



Using student and supervisors' feedback to enhance student experience in field training

Professor Esam Agamy
Dean, QA, IE and Accreditation

Presentation to Bluenote EMEA Conference 2017

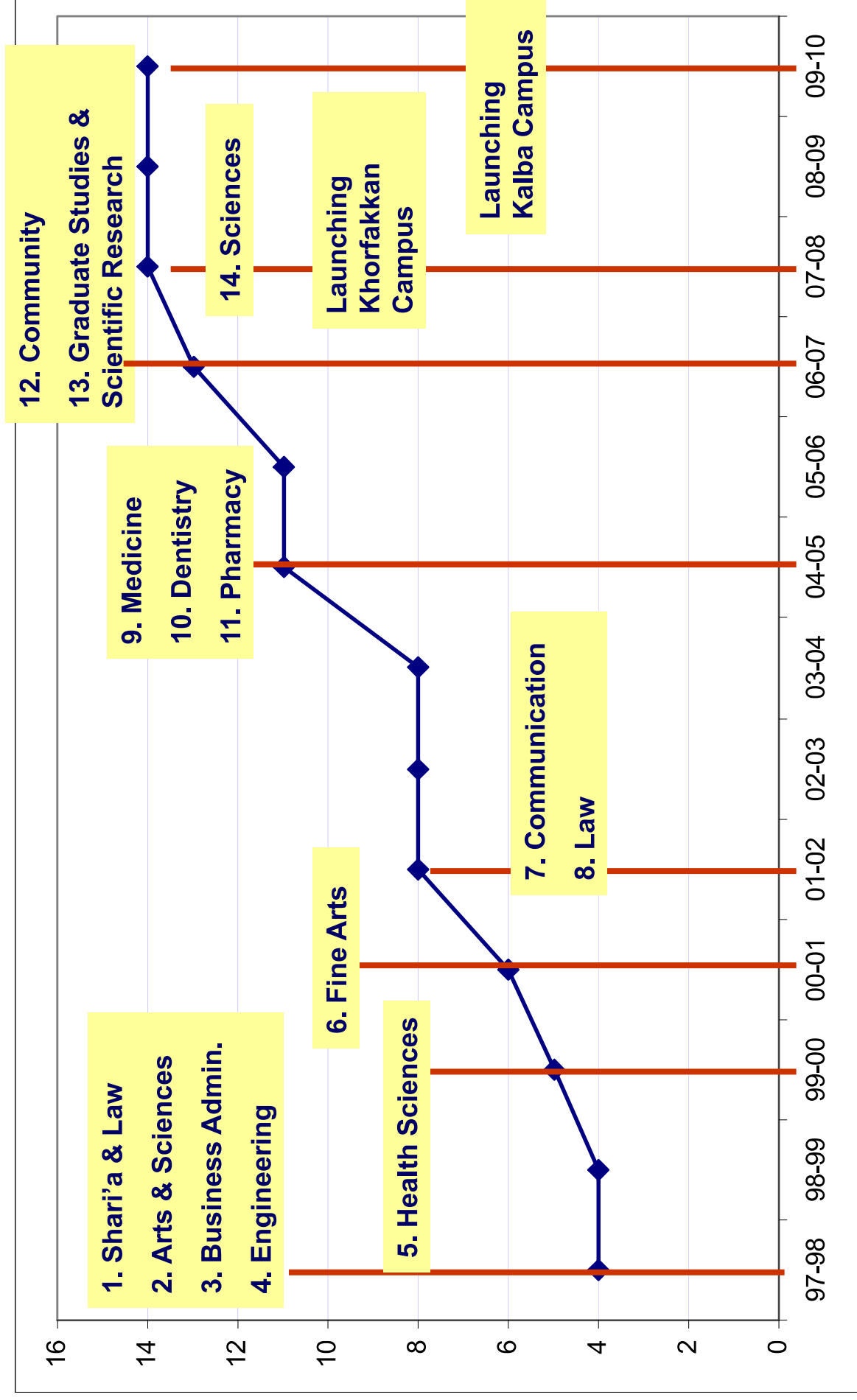
13-14 November 2017

Contents

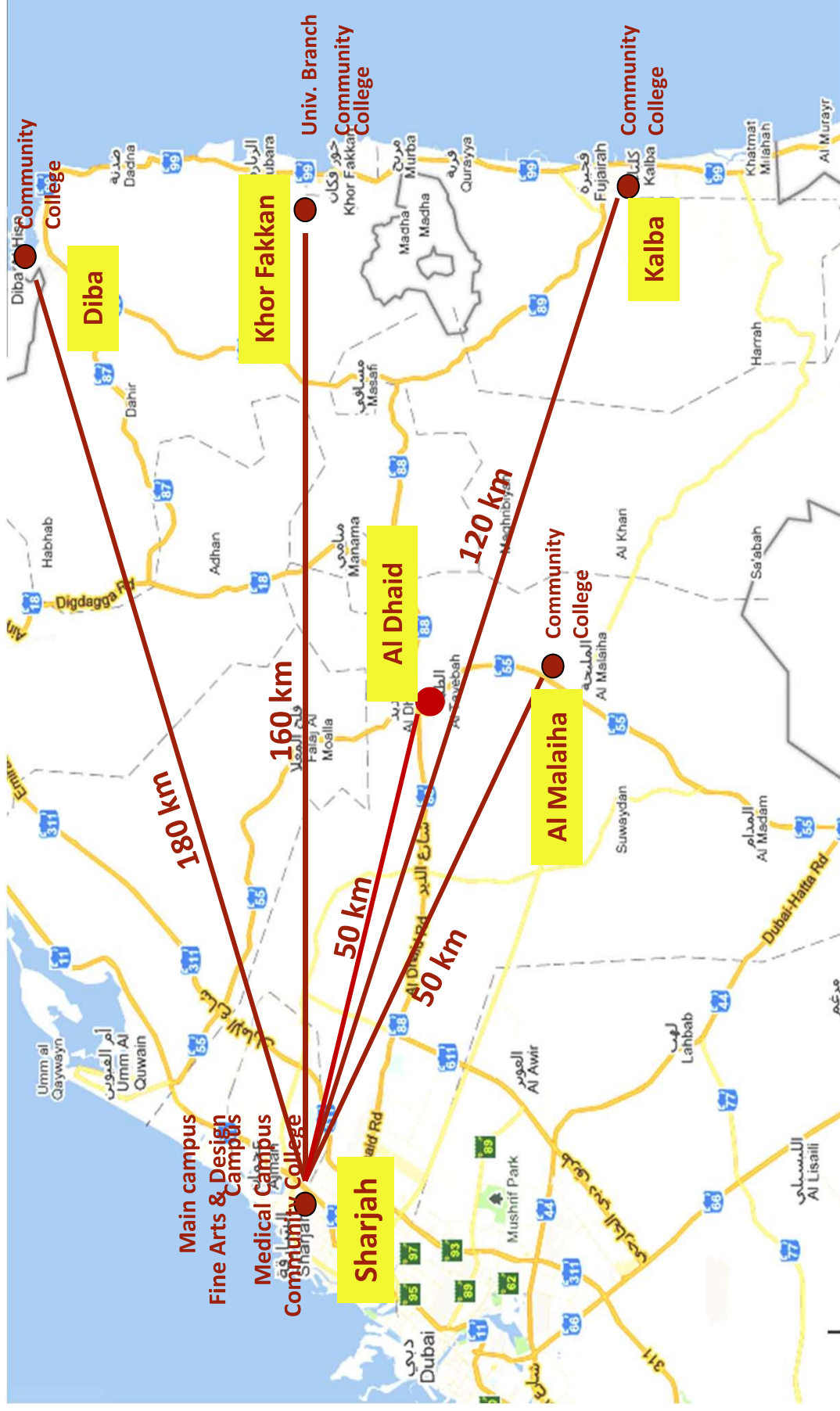
- ✓ UoS at a glance
- ✓ Status of practical training (internship) at UoS
- ✓ Feedback from students and supervisors as a main drive to improve internship
- ✓ Using student e-portfolio to enhance student experience



