Practice Assessor
Development
Part 3
Feedback,
The struggling student,
Accountability,
The PA Portfolio

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# Learning outcomes

» Consider the role of feedback in relation to the PA role

» Discuss the struggling student and consider ways to support

» Appreciate how an action plan could aid a struggling student

» Identify the University Practice Liaison Teacher

» Consider the accountability of the PA

Feedback

PA Development

# 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

# Practice supervisor feedback

» Mark demonstrates a kind and compassionate manner when communicating with patients and relatives. He has undertaken a number of medication rounds and always follows the five rights of drug administration.  Mark  is able to confidently explain the pharmacodynamics and side effects of 4 of the 5 medications identified in his learning outcomes. Mark admits he finds insulin difficult to understand and we have therefore agreed that he should spend a day with the diabetes specialist nurse to help his learning in this area. This has been arranged for next Tuesday.

»  Signed … *Molly Strongfield 24 April 2019*

# Completing the Portfolio

## PS

» Orientation

» Midpoint review ( formative) but must be agreed by PA

» Timesheets

» Essential skills clusters

» Spoke placements/ visits

» Service user experience/ reflections

» NEW – Evidence logs

» Field related experiences

## PA

» Orientation

» Initial review

» Mid point interview

» Final review

» Development plans

» Clinical grading tool

» Essential skills clusters

» Timesheets

» Spoke placements/ visits

» Service user experience/ reflections

» NEW – Evidence logs

» Action plans

» Snap shot

» Field related experiences

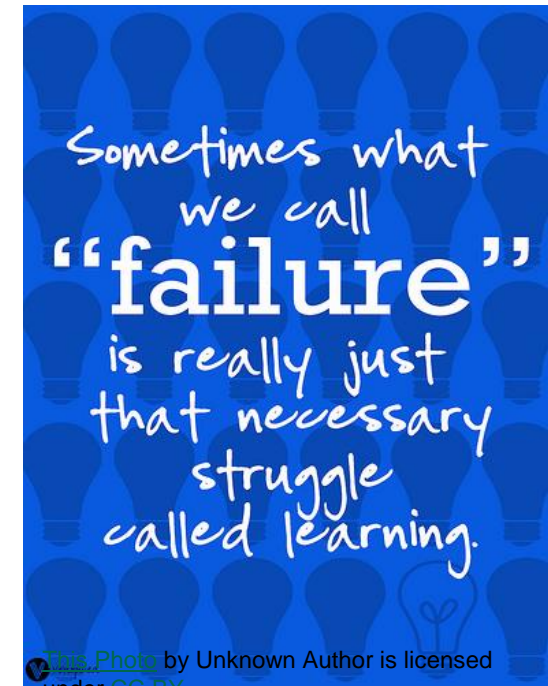»**Supporting the Struggling Student**

This Photo by Unknown Author is licensed under CC BY-NC

# Supporting the Signs to look out for

» Withdrawal

»  Non engagement

» Poor sleeping pattern

» Avoidance

» Time keeping

» Mood swings / attitude



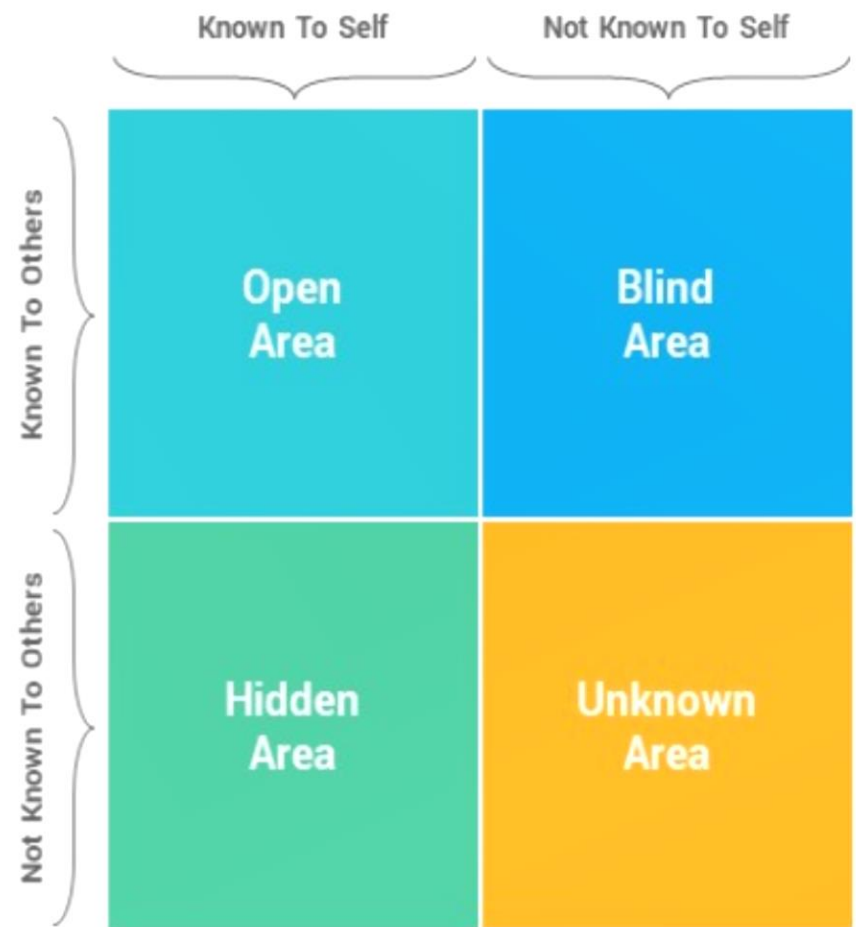Sometimes what we call "failure" is really just that necessary struggle called learning.

