

Facilitating a Learning Experience and Providing Constructive Feedback

Practice Supervisor Development



Learning Outcome?

- » Learners will demonstrate how to support learning and provide feedback

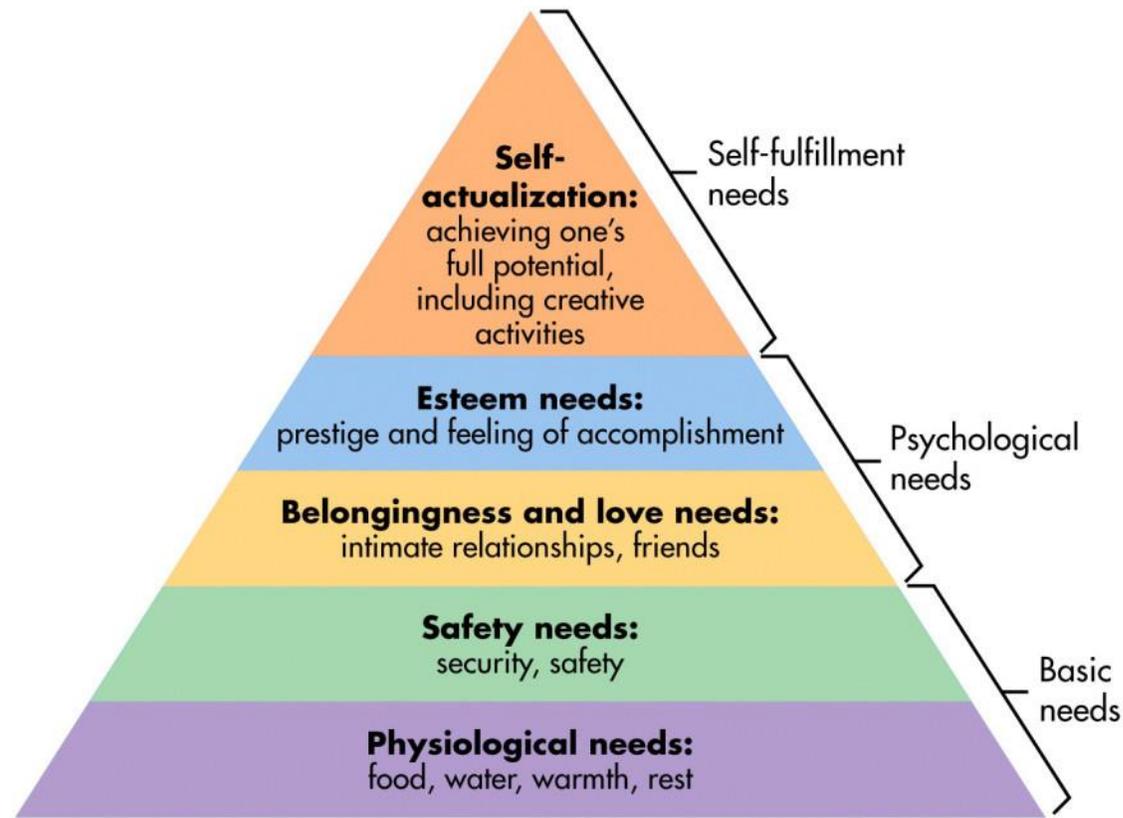
Learning Outcomes

- » Discuss how an inclusive environment can aid learning
- » Create a measurable learning outcome
- » Recognise the importance of feedback and feedforward in enhancing a learning experience.

Planning a learning activity

- » Identify knowledge base
- » Consider where and how
- » Preferred learning style
- » Equal partnership