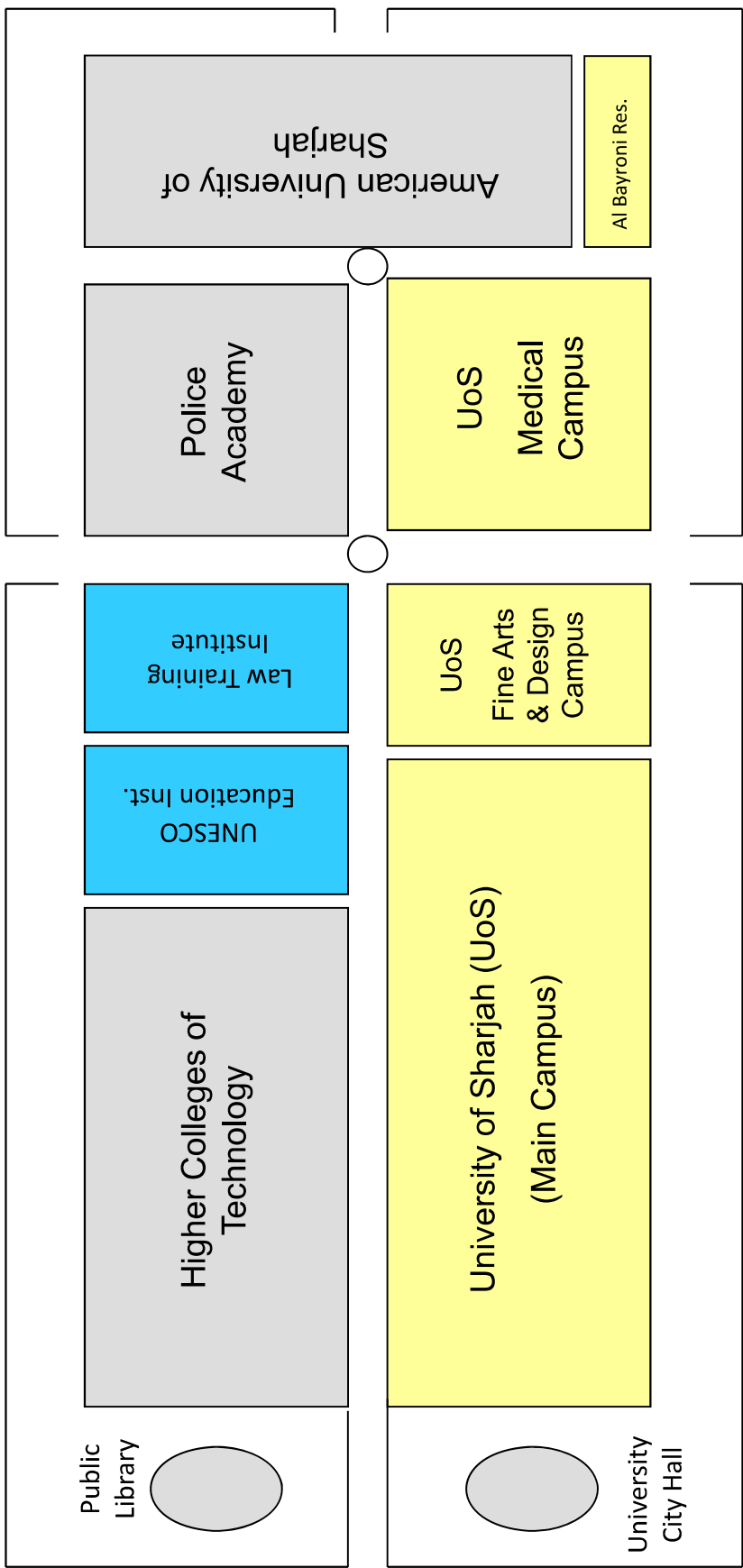
Development of University Campuses and Colleges



University of Sharjah Campuses



University City



Total Area is 7.5 Km²

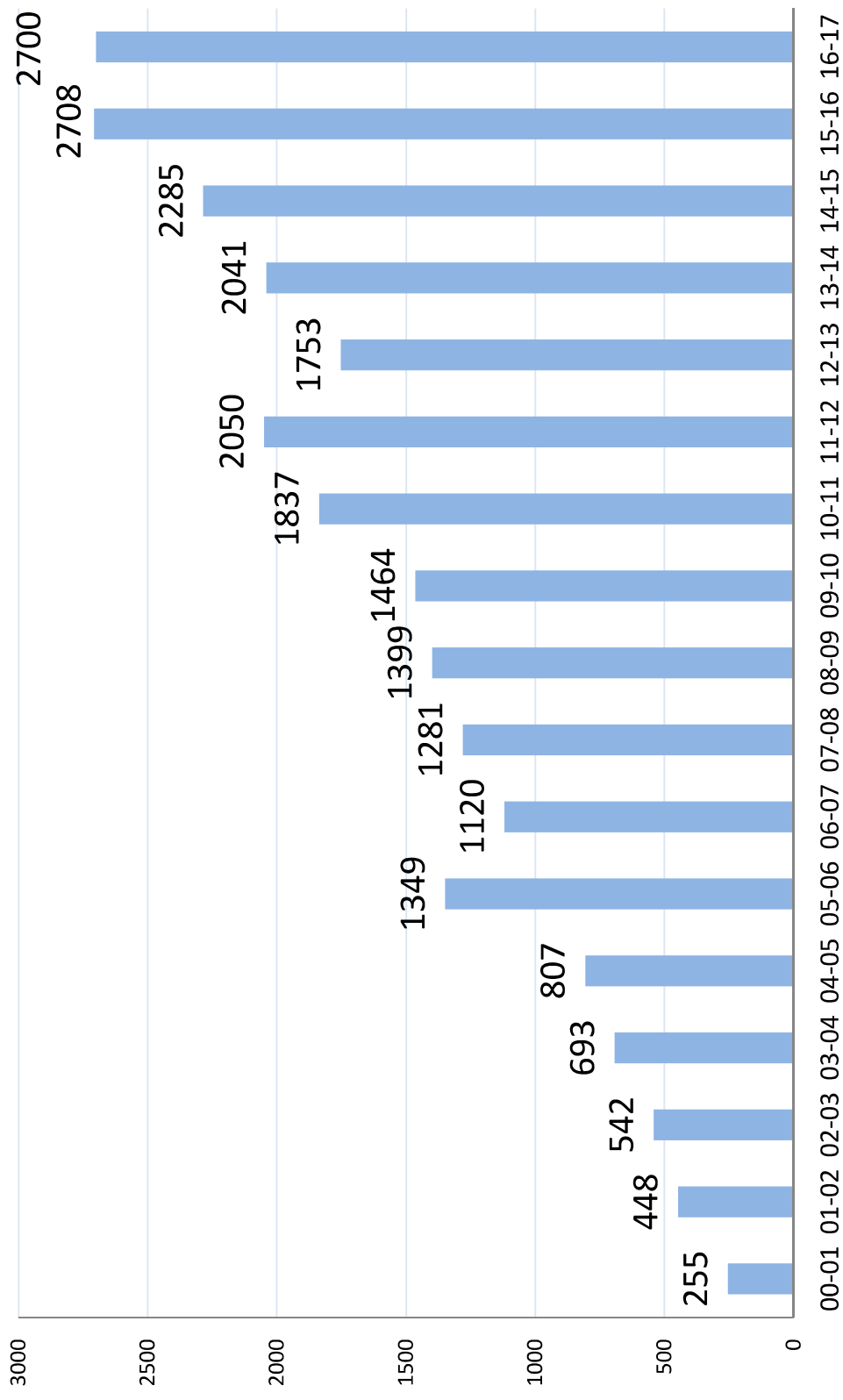
Academic Programs Offered at the University

