

2017



Education Standards

A Framework for Excellence

SickKids[®]
LEARNING
INSTITUTE

Introduction

As a leading academic health sciences centre, SickKids provides leadership in educating current and future health care professionals, locally, nationally and internationally. Learning is an experiential, life long process that is necessary for health care professionals to deliver the best in quality health care. In order for learning experiences of staff and students to have positive impact on patient outcomes it is essential to leverage innovative education methodology and knowledgeable faculty to ensure effective translation of knowledge into practice.

The purpose of Education Standards: A Framework for Excellence is to support and guide safe, high-quality care

to patients and families, provided by competent clinicians and students. The framework will be used to:

- provide a structure from which learning experiences can be developed, organized, implemented and evaluated;
- support the learning requirements of faculty;
- support quality programs that positively affect patient care outcomes;
- advance an overall culture of learning within the organization.

Background

In order to maintain a global reputation in excellence in paediatric care it is necessary to have innovative, evidence informed learning opportunities supported by effective and knowledgeable interprofessional faculty. Important to creating a learning culture at SickKids is having specialized educators to provide expertise in research, design, development, implementation and

measurement of education. As well, integral to a Learning Culture is a philosophical understanding that all SickKids staff are life long learners who are professionally accountable to support the learning process of others and education infrastructure as preceptors, supervisors, role models, and mentors in clinical and non-clinical settings.

Development of Education Standards

The education standards were developed through an iterative process of:

- Expert consultation (process of discussion, reflection, and critical analysis)
- Stakeholder input,
- Literature review, and
- Ongoing revision of existing standards

MISSION

Education supports professional practice through learning experiences which influence development within clinical, professional, and leadership domains. Interprofessional health care education advances care of children and their

families by supporting quality practice, and professional growth and development of those working in complex and increasingly demanding environments. Ultimately, the goal of education is to positively influence child & family outcomes.

Values And Beliefs

In recognizing the growing complexity of providing excellence in child and family centred care, an understanding of the value and need for continued education for all providers in health care is required.

At SickKids, we strive to create a learning culture that;

- is supportive, non-judgmental, creative, and encouraging to all
- supports options for learning to meet the diverse needs and styles of the learners
- fosters the spirit of inquiry and innovation

We believe learning and teaching is;

- a shared experience that benefits both learner and educator
- an individualized life-long process
- reflective of approaches grounded in theory and relevant learning principles
- driven by mutually defined goals and objectives
- respectful, collaborative, flexible, innovative
- promoting of professional growth and reflection

Education Standards: A Framework For Excellence



Four elements are seen as foundational to Education Standards at SickKids. Motivated learners are supported by skilled and knowledgeable faculty through evidence-informed, innovative education programming in a collaborative learning culture.

A. Collaborative Learning Culture

LEARNING ENVIRONMENT

For education to be effective, the environment needs to be conducive to learning, allowing space and time to interact within the learning process. Learners need to feel supported in their development and be provided with the tools and resources to be successful. Creating and maintaining stimulating learning environments are achieved through both formal and informal learning opportunities such as effective classroom organization, interactive activities such as group work, e-learning, simulation, discussion, a climate of innovation, role modeling best practice, and clinical coaching and mentoring.

INTERPROFESSIONAL EDUCATION & COLLABORATIVE PRACTICE

Preparing health care professionals to work within interprofessional models of care involves influencing the socialization of health care providers to collaborate with the goal of working towards enhancing patient care; the development of a deep understanding and respect for the contributions of multiple disciplines; and the development of competencies necessary for collaborative care. SickKids has adopted the CIHC National Interprofessional Competency Framework (CIHC, 2010). Interprofessional care leads to outcomes that demonstrate enhanced patient satisfaction, enhanced care, improved access to care, recruitment and retention of health care providers,

and patient safety. It is within the context of clinical teamwork that collaborative practice is situated and influences goal setting, relationships and interactions, roles and responsibilities, and clinical outcomes.

Interprofessional education is not a means to an end but a tool to prepare practitioners in an attempt to improve collaboration and quality care.

B. Evidence Based & Innovative Education Programming

CURRICULUM DEVELOPMENT

Standard

Educational programming consists of curriculum that; is informed by a comprehensive or targeted needs assessment, follows instructional design principles, is implemented by faculty who are competent in teaching learning skills, and is evaluated for effectiveness, impact and outcomes.