# Supporting a struggling student

» Meet in a quiet space

» Allow student to talk

» Use open questions and active listening

» Check your understanding

» Coaching technique

» Help student to identify blind spots (emotional intelligence)

» Make a plan

» Document

» Academic Assessor

# JoHari Window Model Template

JoHari Window Model Template



**Known To Self**     **Not Known To Self**

**Known To Others**
**Not Known To Others**

| Open Area | Blind Area |
| Hidden Area | Unknown Area |

**Open Area:** Represents things you know about yourself and which the group know about you.

**Blind Area:** Represents those things that others know about you of which you are unaware.

**Hidden Area:** Represents things that you know about yourself but that the group doesn't know about you.

**Unknown Area:** Represents things that are unknown by both you and the group

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# Contacting the Practice Liaison Teacher (PLT)
# Soon to be rebranded as Academic Assessor

» **Adult Nursing** - PLTLocality (number)@surrey.ac.uk   e.g.   PLTLocality1@surrey.ac.uk

» **Child Nursing** - email PLT directly

» **Mental Health Nursing** - email PLT directly

» **Midwifery**- email PLT directly

» **Paramedics** –   paramedics@surrey.ac.uk

# The Action plan

» Aim- to develop a gap in learning

» SMART objectives

» Set review date

» Agree format of future meetings

# Action plan 1

» Andy needs to attend placement on time

# Action plan 2

» We have agreed Andy, you will arrive on placement at least 5 minutes before the shift begins. If you are delayed for any reason or unwell you will call the placement and ask to speak to ……... We will review this plan in two weeks

» Signed … *Andy Smith 24 April 2019*

» Signed … *Molly Strongfield 24 April 2019*

» Signed …. Academic Assessor 24 April 2019

» Andy could speak to the person in charge of the shift / the community HCP via work mobile/ student co-ordinator

# Explore your Accountability

Consider:

» The role of ensuring competency for admission to register

» Failing to fail
Impact on Student
Impact on profession and patients
Impact on relationship with Practice Supervisors

