

# WBL Case study – Clinical Effectiveness

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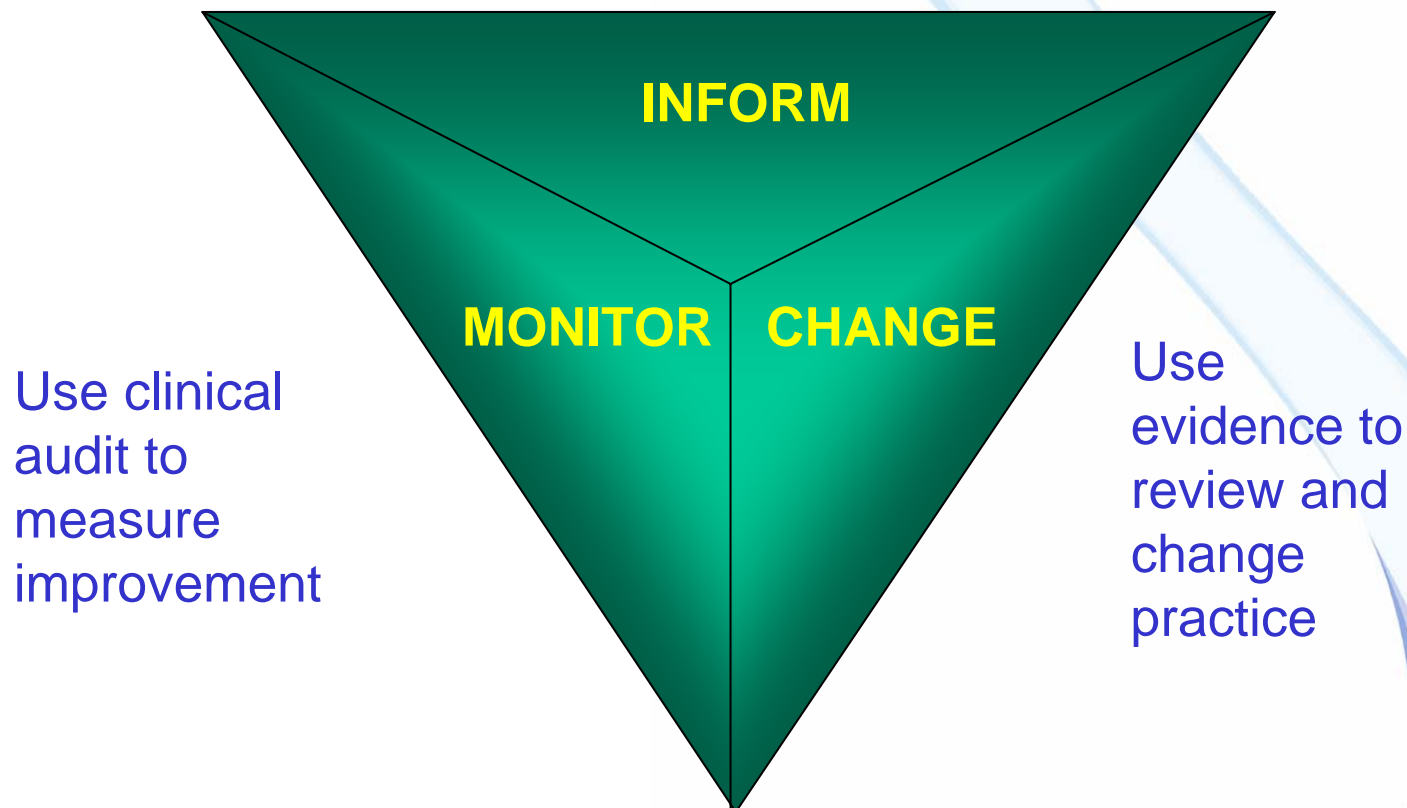
King's College Hospital NHS Trust & CGRG

## **WBL – Clinical Effectiveness**

1. Why WBL is needed in clinical effectiveness
2. Clinical effectiveness and audit as experiential learning processes
3. Integrated approaches to WBL
4. Outcomes
5. Challenges