Program Level	Number
Bachelor	52
Undergraduate Diploma	14
Graduate Diploma	01
Masters	19
Doctorate	08
Total	94

Enrolled Students

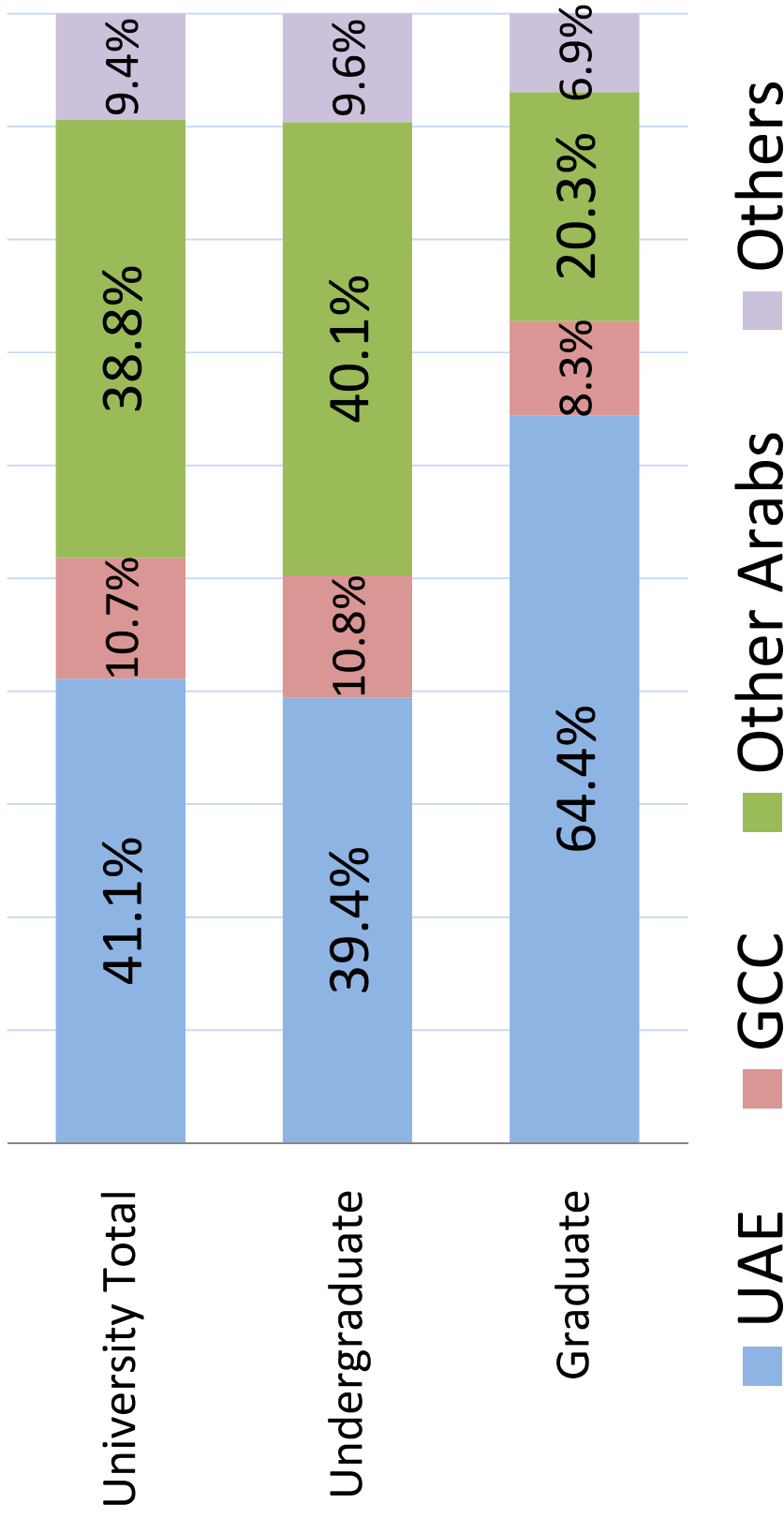
Level		UAE			Non-UAE			Total		Total
		Female	Male	Total	Female	Male	Total	Female	Male	
Graduate Students	Doctorate	71	114	185	36	49	85	107	163	270
	Master	377	197	574	238	218	456	615	415	1030
	Diploma	1	1	2	6	1	7	7	2	9
	Total	449	312	761	280	268	548	729	580	1309
Bachelor	Major	3427	926	4353	5018	3144	8162	8445	4070	12515
	IEP	196	53	249	167	122	289	363	175	538
	Total	3623	979	4602	5185	3266	8451	8808	4245	13053
Undergraduate Diploma		258	321	579	70	62	132	328	383	711
Total University		4330	1612	5942	5535	3596	9131	9865	5208	15073

Graduated Students



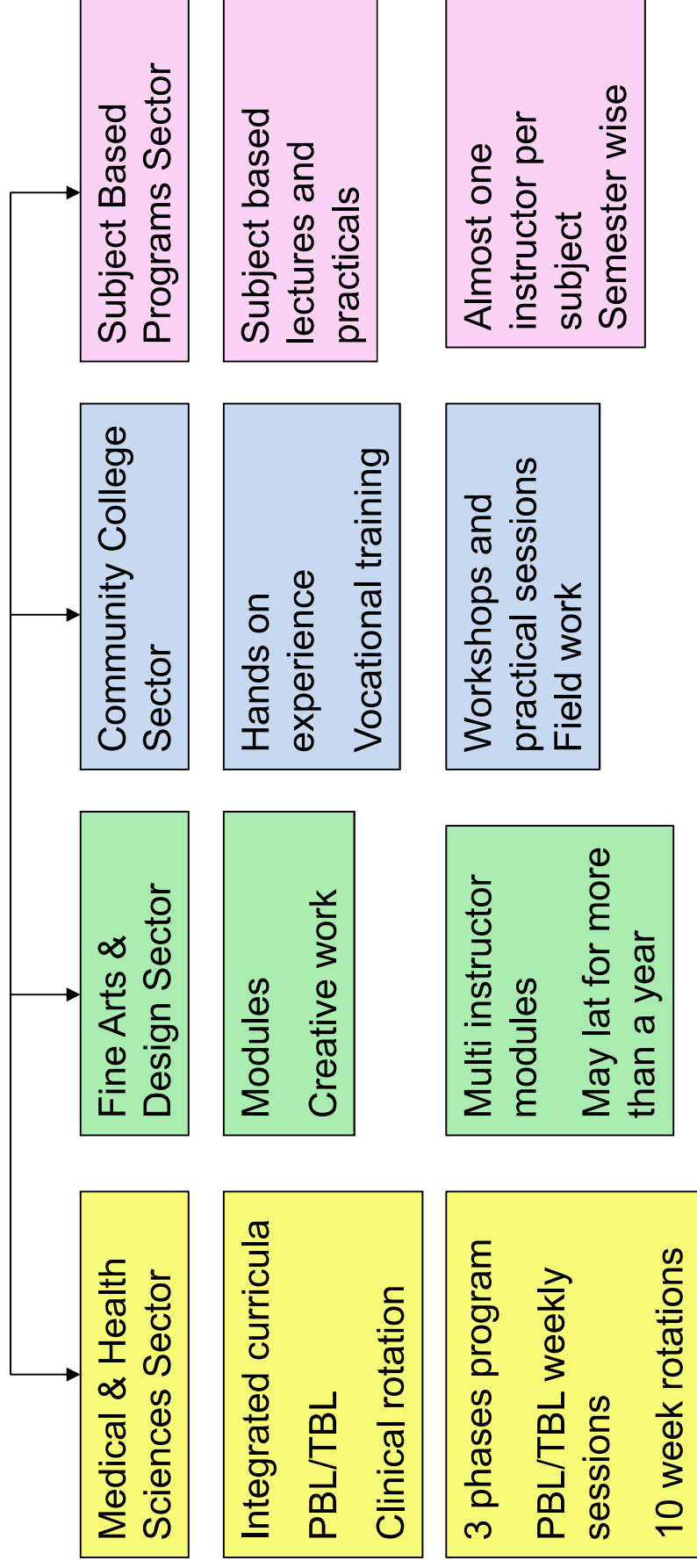
The University graduated 25,370 students by the end of 2016/2017