» Potential Barriers
Not getting sufficient info from PS
Not working with student
Taking holiday
Inadequate Learning Outcomes
Bias

Practice Supervisor

Practice Assessor

Academic Assessor
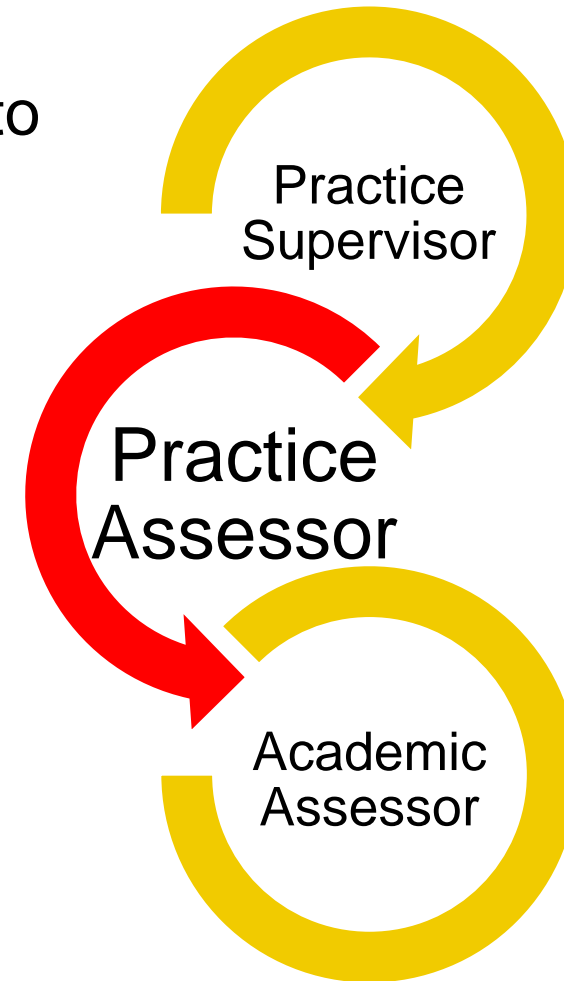
# Demonstrating Competence as a PA - Your Portfolio

» Once the PS has been successfully achieved, you are eligible to attend the Practice Assessor programme although you will be advised by your organisation/trust as to when that will be

» Analyse the statements in sections 6 - 8  and consider how you meet all areas identified

» Give accounts within the four areas outlined on Page No. 13,14,&15.

» Complete the document by having a professional discussion with your verifier followed by a final signing off to confirm achievement of this role

» Your details will be placed on your organisations/trusts database as having achieved Practice Assessor competency

# References

» Duffy, k (2003*) Failing Students: A qualitative study of factors that influence the decisions regarding assessment of students  competence in practice. Glasgow: Caledonian Nursing and Midwifery Research Centre.*

» https://willowtreeapps.com/ideas/imposter-syndrome available at https://www.google.com/search?q=imposter+syndrome&rlz=1C1GGRV_enGB751GB751&tbm=isch&source=iu&ictx=1&fir=bo4u_tkZAKCYyM%253A%252C2LtAWxbCwzdMFM%252C_&vet=1&usg=AI4_-kQcRnZYZpteF9Fx-IKrPYp1CAfqsA&sa=X&ved=2ahUKEwjO4oGsiPvkAhURV8AKHXyzDvEQ9QEwAHoECAMQAw#imgrc=Zce0HHJRECuyoM:&vet=1/ accessed 01/10/2019

» Lidster, J &Wakefield, S (2019) *Student practice supervision &assessment. A guide for NMC nurses and midwives.* SAGE Publications London.

» NMC (2018) Standards for student Supervision and Assessment available at https://www.nmc.org.uk/standards-for-education-and-training/standards-for-student-supervision-and-assessment/  accessed on 05/04/2020

» https://www.slidesalad.com/product/johari-window-model-powerpoint-template/ accessed 12/05/2020