# Clinical Effectiveness and audit

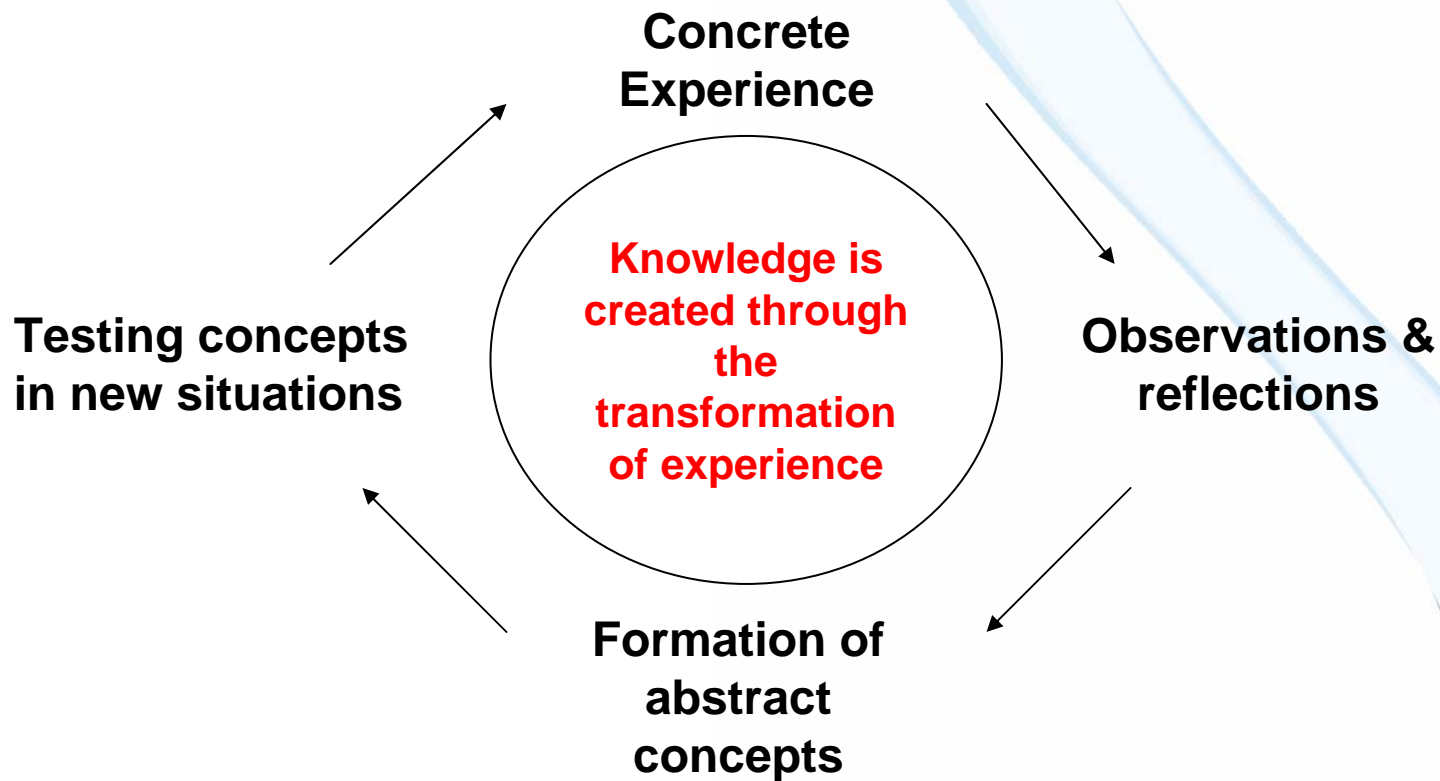
Dissemination of best evidence



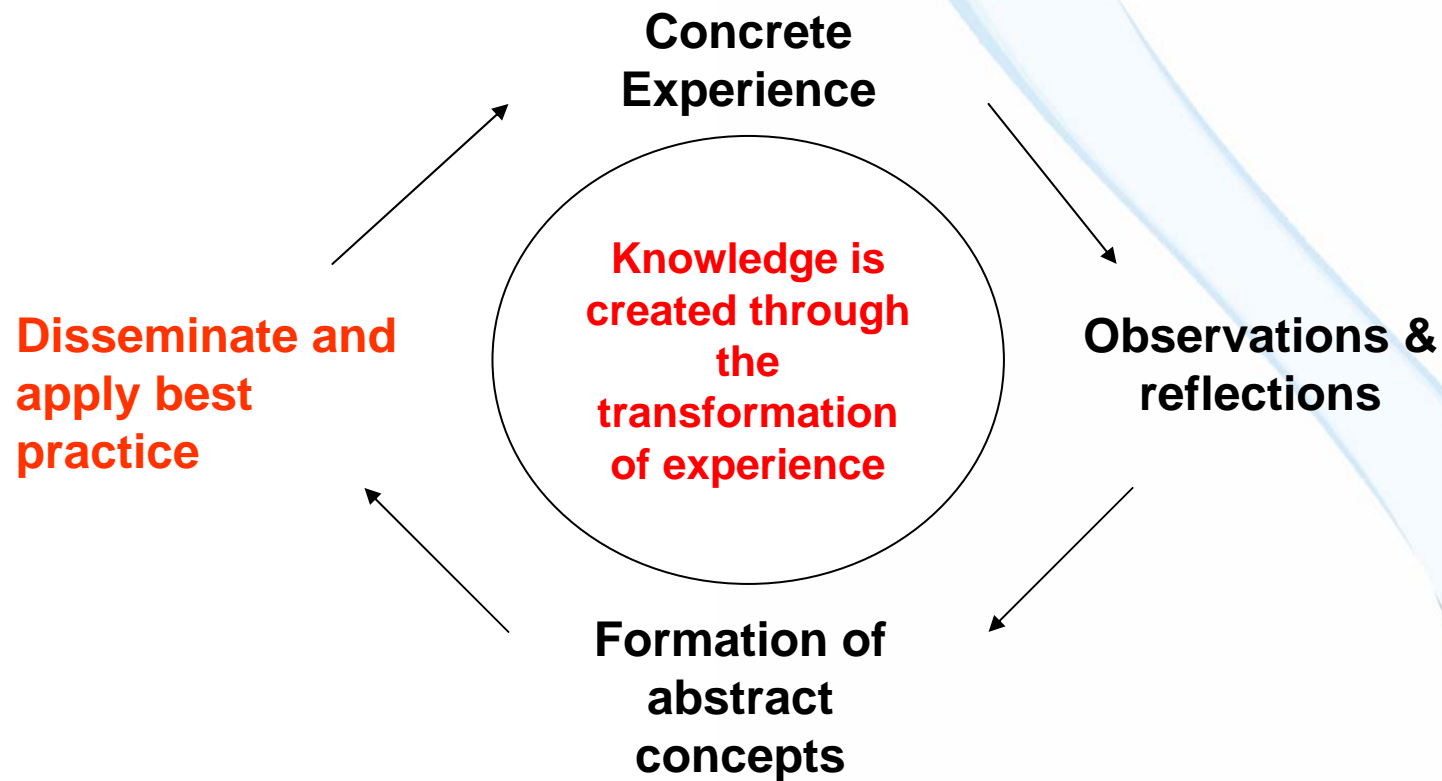
## Developing the competencies

- Conventional courses adequate for some competencies:
  - Finding the evidence
  - Sampling
  - Data analysis / statistics
- Other areas are more complex and ambiguous:
  - Critical thinking / critical appraisal
  - Problem solving
  - Project management
  - Change management
- Learning requires real work experience and 'reflection on action'