Enrolled Students by Nationality



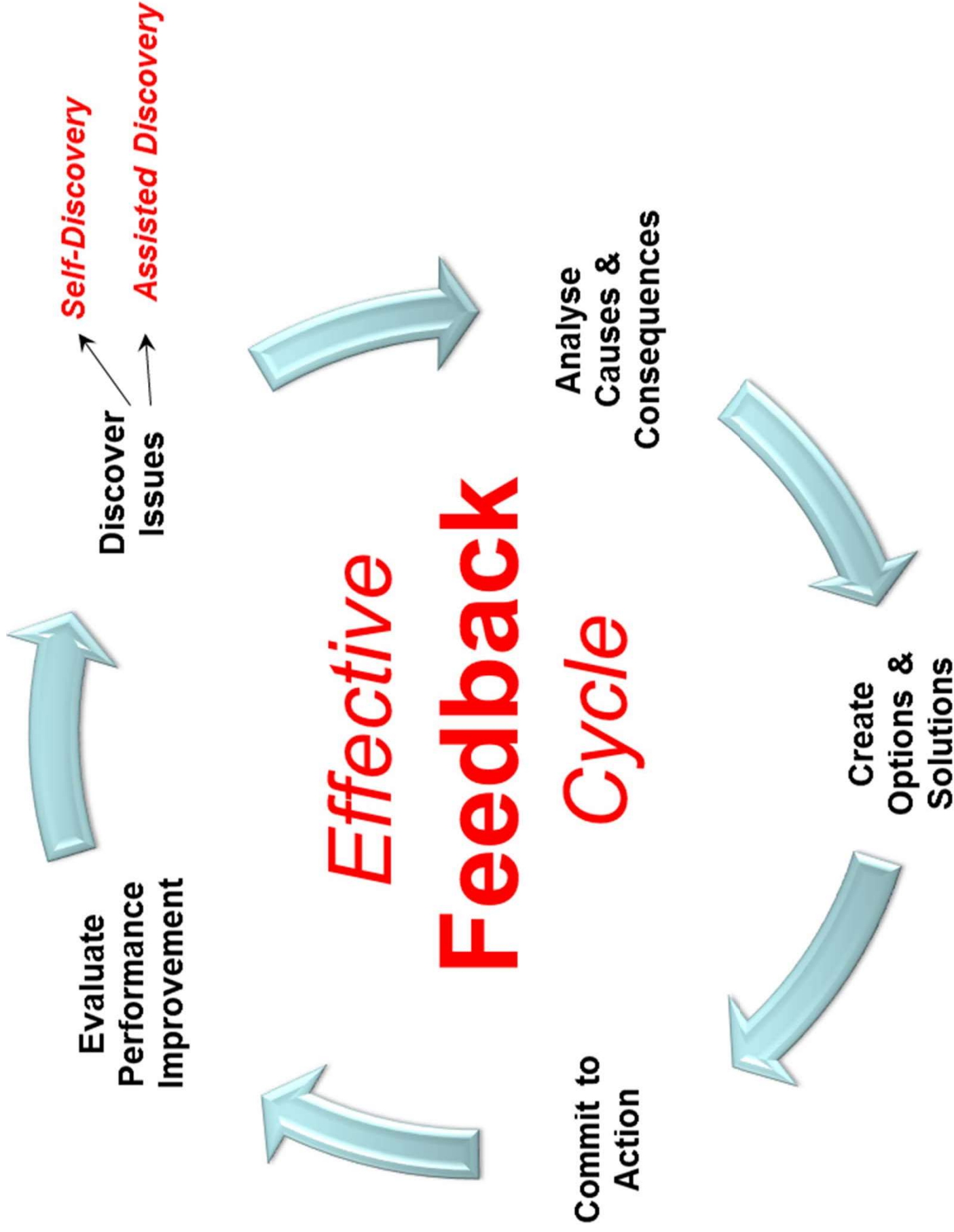
University students come from 95 different nationalities

UoS Education Systems according to Curriculum Structure and Main Delivery Methods



Internship Program Length

Medicine	Dentistry	Pharmacy	Health Sciences	Other programs
Two years		9 Cr. Hrs	6-15 Cr. Hrs	3 Cr. Hrs

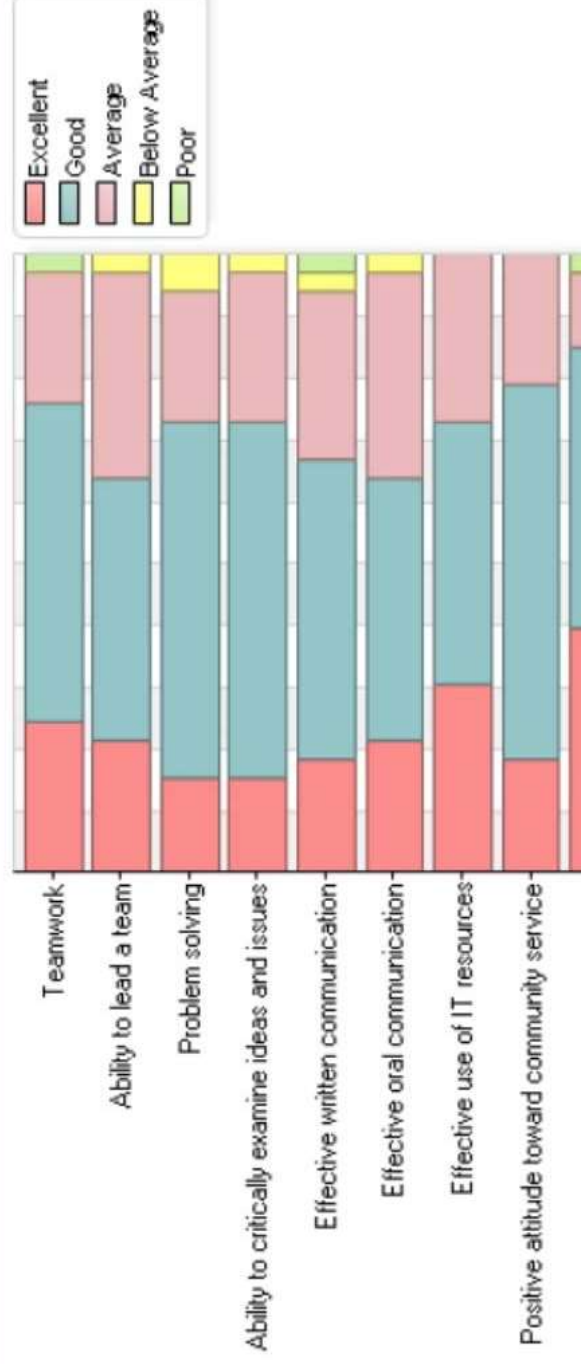


Feedback tools

- ✓ Student internship experience survey
- ✓ Student Senior exit survey
- ✓ Alumni survey
- ✓ Academic supervisor feedback
- ✓ Site supervisor feedback
- ✓ Employer survey
- ✓ Accreditation teams feedback
- ✓ Focus groups

