

Providing feedback

mentor up-date

Session aims

- To consider the best ways to give feedback
- To consider how feedback can contribute to learner development.

Why look at feedback?

- Fitzgerald et al (2010) have identified issues of inconsistency and a lack of ability in giving accurate feedback on professional values and behaviours. This is in contrast to the feedback on clinical skills - in which the mentors appeared to be in agreement, with the written comments being supported by congruent feedback
- “... *students complain that it can be difficult to get their mentor to give them constructive criticism*” (Gray and Smith 2000).

- Clynes (2008) has identified that mentors often describe challenges in terms of providing negative feedback, both oral and written and maintaining student relationships.
- A number of factors such as insufficient student contact time, busy wards and inadequate preparation for the role were viewed as inhibiting the feedback process. (Clynes, M. Ratfery, S 2008)

Questions for Discussion

- What is feedback?
- What is the role of feedback in teaching and evaluation in practice experiences?
- Why do we avoid giving feedback?
- What characterizes effective feedback?
- What problems do we commonly encounter?

Giving feedback

Activity

- In groups brainstorm and list ideas to address the following:
 - ❖ Why we should give feedback to learners
 - ❖ How not to give feedback
 - ❖ How to give feedback

Feedback

- Communication to another person which gives information about how he/she affects and is perceived by others.
- A way of helping another person consider changing his/her behaviour.
- Enhancing the learning process

Feedback should be given in a way that the receiver can hear it, understand it, and choose to use or not use it.

Approaches to Feedback

- Time
- Privacy
- Balance (not too much/too little)
- Use time as learning situation
- “Praise sandwich” (Hinchliff 1999)
- Evidence from practice
- Don’t generalise (e.g. “you were brilliant”)
- Don’t compare to other students
- Be clear
- Offer solutions

Important considerations

From IPLU website

- Make it clear that the aim is to be helpful and constructive
- Direct feedback to behaviours that can be changed
- Focus on the subject or behaviour – not the person
- Be descriptive of what you observed – not evaluative
- Encourage students to be self-reflective

considerations cont....

- Explain the impact and consequences of their actions/behaviour
- Take into account the receivers' needs as well as your own.
- Be genuine and definitely not sarcastic or rude
- Remember that what you see and hear is confidential

Peanuts

By Charles M. Schulz



Non-violent Communication (NVC)

Marshall Rosenberg

- Observations
- Feelings
- Needs
- Requests

NVC example

- *‘I have **noticed** that you are reluctant to undertake any of the activities that I have set up for you. I **feel** frustrated that you are not getting the most from this placement. I **need** you to become more involved with your own development therefore I **request** that you work more closely with the ward team to ensure that all your competencies are completed by week 7 of your placement.’*

What is a learning contract?

A learning contract is a short agreement in writing between a learner and facilitator. It outlines what is expected to be learned in a specific period and the method of assessing that learning. Although it is a fairly formal, written agreement it need not be complex.

It should

outline:

- What the learner will learn
- How the learning will be accomplished
- How the learning will be assessed

- Through learning contracts, learners are encouraged to take more responsibility for their own learning.
- They are encouraged to be involved in creating and implementing this learning and to evaluate their own progress

Care home extract

How would you action plan Izzi's learning for the rest of her practice experience

Learning need	Action plan
Students signature	Date
Mentors signature	Date
Proposed date for review	

Theories may help with giving effective feedback

- Johari Window – improving self awareness
- Conscious Competence Model (Howell 1982)
- Reflection on or in practice (Schon,1987)

See businessballs website for more detail.