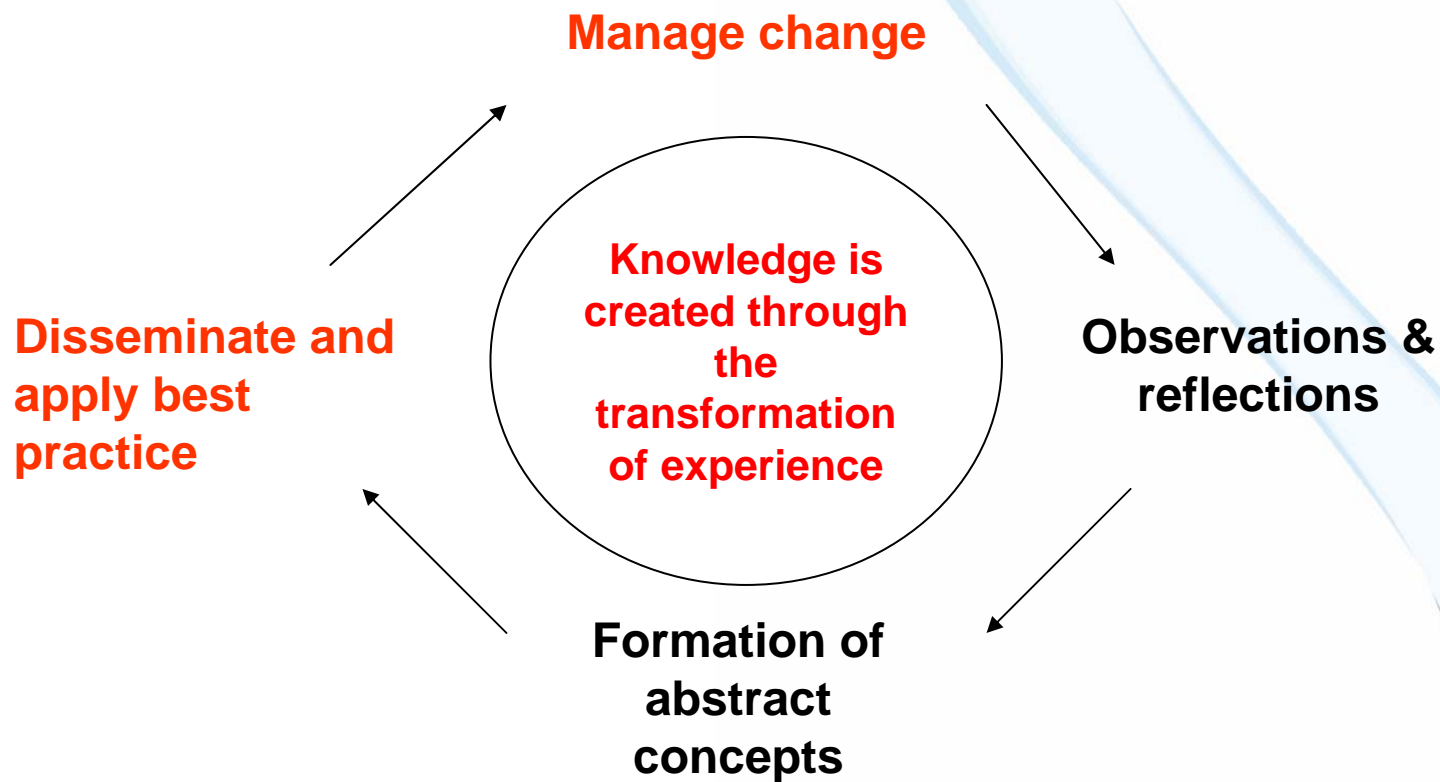
# Experiential learning



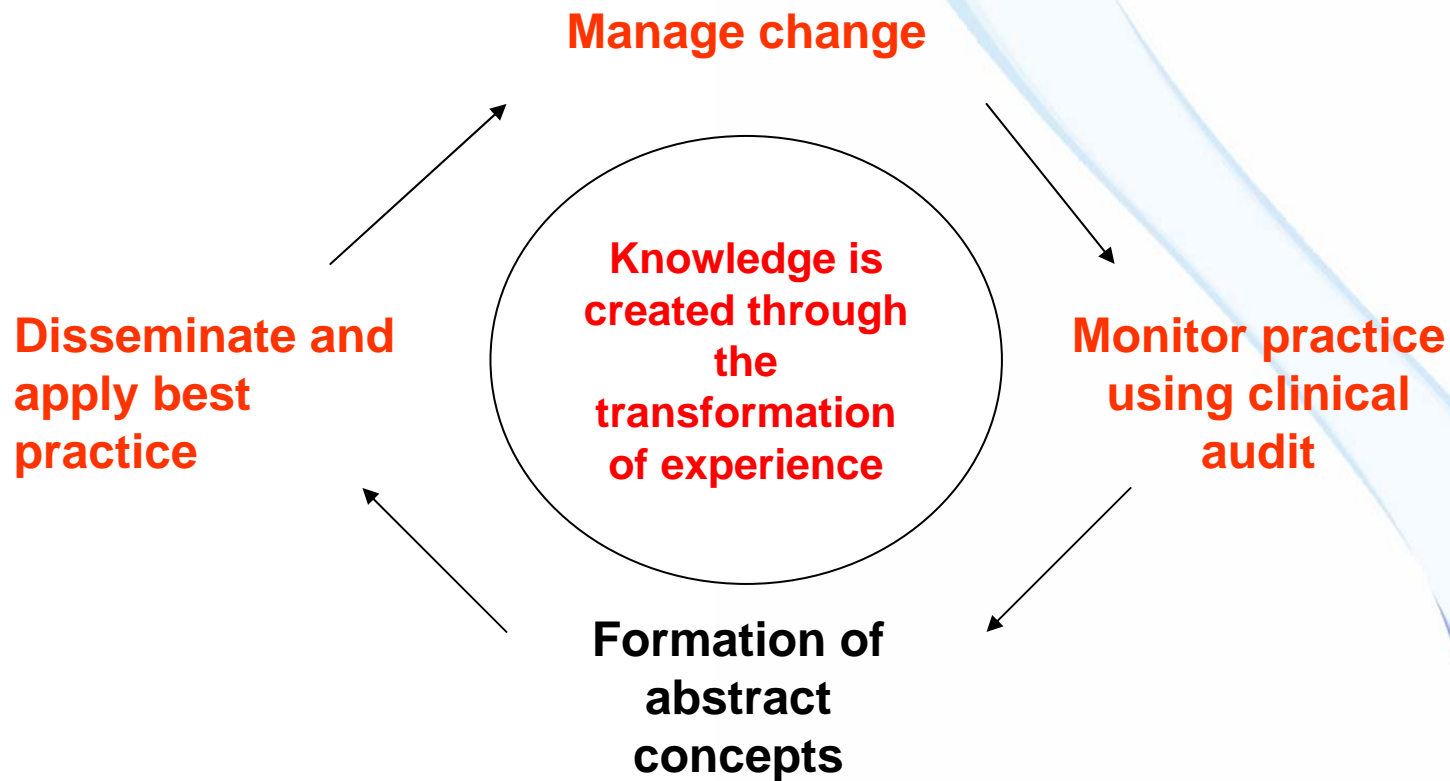