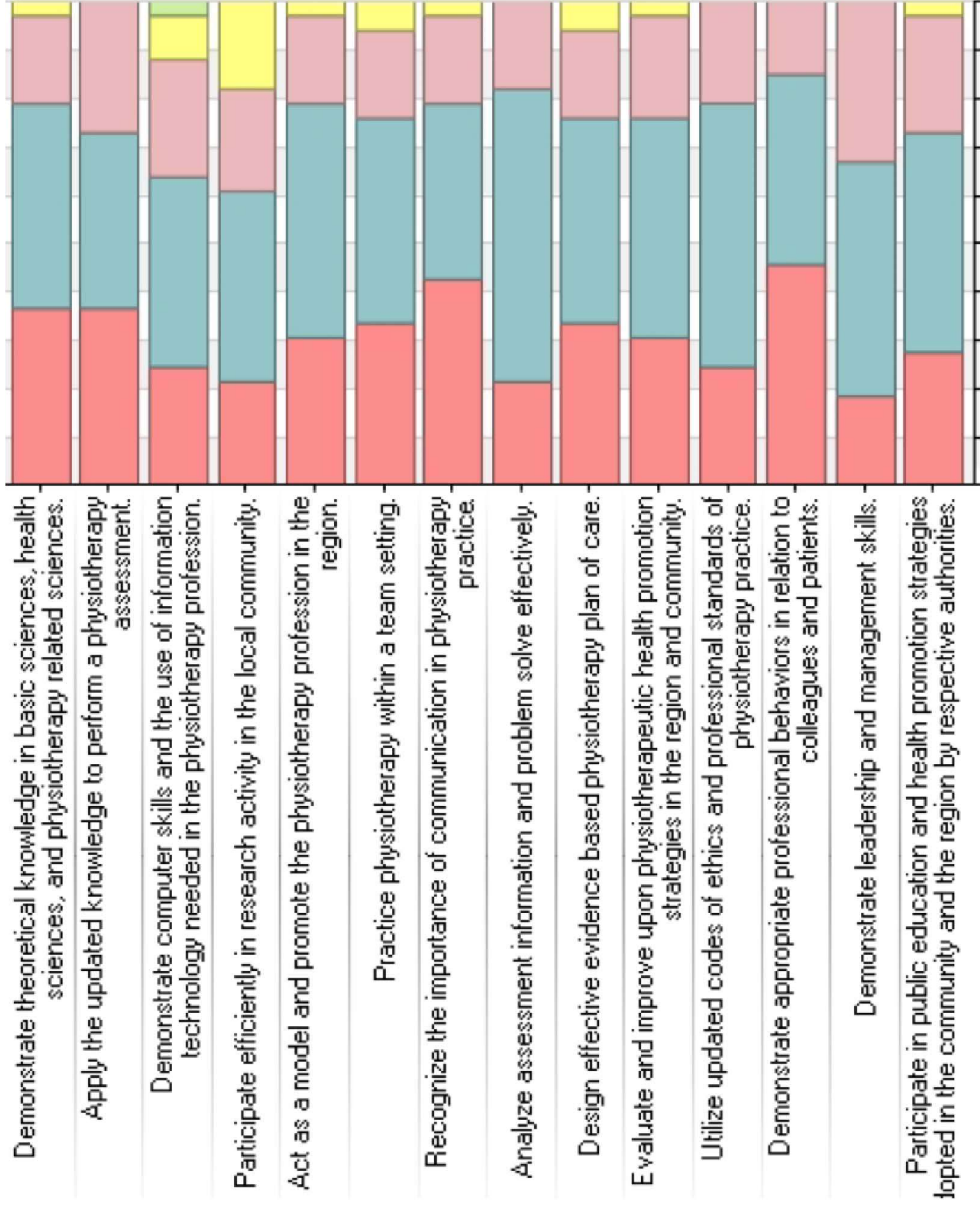
Part 3 - Academic Issues and Skills Development: Indicate how well UOS prepared you for the next step in your career, or graduate education, in the areas listed below.

Question	Excellent	Good	Average	Below Average	Poor
Teamwork	24.24%	51.52%	21.21%	0.00%	3.03%
Ability to lead a team	21.21%	42.42%	33.33%	3.03%	0.00%
Problem solving	15.15%	57.58%	21.21%	6.06%	0.00%
Ability to critically examine ideas and issues	15.15%	57.58%	24.24%	3.03%	0.00%
Effective written communication	18.18%	48.48%	27.27%	3.03%	3.03%
Effective oral communication	21.21%	42.42%	33.33%	3.03%	0.00%
Effective use of IT resources	30.30%	42.42%	27.27%	0.00%	0.00%
Positive attitude toward community service	18.18%	60.61%	21.21%	0.00%	0.00%
Ability to adapt to other people's traditions and values	39.39%	45.45%	12.12%	0.00%	3.03%
Ability to keep up-to-date with current issues	21.21%	51.52%	24.24%	3.03%	0.00%
Ability to take on professional responsibilities	24.24%	51.52%	24.24%	0.00%	0.00%
Ability to apply knowledge to real-life situations	24.24%	45.45%	24.24%	6.06%	0.00%
Ability to learn on my own	24.24%	45.45%	24.24%	6.06%	0.00%



Part 4 -Academic Program Outcomes: To what extent has the Physiotherapy program helped you acquire the following outcomes relevant to your upcoming career?

Question	Excellent	Good	Average	Below Average	Poor
Demonstrate theoretical knowledge in basic sciences, health sciences, and physiotherapy related sciences.	36.36%	42.42%	18.18%	3.03%	0.00%
Apply the updated knowledge to perform a physiotherapy assessment.	36.36%	36.36%	27.27%	0.00%	0.00%
Demonstrate computer skills and the use of information technology needed in the physiotherapy profession.	24.24%	39.39%	24.24%	9.09%	3.03%
Participate efficiently in research activity in the local community.	21.21%	39.39%	21.21%	18.18%	0.00%
Act as a model and promote the physiotherapy profession in the region.	30.30%	48.48%	18.18%	3.03%	0.00%
Practice physiotherapy within a team setting.	33.33%	42.42%	18.18%	6.06%	0.00%
Recognize the importance of communication in physiotherapy practice.	42.42%	36.36%	18.18%	3.03%	0.00%
Analyze assessment information and problem solve effectively.	21.21%	60.61%	18.18%	0.00%	0.00%
Design effective evidence based physiotherapy plan of care.	33.33%	42.42%	18.18%	6.06%	0.00%
Evaluate and improve upon physiotherapeutic health promotion strategies in the region and community.	30.30%	45.45%	21.21%	3.03%	0.00%
Utilize updated codes of ethics and professional standards of physiotherapy practice.	24.24%	54.55%	21.21%	0.00%	0.00%
Demonstrate appropriate professional behaviors in relation to colleagues and patients.	45.45%	39.39%	15.15%	0.00%	0.00%
Demonstrate leadership and management skills.	18.18%	48.48%	33.33%	0.00%	0.00%
Participate in public education and health promotion strategies adopted in the community and the region by respective authorities.	27.27%	45.45%	24.24%	3.03%	0.00%



Areas of feedback

Section 1 – Internship position

Section 2 – Working relationships with co-workers

Section 3 – Skills and knowledge

Section 4 – Opportunity to contribute

Section 5 – Supervision

Section 6 – Overall performance and value

Main points extracted from feedback

- ✓ Guidebook/handbook, preferably online or website
- ✓ Orientation before the program
- ✓ Real work assignments
- ✓ Provide students the opportunity to further reflect on the internship
- ✓ Offer flexible times, especially for academic supervisors; conflict with summer vacation
- ✓ Onsite visits; difficult
- ✓ Have program manager

Main points extracted from feedback

- ✓ Team involvement
- ✓ Provide proper formative assessment and feedback
- ✓ Show case student work
- ✓ Conduct exit interview
- ✓ Making the connection: how advisers can help students reflect on the internship experience
- ✓ Provide value to the internship host

Value/benefits of the internship

- ✓ Form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.
- ✓ Give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths.
- ✓ Give employers the opportunity to guide and evaluate talent.