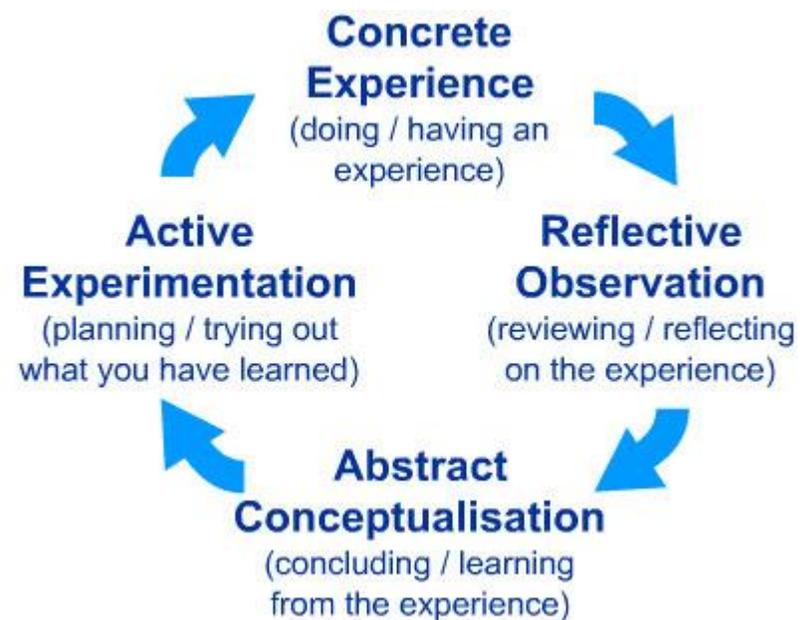
A culture of belonging aids learning



Maslow (1943)
Accessed at [Simply Psychology](#)



The learning journey



Kolb 1984

SWOT and learning agreement

Strength

Weakness

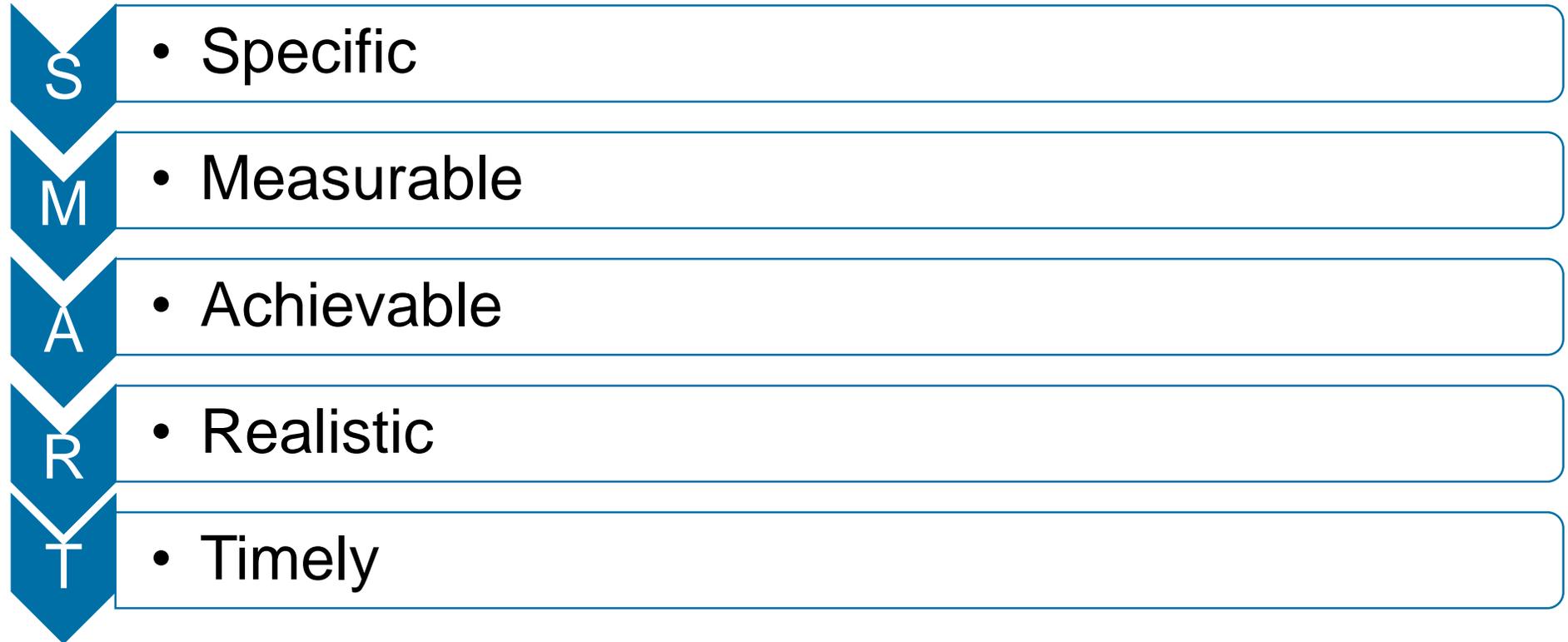
Opportunity

Threat

Agreeing learning outcomes

- » What does your learner want to achieve?
- » Gain their trust
- » Mind map or brain storm ideas
- » SMART

SMART



Learning outcome

- » We have jointly agreed a list of 8 medications commonly used in this environment. During the course of his 8 week placement John will learn the pharmacodynamics, contraindications, side effects and associated nursing care of one medication each week. At the end of each week we will discuss the medication he has selected from the list in order to demonstrate his learning.