# Experiential learning



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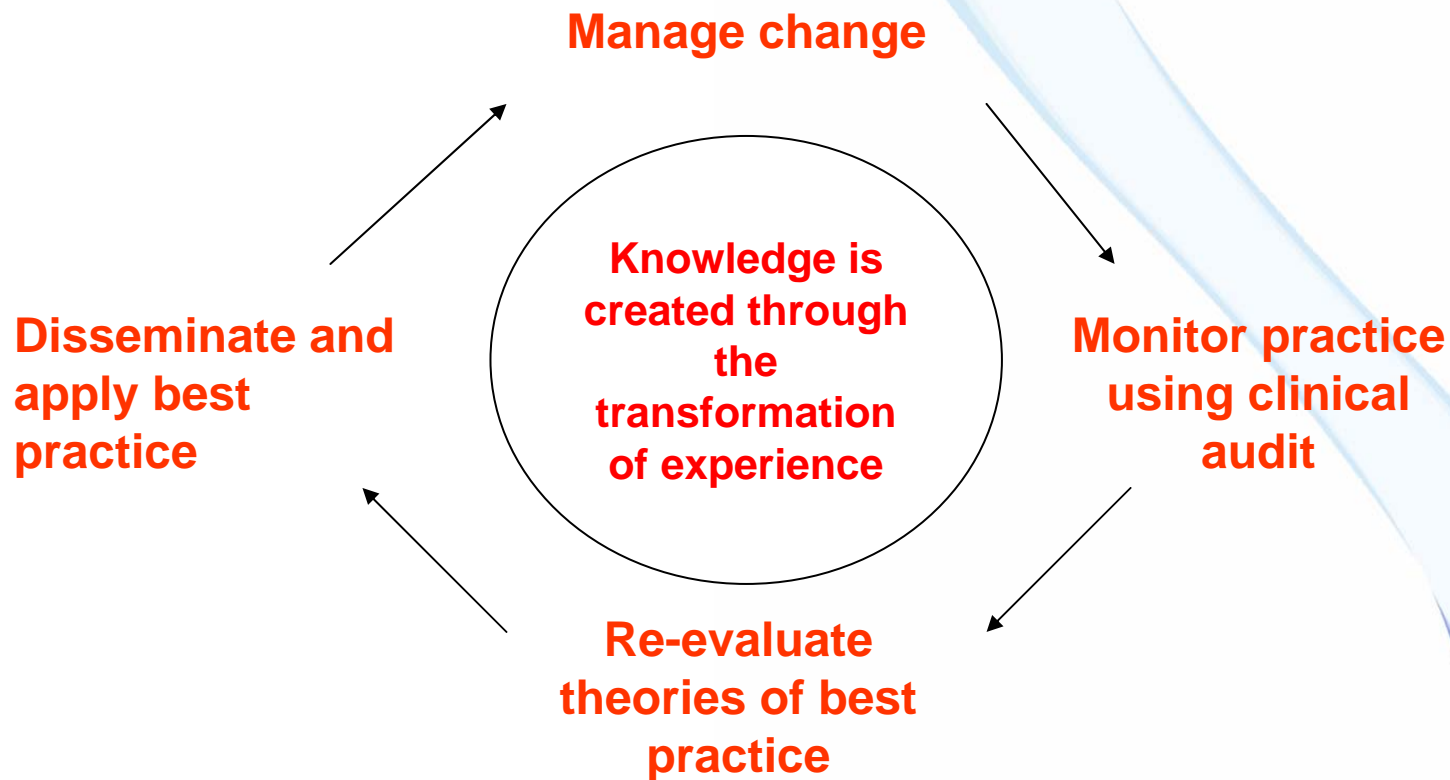


