

## Activity booklet for the University of Surrey

### Practice Supervisor Development study day



This booklet accompanies the online University of Surrey practice supervisor development day. It provides links to online sources and the opportunity to work through some activities to support your learning. You will find a mixture of audio, films and written scenarios to consolidate the topics covered in the PowerPoints. The PowerPoint slides have been audio recorded to aid your learning. Please look at the PowerPoints and then complete the relevant section in this booklet.

#### **Link to the Standards for Student Supervision and Assessment (NMC, 2018)**

<https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/>

#### **Link to the Standards for Future Nurse Proficiencies (NMC, 2018)**

<https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/>

#### **Link to the standards for midwifery proficiencies (NMC, 2019)**

<https://www.nmc.org.uk/standards/standards-for-midwives/standards-of-proficiency-for-midwives/>

**Emergency Education Standards for Nursing and Midwifery (NMC, 2020) please note these will be removed once the crisis is over**

<https://www.nmc.org.uk/globalassets/sitedocuments/education-standards/emergency-standards-for-nursing-and-midwifery-education.pdf>

#### **HCPC**

<https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/>

**The link below will take you to a pod cast recorded at University of Surrey by the RCN Nursing Standard**

<https://rcni.com/nursing-standard/newsroom/podcast/nursing-standard-podcast-practical-guide-to-nmc-education-standards-157461>

If the link does not work, please copy and paste onto your web browser.

## Coaching Presentation

The following activities relate to the coaching presentation

### **Royal College of Nursing (RCN) Coaching Film**

This link will take you to a short film relating to coaching;

[https://www.youtube.com/watch?v=q7ZFHuHxJLY&feature=emb\\_rel\\_end](https://www.youtube.com/watch?v=q7ZFHuHxJLY&feature=emb_rel_end)

If the link does not work, please copy and paste onto your web browser.

**The link below demonstrates coaching rather well in an easy to watch cartoon**

<https://www.youtube.com/watch?v=Esh75mbmucY>

## Useful trigger questions for coaching in practice using the GROW model

Identify a topic to focus upon e.g. patient assessment, communicating with senior colleagues, doing a referral etc.

### **Goal setting - what's the issue? Getting to the heart of the matter.**

What would you like to get out of this session?

We have half an hour for....

Where would you like to have got to by then?

What would be the most useful/helpful thing for you to take away from this session/time?

### **Reality – what's happening now?**

How did you/do you feel about....?

What is the predominant feeling when....?

'What action have you taken on this so far? Followed by 'What were the effects of that action?' or, if the answer is nothing! 'What are the factors that prevented you from taking action?'

### **Options – remember these are learner led! Giving them choice empowers the learner.**

Some very common responses are:

I don't know

It can't be done

It can't be done like that

They would never agree to that

It's bound to take too much time

To unlock negativity the following 'what if...' questions may work

Who can help you to achieve this? (the learner may have identified key people previously)

What if you knew the answer? What would it be?

What if the obstacle didn't exist? What would you do then?

The key is to identify the limiting belief; the solutions and choices are then much easier to find.

### **Will – or Way forward... Aim for SMART steps Specific Measureable Achievable Realistic**

#### **Time bound**

What are you going to do?

When are you going to do it?

Will this action meet your goal?

What obstacles might you meet along the way?

Who needs to know?

What support do you need from me? Other people?

How and when are you going to get that support?

What other considerations do you have?

On a scale of 1-10 how confident are you that will carry out the actions agreed?

What prevents it from being a 10?

What would make it a 10 for you?



## What do you value?

- What kind of practice supervisor do you want to be?
- Take 5 minutes to draw a self portrait
- Annotate your picture with your personal and professional attributes and values that you want to use in your new PS role



### Facilitating a learning experience and providing constructive feedback

During the presentation you were given a short period of time to write a learning outcome. In case you did not have enough time here is another opportunity to have a go. Remember it is easy to write a woolly, vague learning outcome but very difficult to provide constructive feedback against it. Furthermore, a structured learning outcome allows the student to fully understand what the expectations are to identify areas they are finding difficult. This allows the student to be an active participant of their learning experience and makes it easier for the practice supervisors and assessors to support the student's development.

I would also like to give you a little hint when using the acronym SMART. Many people try to write the learning outcome in the order of SMART, however, you don't have to do this. All you need to ensure is that all the elements are included. Therefore, I would write the learning outcome and then match it against SMART to ensure you have included all the aspects.

S	Specific	Clearly identifiable objective
M	Measurable	What is the success criteria? If the goals are not achievable how will you and the student know when and if they are achieved.
A	Achievable	Do you have the necessary resources available? For example, if the student needs to master a skill do not agree to them arranging visits off the ward.
R	Realistic	Are the objectives achievable within the time frame and resources
T	Time frame	Agree deadline for review.