Indicators

Educational programming;

- aligns with the vision, mission, goals and expectations of the organization
- demonstrates application of expertise in needs assessment; analysis, interpretation and application of needs assessment data/results
- includes program specific learning outcomes, objectives and activities that are integral to achieving the overall purpose of the education program
- utilizes an assessment and evaluation process that addresses outcomes of both the curriculum and learner performance (knowledge, behaviours, attitudes and skills)
- is competency based
- integrates evidence based, best practice principles in program curriculum development, content, and delivery methods

KNOWLEDGE TRANSLATION

Standard

Education opportunities/experiences are optimized by incorporating a variety of knowledge translation strategies to integrate evidence into clinical practice in order to implement and sustain change.

Indicators

- Content and delivery of education initiatives are informed by contextual understanding and organizational knowledge.
- Knowledge translation best practices are applied to catalyze knowledge uptake and practice/behavior/organizational change.

EDUCATION RESEARCH & SCHOLARSHIP

Standard

Best available evidence is used or created to inform educational programming supporting clinical practice innovations to positively influence quality care outcomes.

Indicators

There is evidence that literature and practice environments are critically examined to support advancing knowledge and evidence.

Educators are supported to contribute to the body of knowledge in health care education through research and/or scholarly publications and presentations at national and international forums.

Programs include an evaluative component and/or research related to education/program outcomes.

Evaluation/Research is conducted in an ethically sound manner using QI or research principles.

C. Skilled & Knowledgeable Faculty

COLLABORATIVE LEADERSHIP AND CONSULTATION

Standard

Educators advance clinical care by leading practice change through evidence based education processes within a collaborative practice environment. They provide leadership and consultation in identifying and creating new learning processes utilizing innovative approaches.

Indicators

Educators demonstrate;

- Effective identification of gaps in practice and need for innovation
- Stakeholder analysis and engagement
- Benchmarking with appropriate standards
- Use of relevant clinical and organizational change frameworks
- Design programming that meets identified needs and sustains change desired

Integration of interprofessional learning whenever possible.

Summary

At the heart of a collaborative learning culture is evidence informed & innovative education programming in combination with skilled and knowledgeable faculty. These elements are foundational for excellence in education and supportive of excellence in pediatric health care. “Education Standards: A Framework for Excellence” aims to promote dialogue and collaboration between professionals and identify clear criteria for training and education programming, professional

DEVELOPMENT & MENTORSHIP

Standard

Educators facilitate development opportunities to enable learners to enhance their clinical and leadership skills throughout the learning continuum. Educators provide mentorship to support learners to; bridge the gap between theory and practice, enhance critical thinking, foster career development, increase confidence, job satisfaction, willingness to take calculated risks, and to enhance productivity, innovation, and professionalism.

Indicators

Educators;

- Support integration of interprofessional orientation for new staff and students
- Advance continuing professional development opportunities for interprofessional staff
- Act as effective role models, mentors and coaches
- Work to strengthen broad advocacy skills of staff by translating the impact of the current issues and trends in pediatric care as it relates to SickKids, children and families.

development of staff, and preparation of educators. The standards framework aims to guide education practice and competency development in the areas of curriculum development and instructional design, knowledge transfer and translation, and education research and scholarship. Identified indicators assist educators and others in measuring outcomes to ensure the standards are met effectively.

Contributors

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Glossary of Terms

The following definitions are used to guide the standards and competencies development in this document.

Standards: Standards refers to a level of service, intervention or outcome. Education standards address the expectations for education experiences, and set expectations to meet. The standards are the basis by which the actual quality and performance of an education program is measured and consist of an explicit set of statements that represent the minimum requirements for an education program.

Indicators: Indicators are quantifiable measurements, agreed to beforehand, that reflect the critical success factors of standards or goals of an organization.

Competencies: Core competencies are the essential skills, knowledge and abilities necessary for the broad

practice of education and transcend the boundaries of specific disciplines. They are most often incorporated into the job descriptions of those who have education as part of their work. (Underwood, J. (2007).

Faculty: All staff at SickKids for whom all or a portion of their FTE or academic expectations include education of other staff or students through clinical, classroom, or academic settings.

Knowledge transfer (KT): A dynamic and iterative process that includes synthesis, dissemination, exchange and ethically-sound application of knowledge to improve the health of a population, provide more effective health services and products and strengthen the health care system. (CIHR, 2013)-knowledge translation is the process by which knowledge is translated into practice.