Value/benefits of the internship

- ✓ Gain experience that will attract future employers
- ✓ Practice communication and teamwork skills
- ✓ Build resumé and obtain potential work-related references
- ✓ Develop self-confidence, time management, critical thinking, and decision-making skills

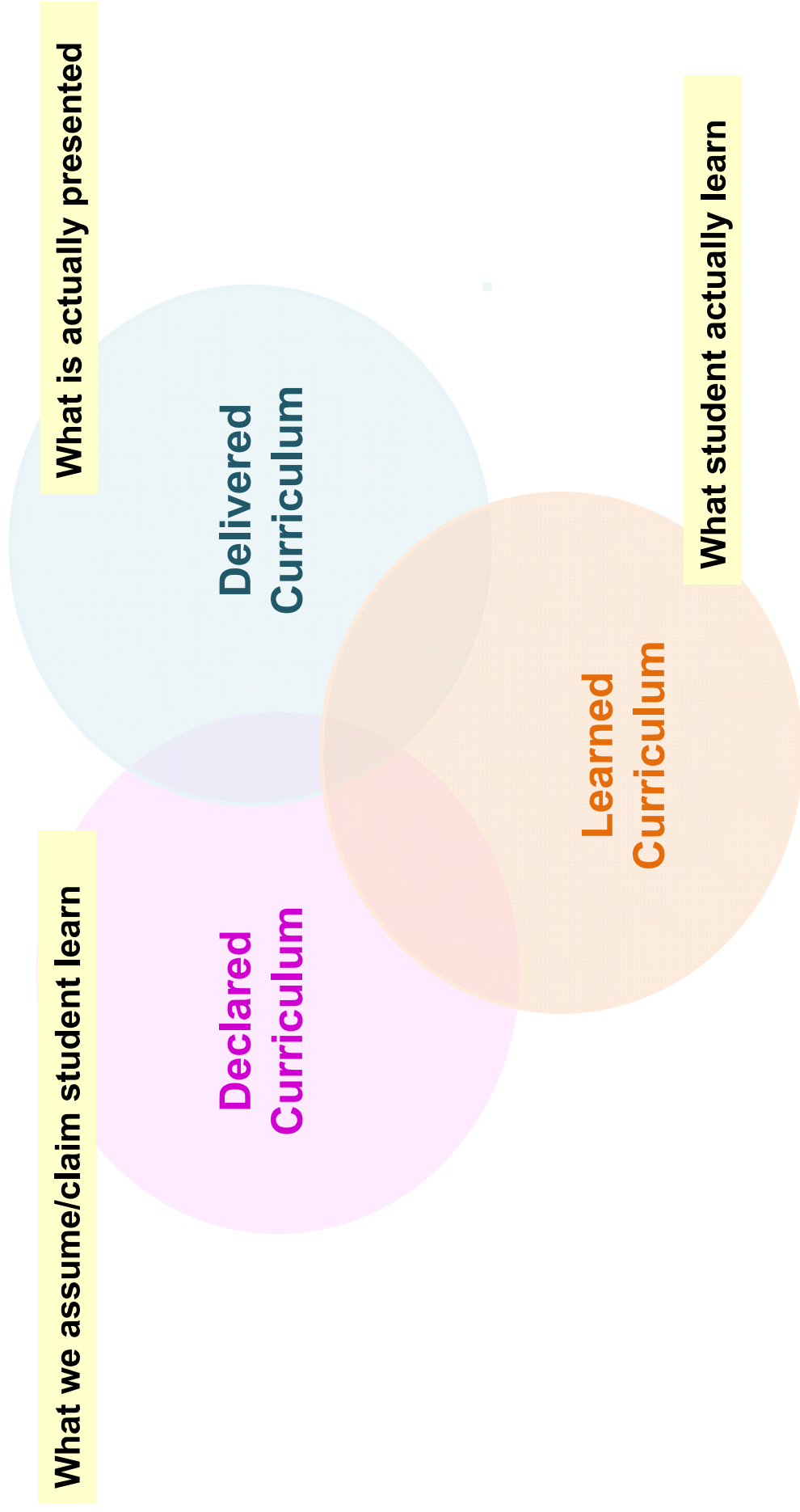
Value/benefits of the internship

- ✓ Students to share artifacts by bringing in photographs, journals, or any other artifacts they would like to share from their internship. This will keep advisers abreast of what is happening in the field and position them to effectively advise future students about what they can expect in their internships.
- ✓ Experience a career before graduating
- ✓ Meet new people and practice networking
- ✓ Learning involves the whole person, i.e.,