# Experiential learning





# Experiential learning

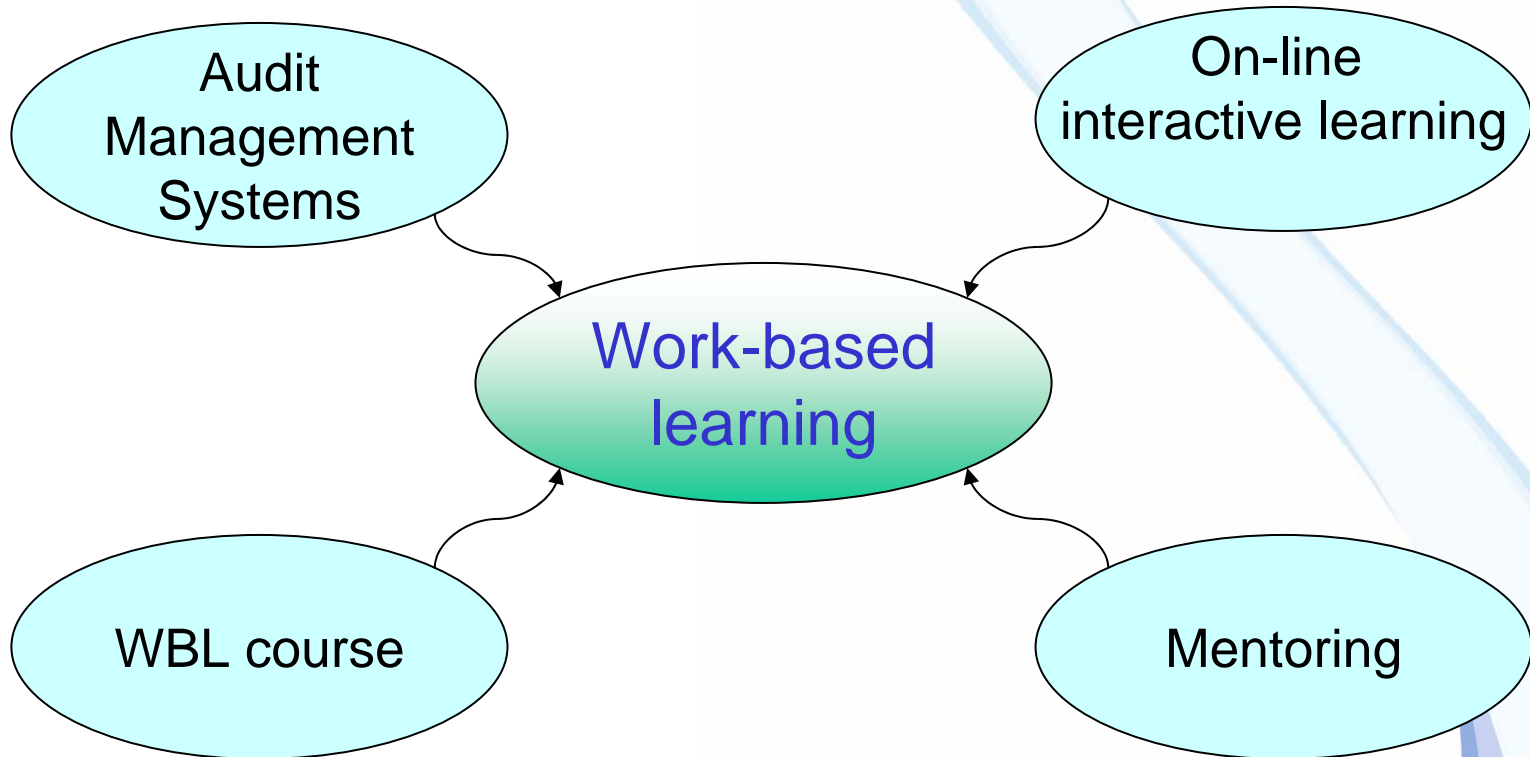


## Work-based learning

To facilitate work-based learning in clinical effectiveness and audit we need:

- To facilitate learner ownership
- Work in partnership with learners
- Recognise knowledge as personal, situational and dynamic
- Develop transparent systems that fit the needs of the learner

## An integrated approach



# Audit Management Systems

The screenshot displays the CRAMS (Clinical Records Audit Management System) interface. It features several overlapping windows:

- CRAMS: Audit Details**: A window for managing audit projects, showing a table of audit standards.
- CRAMS: Audit Period Patient Details**: A window for patient-specific audit data.
- CRAMS: Audit Period Action Plan**: A window for planning and tracking audit actions.
- rptAuditReportDual : Report**: The main report window, which is the focus of this image.

The **rptAuditReportDual : Report** window displays the following information:

**Clinical Records Audit Management System** Kings College Hospital **NHS**  
NHS Trust

**Audit Project Report**

**Report on the re-audit of clinical notes in the Accident & Emergency practice area**

**Audit project:** Clinical Effectiveness Test project  
**Audit standard:** Accident & Emergency **Care Group:** Medicine - General  
**Practice area:** Accident & Emergency **Project lead:** Simon Harris  
**Project team:** Nina Herrington, Jonathan Grellier, Jasper Bedaux, Milan Taylor  
**Audit date:** December 2003 **Prev audit date:** September 2003

**Background**

Good note keeping is a fundamental part of clinical practice. Clinical records are an essential tool to facilitate communication between professionals as well as providing information for research and audit. Furthermore, all health professionals are legally obliged to ensure that patient information is recorded accurately and is available to those who need it.

This re-audit was carried out in order to facilitate the continuous improvement of clinical records in the Accident & Emergency practice area. Data was originally collected in September 2003 and the following key changes were made to practice:

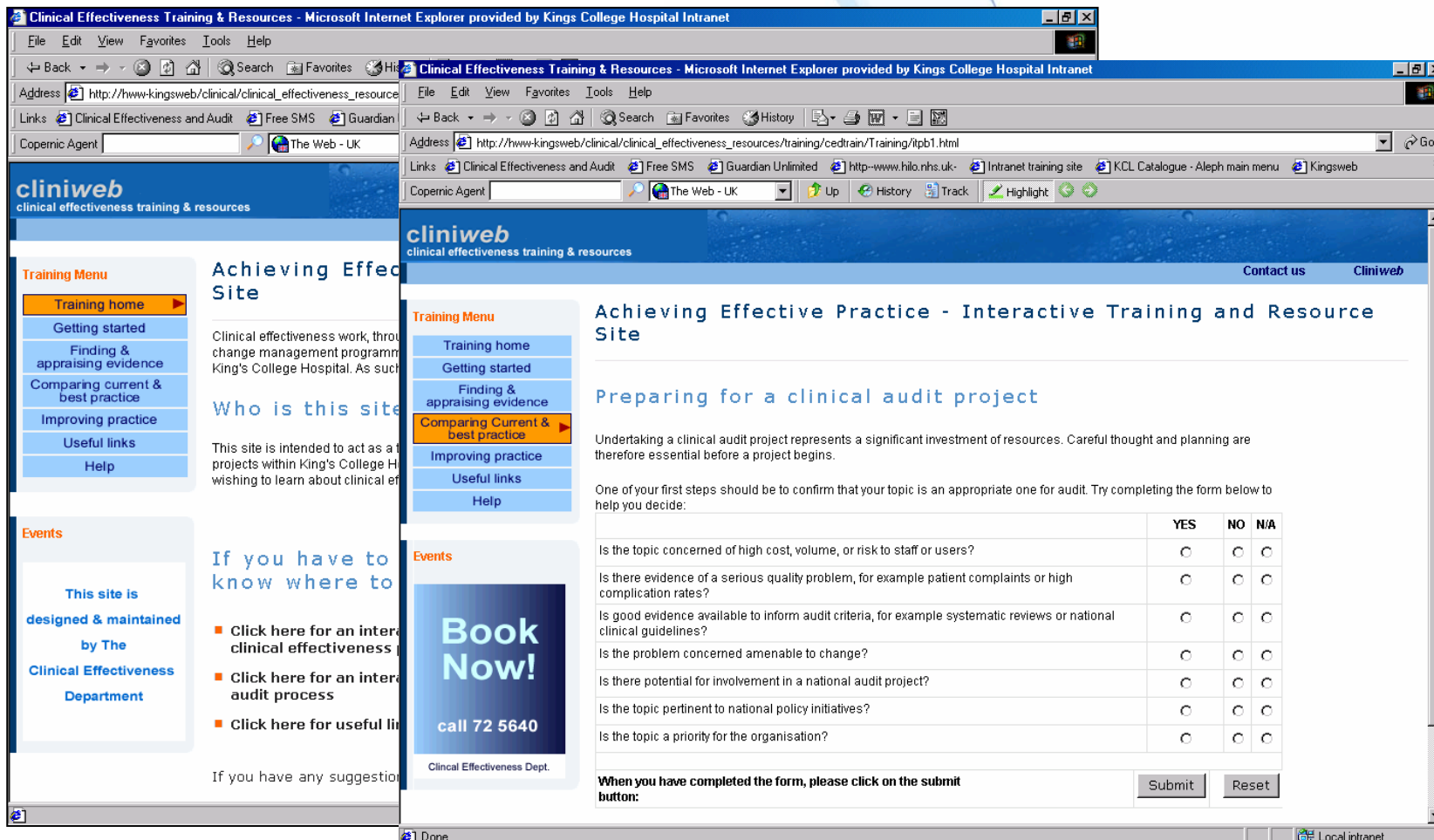
No	Action Details	Assignee	Due date	Comp date
0	A	jg	01/01/2004	01/01/2004

This report investigates the impact of these changes on the quality of patient records in the Accident & Emergency practice area.

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Buttons: [Close](#) [Back to Menu](#)

# On-line interactive learning



**Training Menu**

- Training home
- Getting started
- Finding & appraising evidence
- Comparing current & best practice
- Improving practice
- Useful links
- Help

**Events**

This site is designed & maintained by The Clinical Effectiveness Department

## Achieving Effective Practice - Interactive Training and Resource Site

Clinical effectiveness work, through change management programmes at King's College Hospital. As such...

### Who is this site for?

This site is intended to act as a platform for projects within King's College Hospital wishing to learn about clinical effectiveness.

**Book Now!**  
call 72 5640  
Clinical Effectiveness Dept.

## Preparing for a clinical audit project

Undertaking a clinical audit project represents a significant investment of resources. Careful thought and planning are therefore essential before a project begins.

One of your first steps should be to confirm that your topic is an appropriate one for audit. Try completing the form below to help you decide:

	YES	NO	N/A
Is the topic concerned of high cost, volume, or risk to staff or users?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there evidence of a serious quality problem, for example patient complaints or high complication rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is good evidence available to inform audit criteria, for example systematic reviews or national clinical guidelines?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the problem concerned amenable to change?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is there potential for involvement in a national audit project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the topic pertinent to national policy initiatives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the topic a priority for the organisation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When you have completed the form, please click on the submit button:

Submit Reset

## Mentoring

- Project Appraisal Service
- Structure for providing advice and feedback on clinical effectiveness and audit projects
- Project Manager as mentor
- Projects appraised against NICE principles for best practice in clinical audit
- Certificate provided on completion

## MSc module in clinical effectiveness

- Developed by King's College Hospital for King's College London in 2001
- Now delivered by the Clinical Effectiveness and Audit Network (CAEN):
  - King's College Hospital NHS Trust (KCH)
  - Clinical Governance Resource Group (CGRG)
  - South London and Maudsley NHS Trust (SLaM)
  - Others in Lambeth, Lewisham and Southwark
- Offered as stand-alone module by KCL and as a non-accredited course by CAEN



## Course structure

- Aim of module:
  - For participants to develop the skills required to take the lead in establishing the culture for evidence-based practice and to enable them to facilitate service improvement.
- Sept – Dec: 8 seminars
- Jan – April: self-directed project
- Students allocated 'mentors' for projects
- Progress review sessions in Jan and March