Group activity – handwashing

S

- Specific

M

- Measurable

A

- Achievable

R

- Realistic

T

- Timely

Supporting Students with Additional Learning Needs

- » Dyslexia
- » Dyscalculia
- » Dyspraxia
- » Autism
- » Hearing impairment



Expected

Interactive

ENSURE

FEEDBACK IS

Objective

Positive

Balanced

Clear

Formative vs Summative feedback

Formative feedback

- » Ongoing
- » Informal
- » Regular
- » Joint
- » Feedforward
- » Encourage reflective
- » Carried out by Practice Supervisor or Assessor

Summative feedback

- » Usually follows formative
- » Fixed time
- » Rigorous
- » Determines achievement of proficiency
- » Set against a standard
- » Feedforward
- » Carried out by Practice Assessor

Quality of written feedback

Summary of a student's progress and areas for on-going development:

' Nice girl, will make a lovely nurse. Good luck in the next placement'

Components of Feedback and communicating your assessment decisions

Aspects of Feedback	Desired Learner Response
Personal / social comments	Learner to feel valued and aware of development in professional and social norms
Assessment of competency	Learner clear about their development and competency (eg whether they have met or are close to required competency)
Illustration or examples to support assessment decision	Learner clear about what supervisors saw to identify their development and competency
Development Guidance to suggest performance change is needed	Awareness that development is needed
Informative Guidance to suggest how the performance change could be achieved	Awareness of what to do to develop competency (eg repeated practice of procedure)

Model for Feedforward

Identify

it is important that your learner is clear about what you are feeding back on

Illustrate

to show specific aspects that show what you mean in their own practice

Guidance

to ensure that we are not just commenting on the past, include what future experiences or learning should take place

Quality feedback

Identify

Describe, Explain or Illustrate

Future direction / Feedforward and Guidance

The Practice Supervisor tells you:

- » Student does not seem to be the right level for a second year
- » When you press him, he says her knowledge of common drugs and has no idea of their side effects
- » How can this be conveyed to the learner? Identify approaches that would ensure a better learner experience

Quality of written feedback

» Today John and I have undertaken a medications round. During this John was able to demonstrate he can adhere to the principles of 5 rights. There was opportunity for John to share his learning on six of the eight medications identified in his learning objectives. He demonstrated a good understanding of how morphine, paracetamol, Ramipril and Digoxin work and their side effects. However he was unable to explain the pharmacodynamics of prednisolone and insulin. I have recommended a text he may find useful. We have agreed to meet next week to review his learning.

» Signed ... *Matthew Jones*

References

- » Borrott, N; Day, G. E.; Sedgwick, M; Levett-Jones, T (2016) Nursing students' belongingness and workplace satisfaction: Quantitative findings of a mixed methods study. *Nurse Education Today* (45) pp 29-34.
- » Kolb, D (1984) cited McLeod, S (2017) Learning Styles and experiential learning available at www.simplypsychology.org/learning-kolb.html accessed 19th March 2019
- » Maslow, A (1943) cited McLeod , S (2018) Maslow's Hierachy of needs available at www.simplypsychology.org/maslow.html
- » McKenna, L; Gilmour, C; Biro, M. A; McIntyre, M; Bailey, C; Jones, J; Miles, M; Hall, H; McLelland, G (2013) Undergraduate midwifery students' sense of belongingness in clinical practice. *Nurse Education Today* 33(8) pp 880-883.
- » Nyqvist, J.; Brolin, K.; Nilsson, T.; Lindström, V. (2020) The learning environment and supportive supervision promote learning and are based on the relationship between students and supervisors - A qualitative study. *Nurse Education in Practice* (42) pp1.



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