



Professor Della Freeth

Educational Practices for Learning which Supports Patient Safety



Della Freeth is Professor of Professional Education in the Centre for Medical Education, St Bartholomew and The Royal London School of Medicine & Dentistry, Queen Mary University London. She

works alongside a wide range of health professionals to research and develop education relating to patient safety and evidence-based practice.

Professor Freeth has published widely in the field of inter-professional learning and has a long-standing interest in learning through simulated professional practice. She is currently completing a NIHR-MRC methodology project focused on evaluating safety cultures and leading a project for the STeLI (Supporting Technology-enhanced Learning Initiative) of the London Deanery to support accomplished facilitation in clinical simulation centres and enhance transfer of learning between simulations and daily practice.

People wishing to enhance patient safety harness a wide range of educational practices to support professional learning and the embedding of safer practices. This seminar will examine some contrasting examples of patient safety education to

illustrate the mechanisms through which they may work and consider the extent to which they are complementary. Preparation for the demanding role of learning facilitator will be discussed.

Professor Freeth comments: "We learn because something makes us stop and think. Most of this is informal, occurring in the ebb and flow of working and social lives. We don't even notice some of the things we learn. More formal learning occurs when people consciously engage in educational practices directed at a relevant goal. There are many types of educational engagement: reading, listening, observing, discussion and participation in quality improvement cycles or simulations. These activities may occur as part of a formal education programme or the learning professional may 'dip in' to what seems most useful at the time. Both formal and informal learning take place in the presence of competing demands for attention and powerful cultural influences. There is increasing recognition that learning is emotional as well as cognitive."

Date: Wednesday 20 October 2010

Time: 17.30 followed by drinks at 18.45

Place: Room G73, King's College London,
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is required – please reply
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seminar of the King's
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