

**Learning in Clinical and Communication Skills Labs/Suites/Centre
Student Questionnaire
2009**

This questionnaire, which should take no more than 20 minutes to complete, concerns your learning in one or more of the following places:

- The Clinical Skills rooms within the Robin Brook Centre at Barts
- The Communication Skills rooms within the Robin Brook Centre at Barts
- The Clinical Skills Lab within the Institute of Dentistry
- Nursing & Midwifery practical rooms at West Smithfield and Whitechapel (including film studio)
- Clinical Skills Suite within Radiography Department
- Skills rooms within Trusts
- Clinical Skills Bus

We are interested in your experiences of taught sessions in these locations, self-directed learning in these places and assessments held there.

We are most interested in the first two locations but you may feel better equipped to answer in terms of other locations. Please number the boxes above to indicate which location you are thinking about most (1) when answering through to the location that least influences your answers (4). If some locations do not apply to you, don't give them a number. If you are thinking of additional skills rooms feel free to add them to the list.

The questionnaire mainly involves ticking boxes. If you would like to provide additional comments please feel free to use the blank space within this booklet.

Please note that the questionnaire has six pages, including this one.

If you have any queries about this questionnaire survey please contact Prof Della Freeth, Prof Elizabeth Davenport, or Mary Rogers (contact details on final page).

Once completed, please hand back to the lecturer/researcher who gave it to you. Alternatively, you may end your questionnaire in the envelope provided and send or hand it to Mary Rogers, School of Community and Health Sciences, 20 Bartholomew Close, London EC1A 7QN. To avoid paying postage you may place your envelope in your school's internal post system.

If you prefer, you can request an email questionnaire from mary.rogers.1@city.ac.uk Whilst delivery by email will compromise the anonymity of your response as far as the CETL administrator, only the anonymous questionnaire will be passed to Prof Davenport and Dr Freeth.

Please check you have numbered the skills rooms that apply to you in the list at the top of the page.

The questionnaire begins on page 2 overleaf.

Please answer some basic factual questions:

On which course are you registered?

- | | | | |
|---------------------------|--------------------------|---------------------------|--------------------------|
| Dentistry | <input type="checkbox"/> | Dental Hygiene & Therapy | <input type="checkbox"/> |
| Medicine | <input type="checkbox"/> | Midwifery | <input type="checkbox"/> |
| Nursing – adult | <input type="checkbox"/> | Nursing – child | <input type="checkbox"/> |
| Nursing – mental health | <input type="checkbox"/> | Radiography – diagnostic | <input type="checkbox"/> |
| Radiography – therapeutic | <input type="checkbox"/> | Speech & Language Therapy | <input type="checkbox"/> |
- Other, please specify

Is this a Graduate-entry programme (GEP)? Yes / No

I am in year 1 2 3 4 5 out of years. (please circle)

I am female / male

My age lies in the interval 17-21 22-26 27-31 32-36 37-41 42-46 47-51 52+

Date of completing this questionnaire

Please indicate your level of agreement with the following statements. A 'not applicable' option has been provided for questions that you are unable to answer. For brevity,

- All the locations listed on the first page will be referred to as 'skills rooms'.
- All clinical placements, rotations, fieldwork settings (in fact any location where care is provided for patients/clients) will be termed 'clinical areas'.
- 'Patient' will be used to denote all service users: patients, clients and relatives.

		strongly agree	agree	neutral/ambivalent	disagree	strongly disagree	not applicable
1	A substantial benefit of coming to skills rooms is to practise practical skills						
2	Practising in the skills rooms allows me to refer to instructions as I go along						
3	In the Skills rooms I can redo practical things until I'm confident I'm getting them right						
4	In the skills rooms I can practise skills slowly until I become proficient enough to do them at normal speed						
5	Long or complicated procedures and clinical assessments are addressed in manageable parts						
6	I can get adequate help when I am struggling with something						
7	The tutors systematically extend our repertoire (number, range, variety) of practical skills						
8	Time spent in the skills rooms results in a progressive improvement in my clinical skills						
9	In clinical areas I often make use of skills learnt in the skills rooms						
10	Things I do in the skills rooms help me to develop general patient management skills						
11	Things I do in the skills rooms help to link theory and practice						
12	Each session, I practise practical skills						
13	I use <i>timetabled sessions</i> in the skills rooms to improve my performance in things that have caused me problems in clinical areas						
14	I use <i>self-directed learning</i> time in the skills rooms to improve my performance in things that have caused me problems in clinical areas						
15	Its good to be able to make mistakes and know that no one will get hurt						
16	Learning in the skills rooms makes my conduct in clinical areas <i>safer for myself and colleagues</i>						
17	Learning in the skills rooms makes my conduct in clinical areas <i>safer for patients/clients</i>						
18	Learning in the skills rooms improves my performance in clinical areas						

		strongly agree	agree	neutral/ambivalent	disagree	strongly disagree	not applicable
19	Learning in the skills rooms rehearses my role in the multidisciplinary team						
20	Learning in the skills rooms helps me to be a useful member of the multidisciplinary team						
21	Things I do in the skills rooms help me to behave ethically in clinical areas						
22	Learning In the skills rooms helps me review things that happened in clinical areas to identify what I could do better next time						
23	Things I do in the skills rooms help me to make sense of clinical experience						
24	In the skills rooms I usually try to self-assess my performance						
25	In the skills rooms I try out suggestions from my peers about how I can improve what I do						
26	Things done in skills rooms could be done equally well in an ordinary classroom						
27	Things done in skills rooms would be better done in a clinical area						
28	Practice in the skills rooms is too artificial to be useful						
29	Practising in the skills rooms makes me more <i>confident</i> when I do the same thing with a patient						
30	Practising in the skills rooms makes me more <i>skilful / competent</i> when I do the same thing with a patient						
31	Practising in the skills rooms makes me more <i>sensitive/ empathetic</i> when I do the same thing with a patient						
32	Even when I get good at a skill in the skills rooms I need practice with real patients						
33	Handling real clinical equipment in the skills rooms is helpful						
34	The mannequins are realistic enough to help develop my skills						
35	I perform better in the skills rooms than I do with real patients						
36	I perform better with real patients than in the skills rooms						
37	When I practice a skill I review my performance and try it again if necessary						
38	I go to skills rooms because sessions are timetabled there						
39	I come to skills rooms for tutors to teach me clinical skills						

		strongly agree	agree	neutral/ambivalent	disagree	strongly disagree	not applicable
40	I come to skills rooms for tutors to teach me theory						
41	I come to skills rooms to revise for assessments (eg OSCE)						
42	I come to skills rooms to prepare for work in clinical areas						
43	I come to skills rooms to improve my clinical skills						
44	I learn best when tutors demonstrate a skill to me before I have to do it						
45	I learn best with a group of peers, helping each other						
46	The skills rooms are in convenient locations						
47	A substantial benefit of coming to skills rooms is getting small group tuition						
48	I have enjoyed using the skills rooms						
49	I have learnt a lot in the skills rooms						
50	Assessing my skills in the skills rooms (eg an OSCE) is a reasonable measure of my skills in practice						

The best things about learning in skills rooms are:

-
-
-

The least satisfactory things about learning in skills rooms are:

-
-
-

What role do the clinical skills rooms play in your learning?

Please refer to the front page for instructions about what to do with your completed questionnaire.

Thank you for assisting with our evaluation and development of clinical and communications skills learning.

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