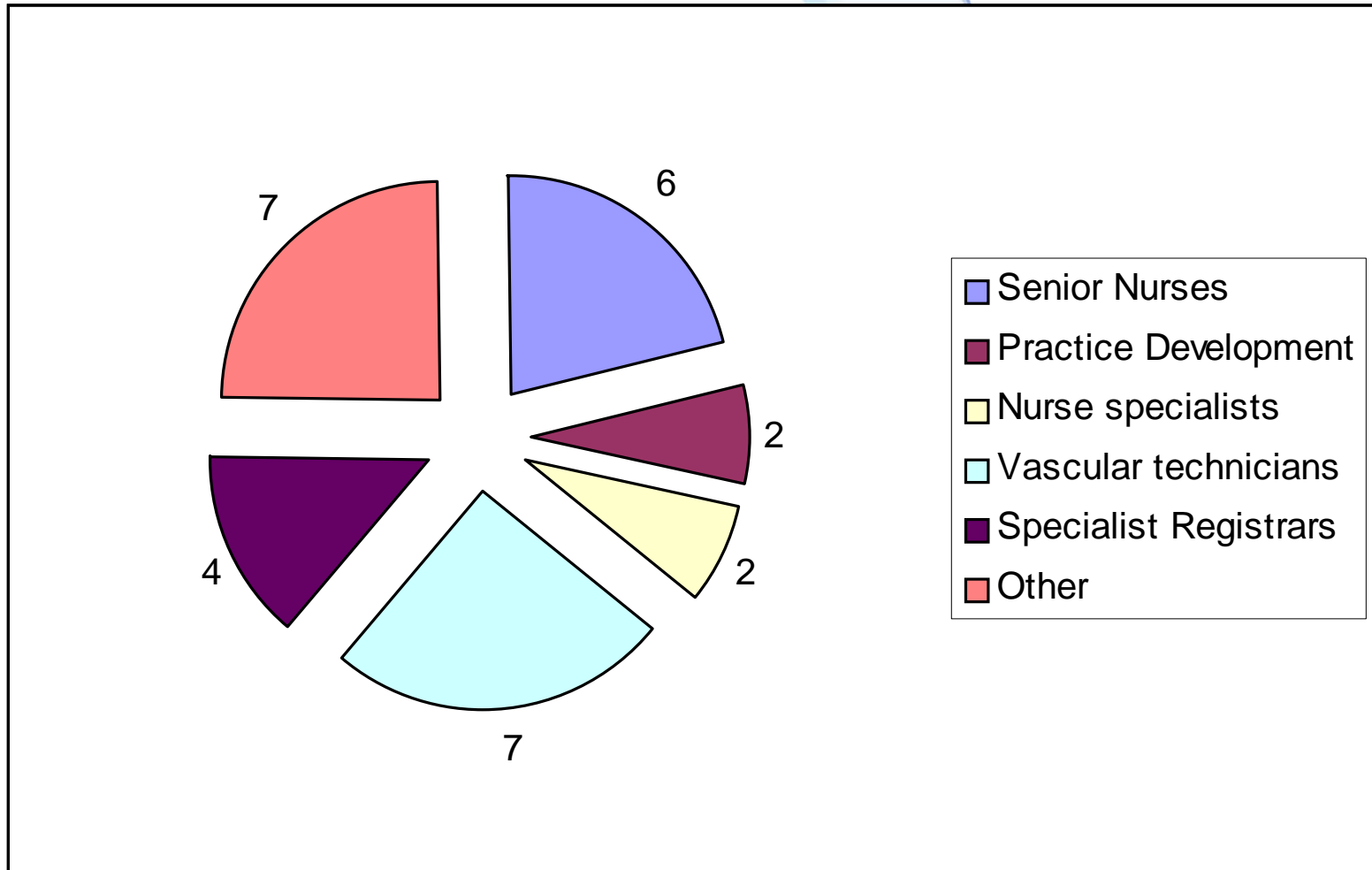
## Learning Approaches

- **Negotiated work based learning**
  - Action based learning
  - Tutor facilitation
  - Learners creating pathways, ownership – change management
  - Development, practice action – project work
  - Organisation / management support

# Assessment

- Dec - Presentation of project plan
  - Assessed by panel that includes workplace representative
  - Assessment criteria focus on feasibility and validity of proposed plan
- March – Project Report and action plan
  - Assessment criteria focus on validity of approach in terms of principles of best practice and ethics
- April – Critical Evaluation
  - Assessment focuses on critical thinking and ability synthesize reflection, theory and evidence

## Participants 2001-2003



## Outcomes

- 90% pass rate for module from MSc group
- High standard of critical evaluation assessments
- Good qualitative feedback:
  - “This was an excellent course. The best at KCH that I've attended without doubt.... It was great that the group were multidisciplinary and were so mutually supportive.”
- Increased partnership working
- Ex-participants new roles

## Challenges

- Operating within existing 'systems architecture'
  - Professional bodies
  - Existing postgraduate institutional culture and procedures
  - IT systems
- Engaging students in the learning process
  - Learning to learn
  - Developing critical thinking
  - English language skills
- Sustainability
  - Of projects – are plans followed through?
  - Of the course – resources?