<http://www.businessballs.com/>

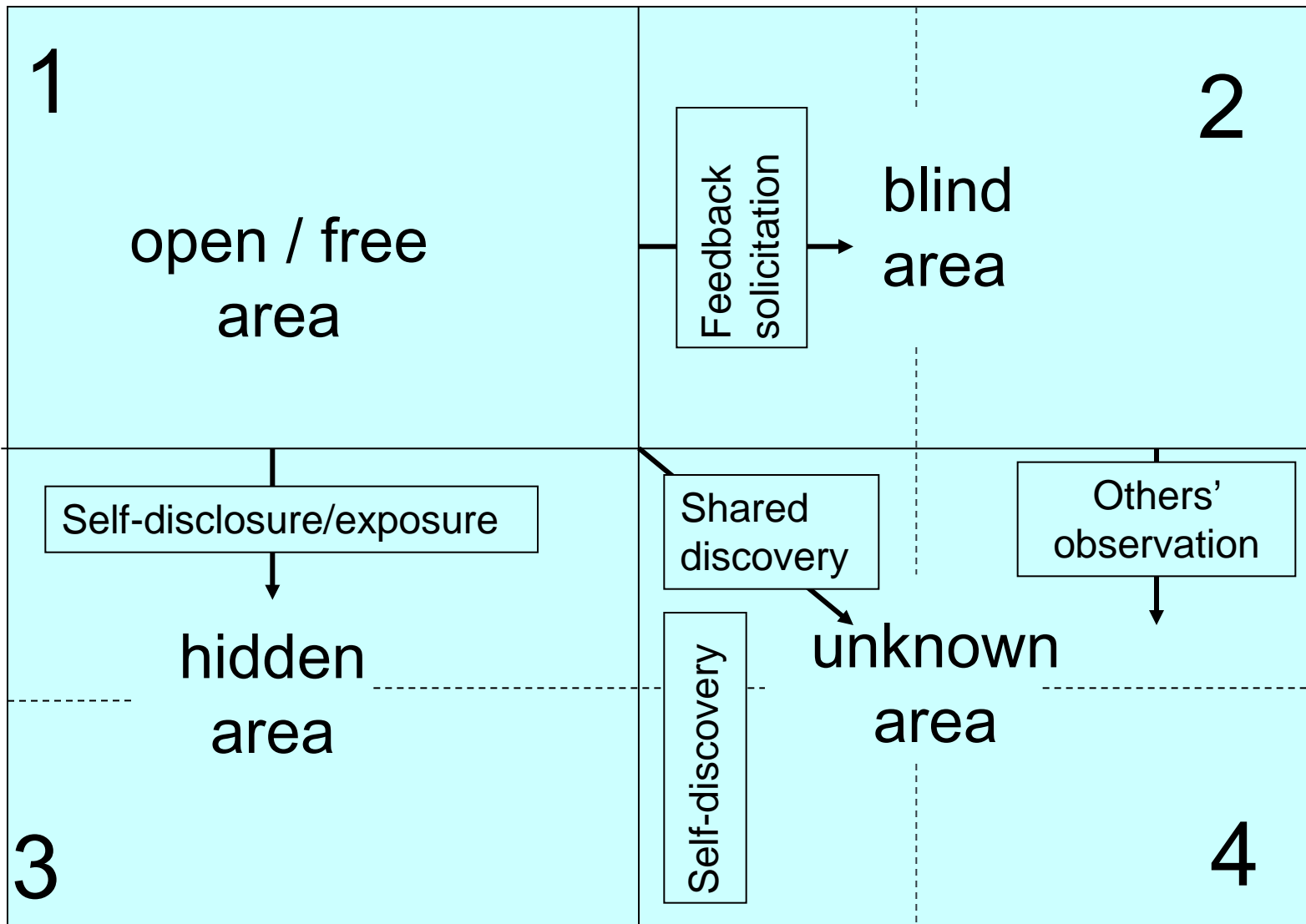
Important contact information

- Assessment in Practice settings website - <http://www.southampton.ac.uk/alps/>
- Learning in Practice Team

