Facilitating a Learning Experience and Providing Constructive Feedback

Practice Supervisor Development
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
What makes a good teacher:

- Explains things clearly
- Gives interesting lessons
- Treats us with respect and as individuals
- Helps us if we make mistakes
- Has a sense of humor
- Knows our name
- Does not take the mickey if we get things wrong
- Shows an interest in us and what we do outside school
- Is prepared to acknowledge what we do outside school
- Is ready to be flexible and acknowledge mistakes if he makes any
- Helps us feel part of the class
- Helps us with our work even outside lesson time
- Is approachable if we have a problem
- Is fair and consistent, treating everyone equally
- Protects our rights and prevents name calling
The learning journey

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

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

- Specific
- Measurable
- Achievable
- Realistic
- Timely
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

- Specific
- Measurable
- Achievable
- Realistic
- Timely
Supporting Students with Additional Learning Needs

» Dyslexia
» Dyscalculia
» Dyspraxia
» Autism
» Hearing impairment
ENSURE FEEDBACK IS

Expected
Interactive

Positive
Objective

Balanced
Clear
## Formative vs Summative feedback

<table>
<thead>
<tr>
<th>Formative feedback</th>
<th>Summative feedback</th>
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<tbody>
<tr>
<td>» Ongoing</td>
<td>» Usually follows formative</td>
</tr>
<tr>
<td>» Informal</td>
<td>» Fixed time</td>
</tr>
<tr>
<td>» Regular</td>
<td>» Rigorous</td>
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<tr>
<td>» Joint</td>
<td>» Determines achievement of proficiency</td>
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<tr>
<td>» Feedforward</td>
<td>» Set against a standard</td>
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<tr>
<td>» Encourage reflective</td>
<td>» Feedforward</td>
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<tr>
<td>» Carried out by Practice Supervisor or Assessor</td>
<td>» Carried out by Practice Assessor</td>
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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

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

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<tr>
<th>Identify</th>
<th>it is important that your learner is clear about what you are feeding back on</th>
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<tbody>
<tr>
<td>Illustrate</td>
<td>to show specific aspects that show what you mean in their own practice</td>
</tr>
<tr>
<td>Guidance</td>
<td>to ensure that we are not just commenting on the past, include what future experiences or learning should take place</td>
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Quality feedback

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
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


» 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.