**Activity** - You are the practice supervisor for a first year student in their first placement. Please write a learning outcome to help the student achieve a safe handwashing technique and demonstrate an understanding of the five moments of handwashing.

**Consider to scenarios below - using the knowledge you have gained from all three PowerPoints consider how you would manage the situations. All these scenarios can be adapted to all placements as teaching and learning is transferrable. Think outside the box and adapt the situation to your field / profession.**

### **Scenario 1**

- You are a community midwife caring for Mrs Jones, a 34 year old primigravid lady who is now 32 weeks gestation. Mrs Jones has recently been diagnosed with gestational diabetes. She is struggling to come to terms with her diagnosis and the associated dietary advice.
- You find Mrs Jones in tears in the waiting room. Mrs Jones tells you that Beth, a student in her first week at your practice, has just dipped her urine which is positive for sugar and has told her she has a responsibility to eat more healthily.
- You are Beth's main practice supervisor and will be working with her regularly for the next 6 weeks aiding achievement of her identified learning outcomes. She has told you at your initial meeting that she believes in a healthy lifestyle and that everyone has 'a responsibility to look after themselves'. Using coaching and feedback skills how would you deal with this situation.
- Please consider how you would feed back to the student and practice assessor ?

### **Scenario 2**

- Femi is a year 1 student who has been in your environment for eight weeks. He is eager to learn, interacts with patients and staff well and has completed all his learning outcomes. These included understanding the commonly used medications and A- E assessment. He has passed all the proficiencies identified to be achieved in this placement.
- During his last week Femi asks you for advice on how he can move forward.
- Using the skills you have discussed today what advice would you provide to ensure his level of future learning remains optimised. You may also wish to consider which strategies you could adopt to avoid Femi from compartmentalising his learning to date. Consider the feedback you will provided to both the student and the practice assessor.

### **Scenario 3**

- You are the practice supervisor for Lucy, a third year student. During her placement with you she has demonstrated a good level of knowledge. However she is reluctant to take the lead in planning care for patients who display challenging behaviour. She claims she is worried about making a mistake and resulting in patients feeling more anxious however you feel she has the appropriate level of knowledge and skill to take the lead.
- How can you help Lucy to plan optimal care for this patient? Consider the feedback you will provided to both the student and the practice assessor.

### **Scenario 4**

- » You are walking down the corridor. Ahead of you are two students one of which, Simon, is currently on placement with you. You become aware that Simon is discussing, in detail, a recent safeguarding case with his friend. Patient confidentiality has been breached.
- » Using the knowledge you have gained today, how would you manage this situation ? Consider the feedback you will provided to both the student and the practice assessor.
- » Consider who you may like to involve

## Guidance for answers on the Practice Supervisor activity book

### Facilitating a learning experience and providing constructive feedback

An activity was set to write a SMART learning outcome for a first year student around handwashing. It may help you to compose if you give the student a name. Below is an example of what your learning outcome may look like

Mary has been introduced to handwashing at University. She has agreed to revise the appropriate handwashing technique from resources such as clinical skills.net and the Trust policy. Over the next week Mary will put this theory into practice and demonstrate appropriate hand washing and recognition of the 5 moments of handwashing while caring for patients. Mary can seek help and reassurance at any point from the whole team. We have agreed that a realistic period for Mary to demonstrate safe practice is one week.

Specific - the task -handwashing and the 5 moments of handwashing

Measurable - tools such as the Trust policy, clinical skills.net and the 5 moments of handwashing

Achievable - Handwashing is undertaken by all staff. Mary has had some education around this subject at University and undertaken the skill in the simulation suite at the University. There are handwashing facilities available in the practice area

Realistic – It is a realistic expectation that a first year can undertake handwashing. The time scale is realistic as she has already covered this at University

Time – An end point is set, which in this case one week, which allows for assessment of achievement to take place.

### Scenarios

Have a go at completing the tasks associated with the scenarios before referring to below. Please be advised there are no correct answers, your responses may not look exactly like mine. It is difficult to write feedback don't be afraid to look at other practice supervisors and assessors for inspiration.

#### **Scenario 1**

- You are a community midwife caring for Mrs Jones, a 34 year old primigravid lady who is now 32 weeks gestation. Mrs Jones has recently been diagnosed with gestational diabetes. She is struggling to come to terms with her diagnosis and the associated dietary advice.
- You find Mrs Jones in tears in the waiting room. Mrs Jones tells you that Beth, a student in her first week at your practice, has just dipped her urine which is positive for sugar and has told her she has a responsibility to eat more healthily.
- You are Beth's main practice supervisor and will be working with her regularly for the next 6 weeks aiding achievement of her identified learning outcomes. She has told you at your initial

- meeting that she believes in a healthy lifestyle and that everyone has 'a responsibility to look after themselves'. Using coaching and feedback skills how would you deal with this situation.
- Please consider how you would feed back to the student and practice assessor ?

