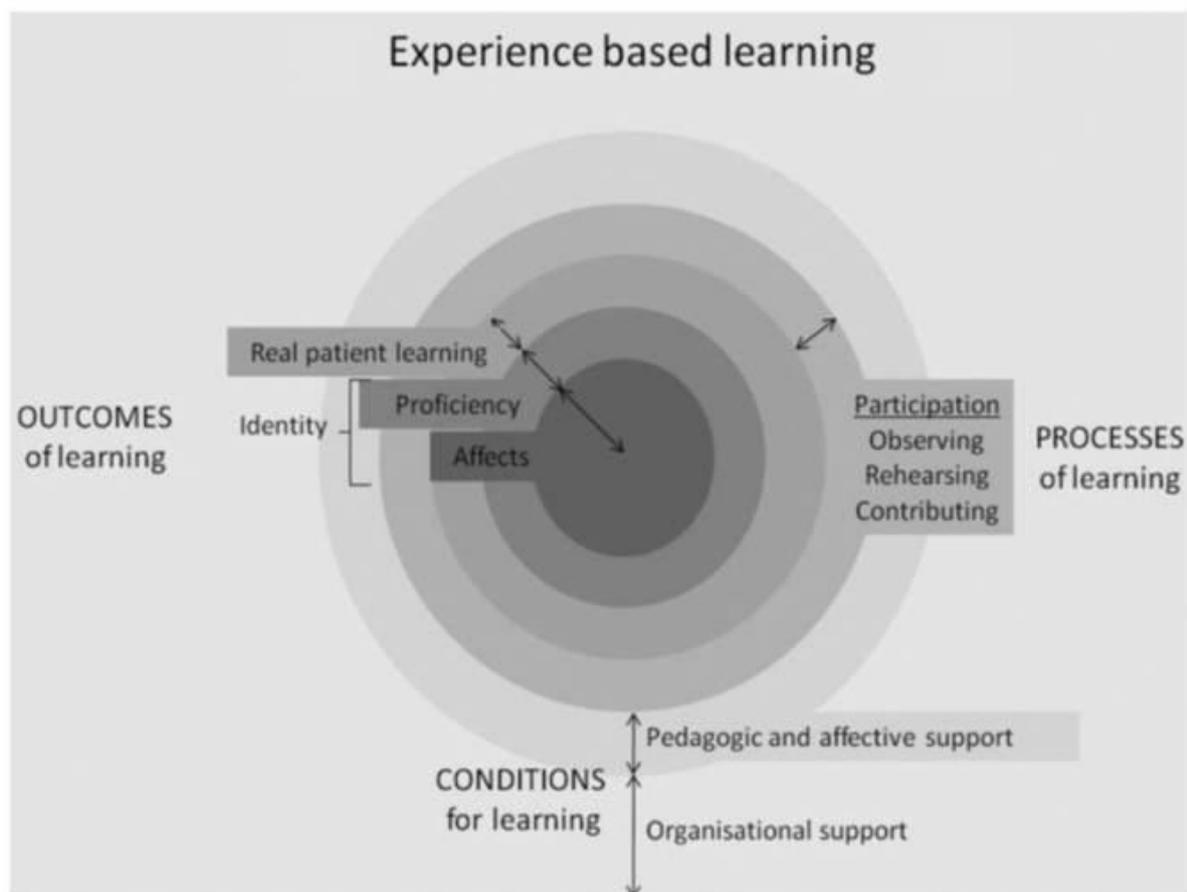


Engeström, Y. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. Helsinki: Orienta-Konsultit.  
 Engeström, Y. (1999). Activity theory and individual and social transformation. In Y. Engeström, R. Miettinen and R.-L. Punamäki (Eds.), *Perspectives on activity theory*. Cambridge, UK: Cambridge University Press.

Sequence of learning actions in an expansive learning cycle



Engeström, Y. (1999b). Innovative learning in work teams: Analyzing cycles of knowledge creation in practice. In Y. Engeström, R. Miettinen, & R.-L. Punamäki (Eds.), *Perspectives on activity theory*. Cambridge: Cambridge University Press.  
 Engeström Y & Sannino A. Studies of expansive learning: Foundations, findings and future challenges(2010) *Educational Research Review* 5: 1–24.



Dornan T, Boshuizen H, King N & Scherpbier A. Experience-based learning: a model linking the processes and outcomes of medical students' workplace learning. *Medical Education*: 2007; 41: 84–91.

Dornan T, Tan N, Boshuizen H, Gick R, Isba R, Mann K, Scherpbier A, Spencer J & Elizabeth Timmins E. How and what do medical students learn in clerkships? Experience based learning (ExBL). *Adv in Health Sci Educ* 2014; 19:721–749.

### Action research

