



There has been a significant change in the medical education paradigm towards a more structured work-based competency assessed approach to learning. This paper explores the theoretical aspects of clinical skills learning and leadership theory in healthcare practice, placing emphasis on interprofessional and collaborative working and learning partnerships” Hulse (2018).

Abstract:

Clinical skills learning is commonplace for all health professionals, with many training programmes incorporating multiple modes of facilitation, aligned to clinical standards and evidence-based research. There is often variance, however, in the facilitation of training programmes across healthcare settings and disciplines, highlighting differing levels of knowledge and clinical competence and illustrating a need for standardisation of training. Evidence illustrates many different approaches to learning from the traditional ‘see one, do one, teach one’, to academic facilitation by clinical skills tutors, to in-house expert facilitation. There has been a significant change in the medical education paradigm towards a more structured work-based competency assessed approach to learning. This paper explores the theoretical aspects of clinical skills learning and leadership theory in healthcare practice, placing emphasis on interprofessional and collaborative working and learning partnerships.

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Reference:

Hulse, A.L. (2018) Designing and evaluating vascular access training using educational theory. *British Journal of Nursing*. 27(2), p.S27-S33.

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