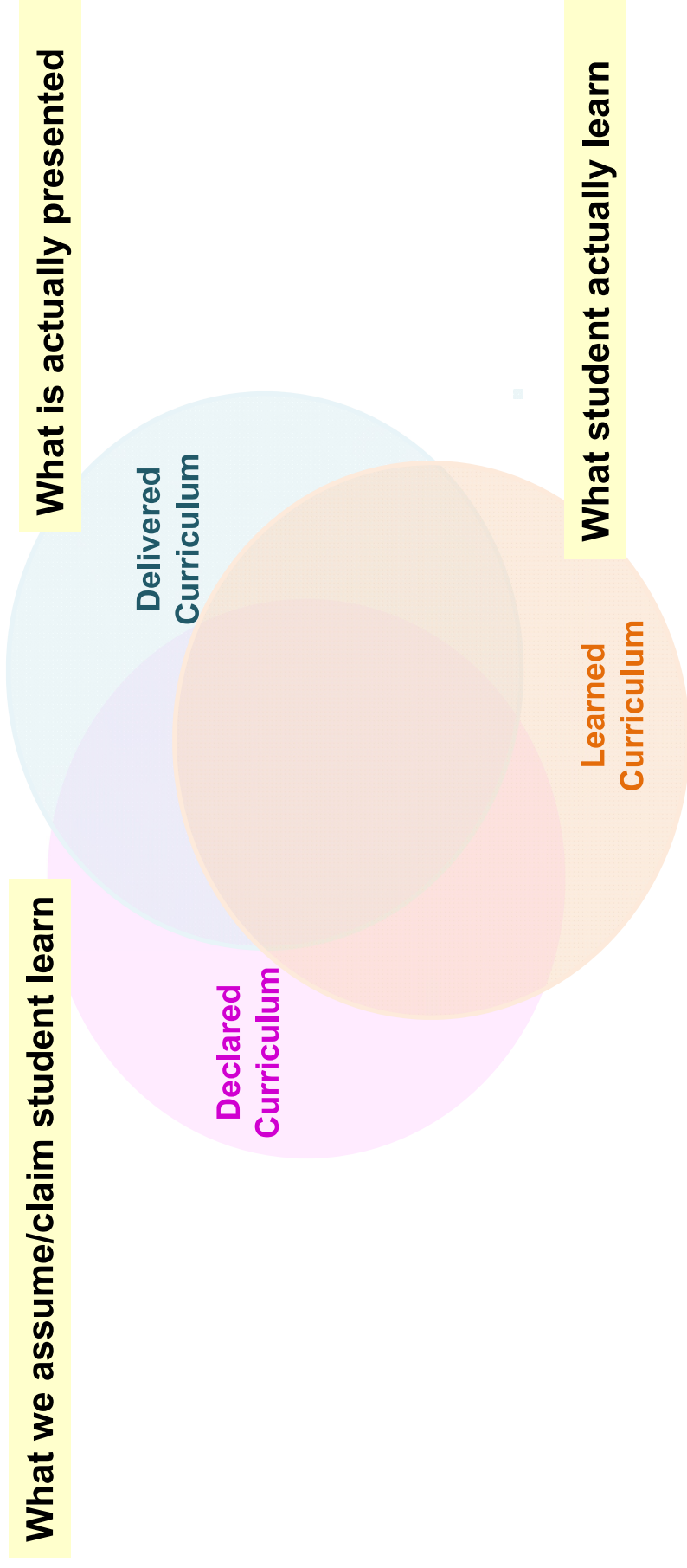
Forms of student work submissions



Gap in curriculum design/delivery/learning



More overlap is needed

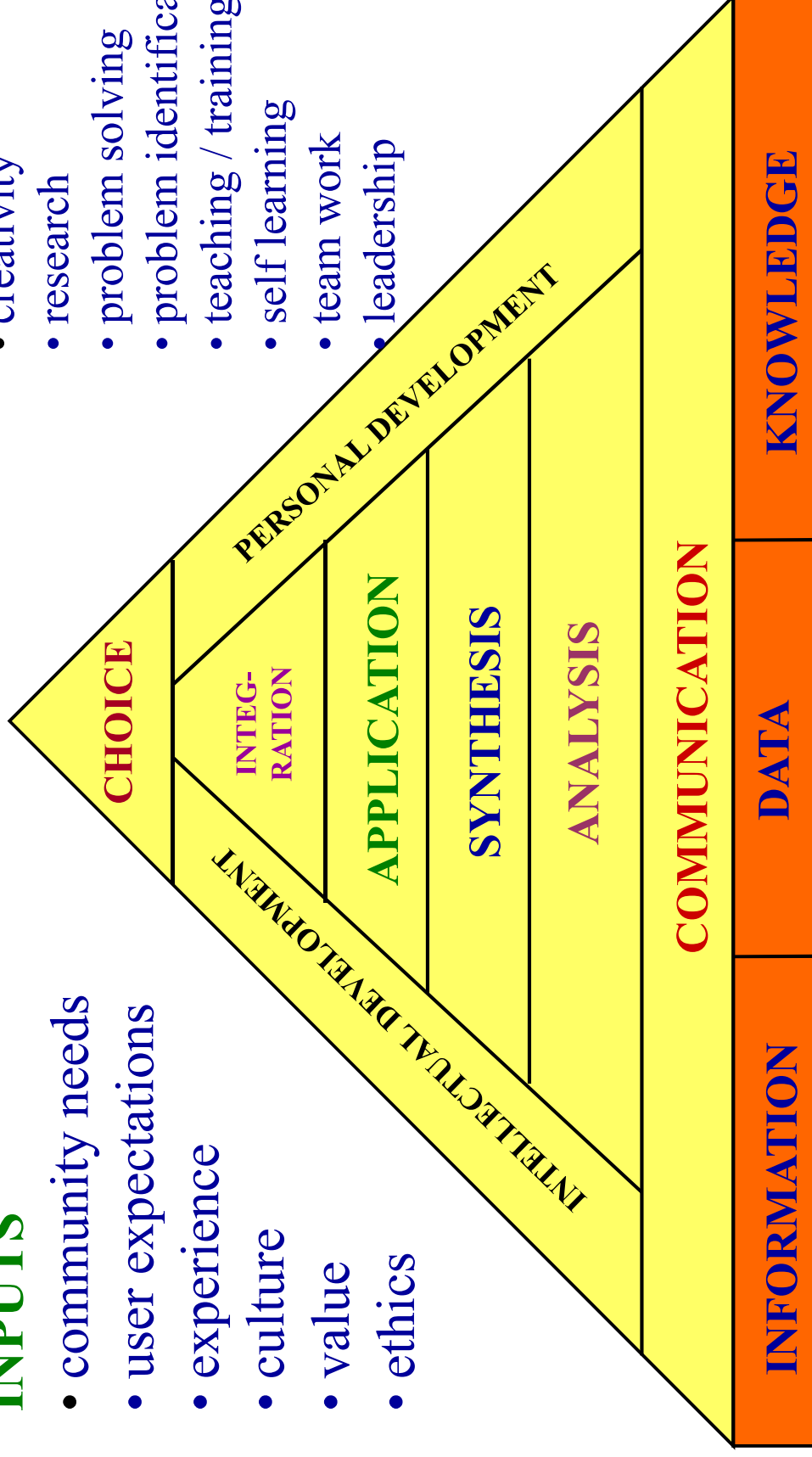


INPUTS

- community needs
- user expectations
- experience
- culture
- value
- ethics

OUTCOMES

- creativity
- research
- problem solving
- problem identification
- teaching / training
- self learning
- team work
- leadership



ENABLING SKILLS

- autonomous learning
- team work
- critical approach
- logic / analysis
- interpersonal
- technical / physical

ELEMENTS OF HIGHER EDUCATION

Characteristics of a good internship program

- ✓ Comprehensive and meaningful program learning outcomes
- ✓ Link internship (training) activities with what has been learned and with prior knowledge
- ✓ Structure the program to allow:
 - Periodical student submission on what they have seen
 - Student reflection on what they learned

Characteristics of a good internship program

- ✓ Structure the program to allow:
 - Inforce immediate feedback from supervisors on student submission
 - Peer evaluation
 - Institutional follow up of training performance (monitoring)
 - Students to document their training experience as important part of their e-portfolio and share it with others

Challenges facing internship

- ✓ Limitation of internship places
- ✓ Opportunity for students to apply and reflect on their experience
- ✓ Site supervisors readiness
- ✓ Proper feedback (immediate/formative) from academic supervisors
- ✓ Availability of academic supervisors during the internship period

Opportunities to improve inetrnship

- ✓ Structure good internship programs
- ✓ Engage students, training sites and academic supervisors
- ✓ Use IT to create student e-portfolio
- ✓ Learning during internship

✗ Random Learning

✗ Random Discovery Learning

✓ Guided Discovery Learning

Institutional Effectiveness System

Using IT to stimulate:

- Engagement
- Transparency
- E-portfolios
- Communication
- Effectiveness
- Quality culture

