


Research café: clinical education

Dr Karen Mattick, Senior Lecturer, PCMD




Context paper: temporal trends

- Assessing competence
- Non-medical prescribing
- Small group learning
- Reduced training hours



The café task

- What makes the intervention complex?
 - Number of and interactions between components within the experimental and control interventions
 - Number and difficulty of behaviours required by those delivering or receiving the intervention
 - Number of groups or organisational levels targeted by the intervention
 - Number and variability of outcomes
 - Degree of flexibility / tailoring of intervention permitted.
(Box 2, MRC guidelines)



The café outputs

- A written summary of what makes clinical education a complex intervention and the uncertainties raised
- A list of questions arising from the context paper and which could be addressed at one or more different stages of the CI framework



Capturing the discussions

- Application of the CI framework to clinical education is relatively new. We'd like to record the café discussions to inform thinking in the field about its potential.
- If the group is happy with this, there are consent forms and a dictaphone provided.
- Any quotes used would be anonymised; and conference participants acknowledged



Summary

- Decide as a group about the recording
- Read the context paper
- Agree an interesting trend to start with
- Discuss what makes the intervention complex
- Discuss what questions arise from your discussions about clinical education