Known by self

ask

Unknown by self

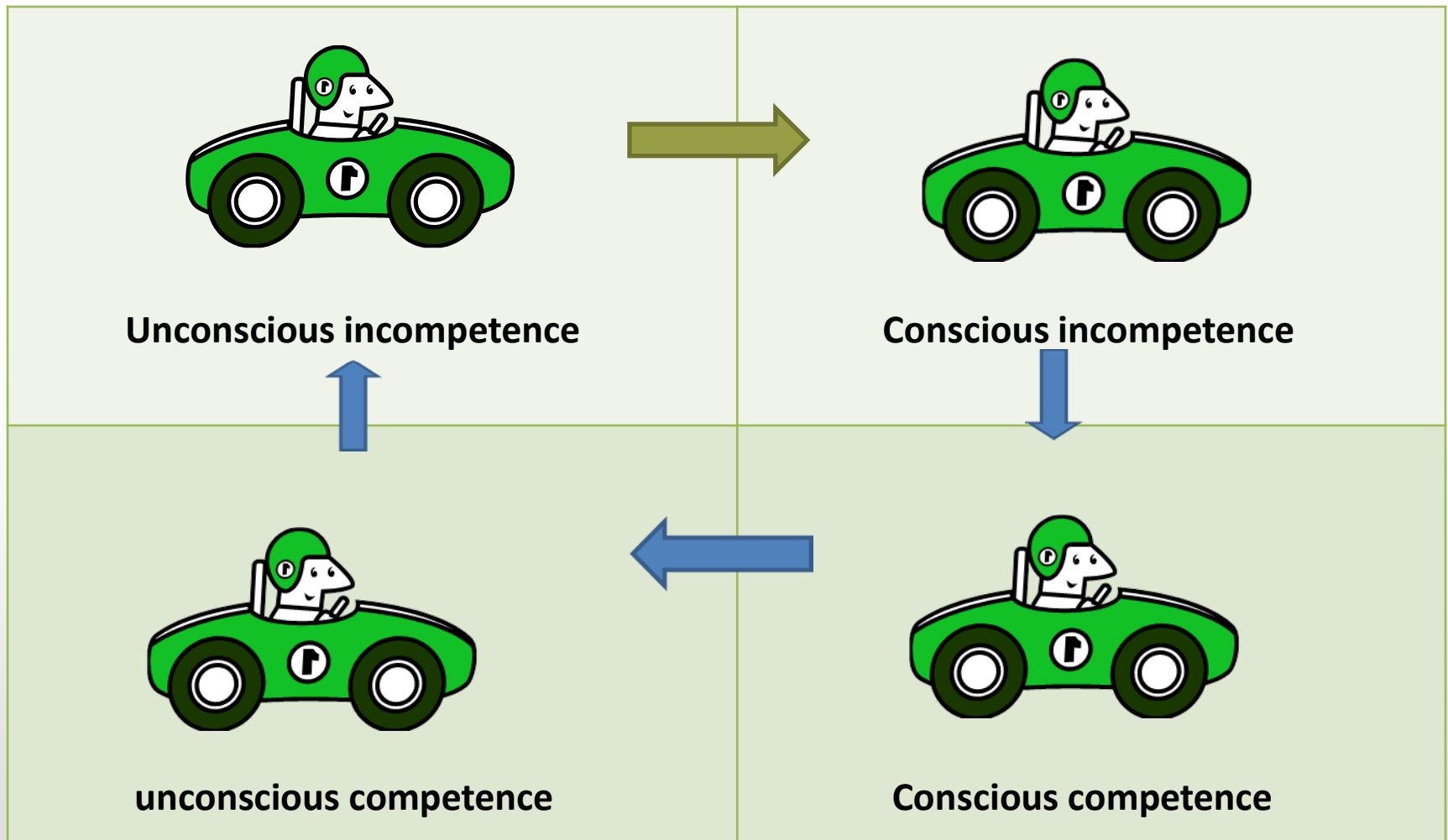


Known by self

tell

Unknown by self

Conscious Competence Model (Howell 1982)



Current concerns raised by students in evaluation

1. Supernumerary status being respected
2. Getting breaks on 12 hours shifts
3. Staff attitude
4. Parity of experiences when several students on placement

Important contact information

Trust support

University support

References

- Clynes M (2008) Providing feedback on clinical performance to student nurses in children's nursing: challenges facing preceptors *Journal of Children's and Young People's Nursing*, 2 (1) pp 29 – 35
- Clynes, M. Ratfery, S (2008) Feedback an essential element of student learning in clinical practice. *Nurse Education in Practice* 8 (6): 405-11
- Fitzgerald M, Gibson F, Gunn K (2010) Contemporary issues relating to assessment of pre-registration nursing students in practice. *Nurse Education in Practice*. 10(3):158-63
- Grey, M. Smith, L. (2000) The qualities of an effective mentor from the student nurses perspective: findings of a longitudinal qualitative study. *Journal of Advanced Nursing* 32 (6): 1542-1549