Firstly you would need to ensure the patient is safe. Be aware that she may not want Beth to care for her again today. She has the right to refuse treatment and so it may be beneficial for all party's to find Beth a 'job' to undertake until Mrs Jones leaves the clinic. You will need to reassure Mrs Jones that you will discuss the situation with Beth and that you will approach it as an aspect of learning.

When exploring the incident with Beth you will need to consider where the conversation will take place e.g. an office and ensure you will not be disturbed. Prepare for the meeting. Write some rough guidance notes if that helps you select the correct language. You could use the GROW model

Goal setting- Was there any aspect of today's clinic you would like to reflect on?

Reality - How did you feel about the appointment with Mrs Jones? You would then need to gently explore this together.

Options – Beth's response could be 'I don't why she would want to put herself and her baby at risk', or 'I'm not good with words'. 'I don't understand enough about diabetes in pregnancy'

Unlock the negativity to make a plan - a piece of literature to read, the diabetes specialist midwife / nurse. Discuss how coaching skills could help develop Beth's communication skills

Will – What are you going to do? What support do you need from me?

Your feedback in Beth's portfolio may look something like this?

Today Beth took an active role within antenatal clinic. She was able to take the lead in recording the women's blood pressure and testing urine samples during which Beth demonstrated she is able to identify the normal values of both observations. During one appointment a woman presented with lifestyle choices which challenged Beth's personal values. During a reflective discussion following this situation, Beth admitted that she felt unprepared to have such a difficult discussion and could have approached the conversation with more tact. We have discussed how women have the right to make autonomous decisions, once presented with clear facts, and that these may not be in line with our own values. Moving forward I have recommended a piece of literature around sensitive conversations which Beth may find helpful and we have arranged a visit with the diabetic specialist midwife to further her learning.

## **Scenario 2**

- Femi is a year 1 student who has been in your environment for eight weeks. He is eager to learn, interacts with patients and staff well and has completed all his learning outcomes. These included understanding the commonly used medications and A- E assessment. He has passed all the proficiencies identified to be achieved in this placement.
- During his last week Femi asks you for advice on how he can move forward.
- Using the skills you have discussed today what advice would you provide to ensure his level of future learning remains optimised. You may also wish to consider which strategies you could adopt to avoid Femi from compartmentalising his learning to date. Consider the feedback you will provide to both the student and the practice assessor.



- Consider using the GROW model to explore with Femi how he can adapt the knowledge he has gained to date in order to develop further.
- Where will you have this conversation - in the corridor or in a quiet room ( not always possible) this is a conversation that could possibly take place with others around as it is positive, especially if the student asks you in a public place.
- You may wish to acknowledge the active role he plays in his own learning
- You could explore any areas that Femi feels he may need or want to develop- in this scenario as you are unable to physically talk to Femi it will be difficult to state what he feels he needs to learn so you may want to say something like ... Femi has identified his next placement and we have discussed possible ways in which he can adapt and develop his current level of knowledge in that environment.

### **Scenario 3**

- You are the practice supervisor for Lucy, a third year student. During her placement with you she has demonstrated a good level of knowledge. However she is reluctant to take the lead in planning care for patients who display challenging behaviour. She claims she is worried about making a mistake and resulting in patients feeling more anxious however you feel she has the appropriate level of knowledge and skill to take the lead.
- How can you help Lucy to plan optimal care for this patient? Consider the feedback you will provide to both the student and the practice assessor..
  
- Again the GROW model is ideal here to explore Lucy's perceived barriers and to agree a plan to move forward.
- Acknowledge what Lucy does well in order to encourage her self-confidence.
- Lucy may find it useful for you to be her sounding board so she can consider different approaches to planning her patients care.

### **Scenario 4**

- » You are walking down the corridor. Ahead of you are two students one of which, Simon, is currently on placement with you. You become aware that Simon is discussing, in detail, a recent safeguarding case with his friend. Patient confidentiality has been breached.
- » Using the knowledge you have gained today, how would you manage this situation ? Consider the feedback you will provide to both the student and the practice assessor.
- » Consider who you may like to involve
  
- As with Beth, in scenario 1, the GROW model could be utilised to explore Simon's breach of confidentiality
- It is important to discover if he is aware that he has breached confidentiality and the possible effect
- The conversation needs to be handled in a sensitive manner in order to ensure that he learns rather than becomes defensive.
- You also need to be conscious that Simon will continue to be a member of your team until the end of this placement and the continuation of a learning relationship is important. However he will need to be given the opportunity to discuss and reflect upon the situation. He must be aware not to share on social media.

- Did he instigate the breach of confidentiality or was the other student already aware and had started the conversation?
- The manager of the team where the other student is on placement will need to be informed. Who is best placed to do that? You , the practice assessor or perhaps your manager
- Finally, this is a serious situation would you consider raising it with the University's Academic Assessor?