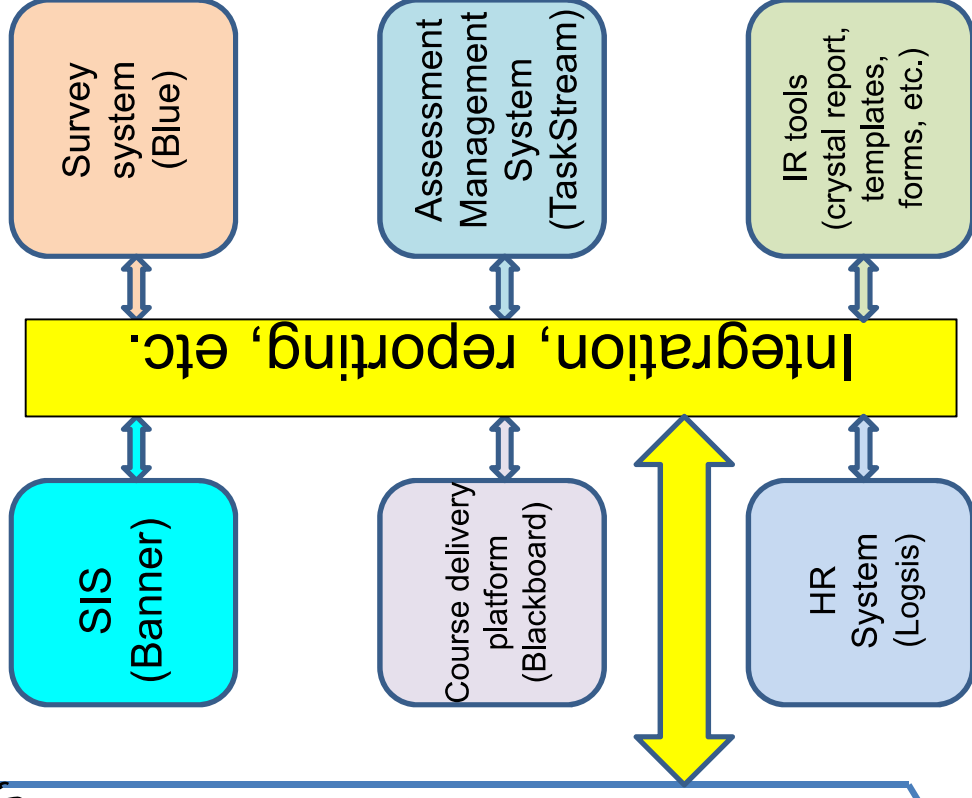
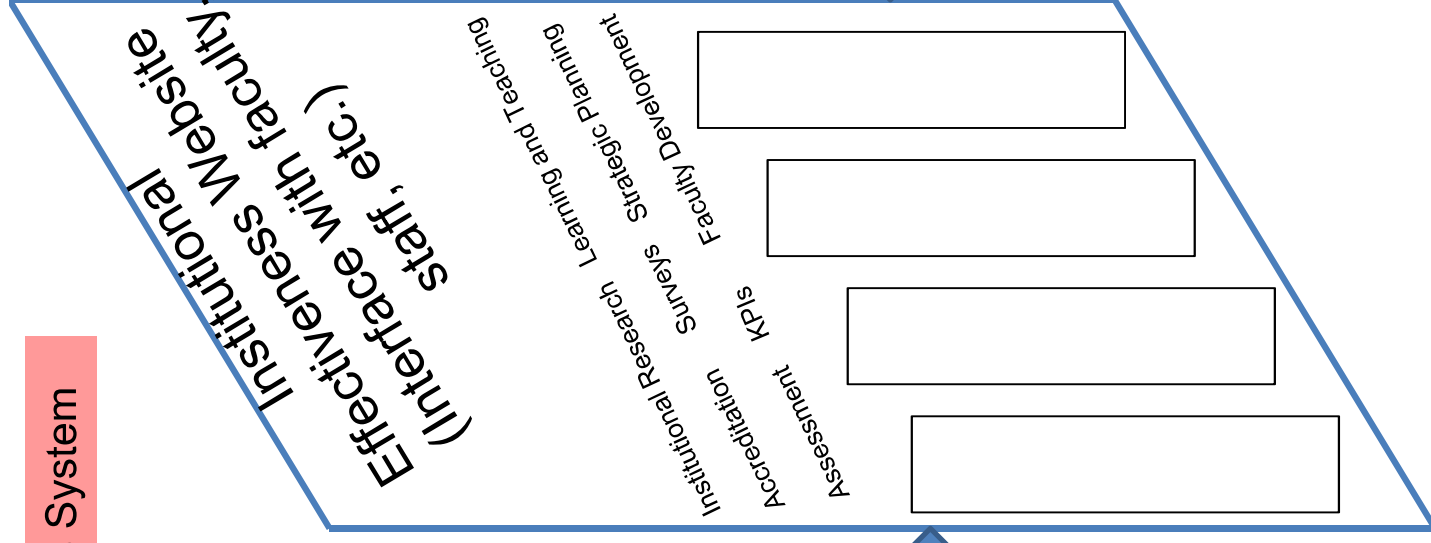
Administration
(Chancellor, VCs,
Deans, etc.)

Faculty

Staff

Students

Public



Portfolios used at UoS

- ✓ Course e-file
- ✓ Program e-file
- ✓ Faculty e-file
- ✓ Field Placement/Practical training/Internship e-portfolio

Clinical training student e-portfolio (students view)

2017-2018 Medicine Clerkship E-portfolio Year 4

Template: Clerkship Log book E-portfolio Y4 2017-2018



VIEW AS FOLIO

 EXPAND ALL  COLLAPSE

General Information
ALL

 Year 4

 Surgery

 Specific Skills and
Procedures

 Bedside Teaching

  Bedside Teaching Bonus

 Hospital Outpatient
Department

  Hospital OPD Bonus

 Case Write Up 1

 Case Write Up 2

Welcome to the 2017-2018 Medicine Clerkship E-portfolio Year 4 program

Getting Started with Programs

If this is your first time working within DRF programs, you may wish to view or print our [Getting Started Guide](#) or call Mentoring Services at 1.800.311.5656 for help starting your work.

Clinical training student e-portfolio (supervisor view)

taskstream | LAT

FOLIOS & WEB PAGES

LESSONS, UNITS & RUBRICS

STANDARDS

COMMUNICATIONS

RESOURCES

T5 COORDINATOR

Go to AMS

Logout

My Account

Esam El-Din Agamy

SYSTEM

☐ Include inactive (expired) subscribers in search results

LEGEND:

Work in Progress
 Submitted
 Needs Revision

Evaluation Released

	SPECIFIC SKILLS AND PROCEDURES [10 Points]	BEDSIDE TEACHING [10 Points]	BEDSIDE TEACHING BONUS [10 Points]	HOSPITAL OUTPATIENT DEPARTMENT [6 Points]
Please select an area... Go ☒ Show Mouseover Tips ☐ Show Area Descriptions ☒ Show Release Options	☐ Release all for area	☐ Release all for area	☐ Release all for area	☐ Release all for area
Release all for author ☒ Contact	Score = 9.80(9.80/10) Evaluated 04/08/17 View/Edit	Score = 9.90(9.90/10) Evaluated 04/08/17 View/Edit	Score = 0.00(0.00/10) View/Edit	Score = 5.80(5.80/6) Evaluated 04/08/17 View/Edit
Release all for author ☒ Contact	Score = 8.50(8.50/10) Evaluated 06/17/17 View/Edit	Score = 9.00(9.00/10) Evaluated 06/17/17 View/Edit	Score = 6.00(6.00/10) View/Edit	Score = 4.00(4.00/6) Evaluated 06/17/17 View/Edit
Release all for author ☒ Contact	Score = 8.50(8.50/10) Evaluated 06/17/17 View/Edit	Score = 8.00(8.00/10) Evaluated 06/17/17 View/Edit	Score = 0.00(0.00/10) Released: 06/17/17 View/Edit	Score = 4.80(4.80/6) Evaluated 06/17/17 View/Edit

RELEASE SELECT

Clinical training student e-portfolio

(supervisor evaluation/immediate feedback)

taskstream | LAT

FOLIOS & WEB PAGES

LESSONS, UNITS & RUBRICS

STANDARDS

2016-2017 PreClinical E-portfolio Year 3

Template: PreClinical E-portfolio Year 3

BACK TO EVALUATION GRID

EDIT EVALUATION

SEND BACK TO AUTHOR

CANCEL EVALUATION

Author work is due 04/13/2017

Author Submitted: 04/11/2017 12:19:10 AM AST

PRINT

SAVE AS PDF

REQUIREMENTS: MULTISYSTEM DISEASES PBL 8, RESEARCH ARTICLE

AUTHOR: Hessa Abdalla Abbas

EVALUATED BY: Eman Farouk Mahmoud Abu-Gharbieh (evaluator's name)

DATE EVALUATED: 04/14/2017 01:52:25 PM (AST)

DRF TEMPLATE: PreClinical E-portfolio Year 3

PROGRAM: 2016-2017 PreClinical E-portfolio Year 3

EVALUATION METHOD: Using Rubric

Detailed Results
(Rubric used: Research Article Pre-Clinical E-portfolio)

DISPLAY

☒ All Comments

☒ Criteria Description

CLEAR EXPLANATION OF KEY ISSUES THE RESEARCH QUESTION

NOT ACCEPTABLE

BELOW STANDARD

FAIR

Shows little

Shows some

Evaluate/Score Work
Area: Multisystem Diseases PBL 8: Research Article
Author: Hessa Abdalla Abbas
Work Submitted: 04/11/2017 12:19:10 AM (AST) ; Author work was due: 04/13/2017

The program creator added the following instructions to help guide your evaluation:

NOTICE: You are editing an evaluation that has been submitted as a final evaluation.

Evaluate work using rubric "Research Article Pre-Clinical E-portfolio"

Print Rubric

Show Criteria Description

Clear explanation of key issues The research question, objectives methodology, results and conclusion.	Not Acceptable	Below Standard	Fair	Good
		Shows little understanding of the research elements and the key issues in the article.	Shows some understanding of the research issues and the key issues in the article.	Shows adequate knowledge of the research issues and the key issues in the article.

SCORE (0-5):

5

N/A

COMMENTS ON THIS CRITERION:

Summary of the research article.

Not Acceptable	Below Standard	Fair	Good
An incomplete			An

THANK YOU