



TILT Festival of Learning 2019

Health and Social Care Teaching and Lecturing Internships

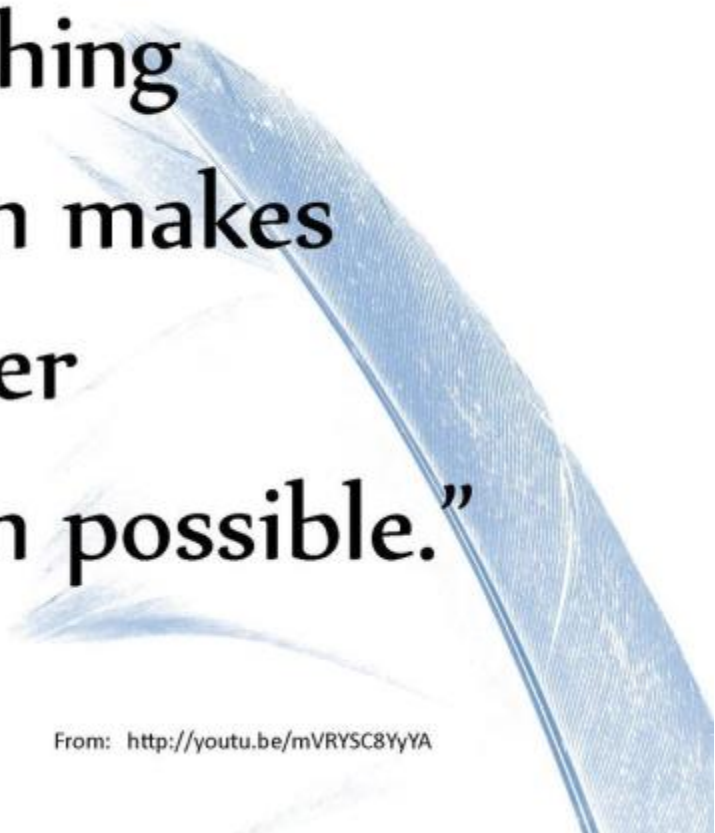
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Today



- Initial idea and set up of the course internship - **Dr Louise Griffiths**
- Training the course team to be mentors - **Dee Ellidge**
- Training workshops for students - **Amy Allen**
- The mentor process- **Jenny Sanders and Richard Machin**
- Group activity (10 mins)
- Students perspectives - **Louise Hunt (Student Intern)**
- Conclusions- **Louise Griffiths/ All**
- Questions



“The teaching
profession makes
every other
profession possible.”

From: <http://youtu.be/mVRYSC8YyYA>

- Initial idea generated following discussions with a third year Health and Social Care student
- Discussions with the course team to see if the idea could be implemented
- Planning practicalities- structure, duration, staff and student involvement
- Student applications via email
- Training needs of students and staff members

Mentoring the Course Team - Dee Ellidge



1 - Mentor: a person who “facilitates learning, and supervises and assesses students in a practice setting” (NMC 2008 p.45)



Health & Social Care Internship Meeting Record

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Student Name: **Personal Identifier:**

Mentor:

Module Student Supporting:

Placement start date: **Placement Completion date:**

Record of Meetings:



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	Mentor signature	Student Signature	Date
Initial Meeting			
Mid placement meeting			
End of placement meeting			

Initial meeting: *This meeting aims to provide opportunity for the student to identify what they hope to gain from the internship and with the mentor develop a plan to meet those goals and how they will work together.*

Goal	How will you achieve this?	How will you know this has been achieved?

