Maximising practice learning

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Aims

- Think about the process of mentorship and some pitfalls
- Consider the importance of making space/time
- Provide a framework to support the process of mentorship
- Consider skills
- Develop a more reflective stance towards mentoring
Role of the mentor

Conscious Competence Learning Matrix

Conscious Incompetence  Conscious Competence

Unconscious Incompetence  Unconscious Competence
WHO ARE YOU?

I'm a LOVER

MARMITE
YEAST EXTRACT

I'm a HATER
What makes a marmite mentor?

- Stretching and challenging students
- Asking challenging questions to promote learning (50% of their learning is in practice i.e. from you and your teams)
- Supporting people while stretching and challenging
- Don’t be afraid to teach skills as well as assessing them
Why is this mythological dude important to mentorship?
Implicit bias

Views and opinions that we may not be aware of; evaluations that are automatically triggered when we encounter different people or situations, commonly function without a person’s full awareness or control (Greenwald and Banaji, 1995).

Understanding what causes it, how it impacts decision making and what can be done to moderate it is important.

- Intrinsic difficulty in assessing competence in nursing
- Just because a person is capable of demonstrating a skill in an assessment, this does not readily translate into the ability or inclination to use these skills appropriately in practice
“I had a gut feeling about”
‘How did you feel about that?’

- Emotions are information.
- Feelings are inevitable (unless you are not human!)
- Reflecting on why you are having these feelings is vital (positive and negative)
- Enabling you to describe and articulate these issues to the student and promoting good feedback and learning
Skills vs fitting in OR Skills vs attitude

- Using documentation to create and frame conversations
- Importance of clearly identifying goals and expectations early
- Difficulty in articulating concerns or why you think the person is good, reflecting on these is a powerful tool
Modelling skills and role modelling

- Ask student to describe what you are doing and why you are doing it.
- Allows you to get some feedback and check underpinning understanding.
- Check in on approach as well as process.
- What did you observe, why did I do it that way, what would can you take from this, can you now demonstrate.....
Assessment vs teaching and learning

How far do you see yourself as an assessor and how far as an educator?

Assessment of learning

Using assessment for learning

Assessment methods used in an educational project have more impact on the participant’s learning than teaching (Miller & Parlett 1974, Brown & Glasner 1999). Tiwai et al (2005)
How do you assess effectively?

- What techniques do you use?
- Observation is more than watching
Importance of process

- Meet early, make the student feel welcome
- Concentrate on engagement
- Use the paperwork to frame conversations
- Complete the initial meeting (development plan) early, complete the mid point review and summative assessment
- If in doubt seek help and contact the uni early we are here to help
- Major reasons for difficulty in failing is not following proper process
Normal psychological processes that can inhibit the therapeutic relationship

– normal fears about consequences of disclosure

– normal sensitivities about autonomy and confidentiality

– trust in professionals is not automatic!!!
Mentorship Functions

What functions does mentorship provide?
How close are these to clinical supervision?
NMC on Professional Supervision

Five main functions of supervision

- Help clinicians to identify problems and their potential solutions
- Increase understanding of professional issues
- Improve standards of patient care
- Develop skills and knowledge
- Enhance the individual’s understanding of their own practice
Engagement, what gets in the way

- Attitude especially loss of belief in a person’s ability to succeed
- Failure in empathy
- Student’s poor experience of previous supervision
- Lack of clear agreement/understanding of the purpose and role of mentor
- Student feeling out of control
- Student anxiety
- Not prioritising- structural constraints

(adapted from Chadwick 1996)
Supervision Skills

- What skills do we need?

- How are these skills different from a 1x1 with a client?

- Relationship

- Our general skills are extremely important
General Skills

- These are vital!!

- No seriously- they really are....
Interview skills

The ‘good’ interviewer displays:
- interest & attention
- empathy
- warmth
- active listening skills
- thoughtfulness
- reflectiveness
- an inability to be shocked
- Clarifying and summarising
- Conveying positive regard
- a non-judgmental stance (but not collusion)
- open, non-confrontative (Socratic) questioning

Role-play examples
Encouraging reflection

What is ‘reflection’

“Reflection is a window through which the practitioner can view and focus self within the context of her own lived experience in ways that enable her to confront, understand and work towards resolving the contradictions within her practice between what is desirable and actual practice. Through the conflict of contradiction, the commitment to realise desirable work and understanding why things are as they are, the practitioner is empowered to take more appropriate action in future situations” (Johns 2000:34).
Socratic questioning

The importance of knowing the right question

The only thing I truly know...

Is that I know nothing

- Socrates
“Genuine’ curiosity” and interest in the student

Good Socratic questions:

one which your student knows the answer to

and

the answer reveals new perspectives
Socratic questioning 2

Assessment questions:

- What did you do when that happened?
- What did it mean to you when you thought/did that?
- When was the first time that this thought occurred to you?
- Did you have any other thoughts or feelings about this?
Socratic Method

- Concrete questions: structured, information-gathering questions
- Can you tell me what you know about....
- Empathic listening
- Careful attention both to what and how something, is being said.
- Summarising
- Synthesising or analysing questions
- "Although there are many circumstances in which you might do this what approach are you most likely to use...."
Reflective Questions

- What was/is the situation?
- How did/do you approach the situation?
- Why did/do you approach it in that way?
- Was/is it effective?
- Why was/is it effective/ineffective?
- Does this need to be different?
- How could it be approached differently?
BUT, how did Socrates die?
They need to be asked effectively and carefully

The **trial and execution of Socrates** took place in 399 BC. Socrates' death was the result of his asking philosophical questions.

Socrates was ultimately sentenced to death by drinking a hemlock based liquid.
Rolfe et al 2001 Framework for reflective practice

Particularly useful for difficult conversations

What
So what
Now what
What?

- Identify the issue
  - “What is the most important thing you and I should be talking about today?”

- Clarify the issue
  - “What’s going on?”, “How long has it been going on?”, “Am I understanding you correctly?”
So What?

- Determine the impact
- “How is this affecting you, others, the team? How do you feel about this?”

- Determine future implications
- “If nothing changes what are the implications- how do you feel about this?”
So what?

- Examine personal contribution to the issue
- “How have you contributed to this-Good/bad”
- What have I noticed about my behaviour in practice from this?
Now what?

- Describe the ideal outcome
- “When this is resolved what difference will it make—how will you feel?”
- Action
- “What steps can you take to move towards this goal, what help do you need, how can I check in with you?”
Take a broad view before final assessment paperwork
Evidence

- Hanson, Rosenberg and Lane 2013
- Educators tend to agree on broad global ratings of performance
- On more defined scale agreement between raters scores for more defined areas of performance tend to be much lower
- This can lead to grade inflation so beware and consider your views overall as well as completing paperwork
Responsibility for learning

- “I have failed my assignment”
- “My placement failed me”
Things to remember

- Create a sound structure for meeting up
- Prioritise meetings
- Concentrate on the relationship
- Concentrate on the process
- Use your general skills (active listening, reflection, encourage staff reflection through open questions)
- Use your agenda/paperwork but don’t be too rigid
- Create action plans where appropriate
Any comments or questions