Summary of discussion:	Action Plan:
<p>Initial Meeting aims to:</p> <ul style="list-style-type: none"> ✓ Establish mentor / mentee relationship; discuss expectations & establish boundaries ✓ Orientate to the module and resources- Do they need access to the learning room or share resources? ✓ Confirm contact details & how you will communicate ✓ Establish focus of the placement & understand students learning goals ✓ Support student to develop an action plan including how hours will be completed; particularly important if they are using the internship as placement 	

Mid Placement Meeting: *This meeting provides the opportunity to discuss the students progress towards achieving their goals, what they have enjoyed or found challenging and update the action plan as required.*

Summary of Discussion:	Updated Action Plan:
<p>Mid review meeting aims to:</p> <ul style="list-style-type: none"> ✓ Review progress against set goals & hours achieved ✓ Provide opportunity for student to identify what they have enjoyed & found challenging ✓ Develop plan for remainder of Internship 	

End of Placement Meeting: *The focus of this meeting is to review the placement experiences and opportunities, achievement of the student goals, their personal development and where appropriate support them to identify further opportunities to develop their knowledge, skills and experience. In addition to the summary below the Mentor should complete the feedback form and students requested to complete an evaluation.*

Summary of Discussion:

Final review aims to:

- ✓ Celebrate achievements
- ✓ Review goals
- ✓ Discuss how internship has supported student to work towards career goals and signpost to other opportunities
- ✓ Provide written feedback

Student Training Workshop: Planning & Delivery - Amy Allen

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What are learning
outcomes,
assessment verbs &
qualification levels?

Approaches to
session planning

The learning
process

Creative
approaches to
teaching & learning

Simple behaviour
management
techniques

The power of
reflection

Being a Mentor- Jenny Sanders and Richard Machin



Responsibilities



Session planning

Meetings

Meeting outcomes, hours etc.

Role model

Setting expectations

Positives



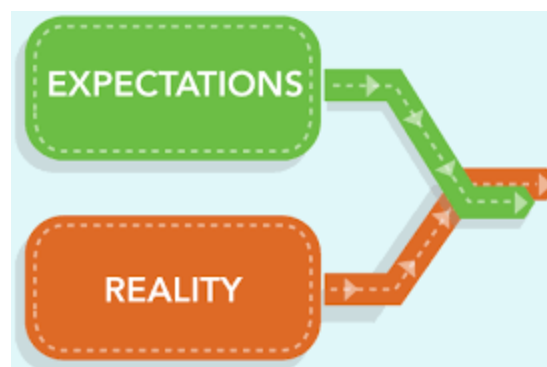
- Student experience
- Student perspective
- Facilitating SCALE-UP and activities
- Reflect why doing activities

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Challenges



- Time commitment
- Balance Mentor v. Intern

- Meeting Placement assessment hours
- Working styles
- Student commitments

Group Activity (10 mins)



- Discuss and plan how an internship would fit in your course?
- How could you overcome some of the challenges?
- How would your students benefit from a course internship?

Students Perspectives - Louise Hunt (Student Intern)



The Start



The Middle



The Experience

WHAT I DID:

- **Group facilitation**
- **Co-devised, planned and led classroom exercises.**
- **Produced worksheets, slides and resources.**
- **Delivered presentations in class.**
- **Micro-teaching session.**

WHAT IT WAS LIKE ?

Mind's Best friend?

Learning Outcomes:

You will be able to identify how dogs can help individuals experiencing mental health problems.

You will be able to describe how dogs help individuals experiencing mental health problems and understand current research.



Jennifer is a single parent of two children. She is currently in a Bed and Breakfast.



Steve, 28 is a support worker for the local authority. He is currently living in a horse box.



Jonas, 17 has found a hostel to sleep in tonight.

HOW DID THEY GET THERE ?

Exercise: Tell the story

How Could a Dog Help?

- Basic functioning only.
- Anxiety/Panic attacks and frequent low moods.
- Daughter struggling and progressively worsening.
- Socially isolated/limited social interaction
- Low self-esteem and confidence
- Feelings of hopelessness and powerlessness



The End *What I learnt and how I Grew*



Conclusions/ Plans for 2019/20



- The internship has evaluated positively by the students and staff members
- Timing for the internship was an issue for some students, 2019/20 the internship will take place in term 1
- Increased employability as proving purposeful work experience
- 2019/20 further increase to student employability by interviewing students for the internship in September 2019

Questions????



Thank You for Listening

