Interactive education to stimulate clinical mentor discussion and learning, to support student success.

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Aims

Provide an overview of interactive learning for clinical mentors

Share our experiences as this process has been developed

Provide an opportunity for you to give constructive feedback
Clinical supervision and mentoring: Importance for student success

Support to engage student in placement learning and link theory to practice

Develop competencies to enable safe, effective & reflective practice

Monitor progress & provide link between student and university

‘Developing trust and providing appropriate feedback is crucial to helping the learner progress and self-evaluate through reflection on their actions’

Haure et al (2014)
Consequences of poor clinical supervision or feedback

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Progress</th>
<th>Poor outcomes</th>
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</thead>
<tbody>
<tr>
<td>• Motivation reduces</td>
<td>• Slow or poor progression</td>
<td>• Failure to fail</td>
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<tr>
<td>• Bullying common in health care training.</td>
<td>• Fail to meet required standards</td>
<td>• Unsafe practitioners</td>
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<tr>
<td>• 63% Radiography students felt they had been bullied on placement (Cloke 2016)</td>
<td>• Unable to complete the course</td>
<td>• Expectations too high for 1st post competency</td>
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“Vague or insufficient feedback” can be a detriment to students’ evaluation of their own abilities (Haure et al, 2014, page 447).

Interactive methods used

Mentoring
- Discussion groups or personal past experience
- What makes a good mentor
- What makes a poor mentor
- Relate to literature

Learning
- Learning cycle
- Forgetting
- Reinforcement & repetition
- Discuss real scenarios experienced by clinical staff

Feedback
- Feedback method [link to prior knowledge of BBN)
- Vignette
- Group discussions
- Practice giving that feedback to facilitator.
- Devils advocate

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Forgetting

![Forgetting Graph]

<table>
<thead>
<tr>
<th>Amount Learnt (%)</th>
<th>Time (hours)</th>
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<tbody>
<tr>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>50%</td>
<td>2</td>
</tr>
<tr>
<td>0%</td>
<td>7</td>
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Review Curve

Adapted from Hughes and Voss (2001) Strategies for Closing the Learning Gap

Initial learning event

5th review
4th review
3rd review
2nd review
1st review

Giving Feedback

- Place
- Prepare for FB to be given - timely
- Their views? Perceptions of own achievements
- Specific feedback Give examples
- Emotional impact – be supportive
- Summary and strategy

Whilst they remember what they did

Develop critical thinking skills & reflective practice (Edwards 2006)

Clarity to help understanding
Vignette to watch, then discuss in groups

https://youtu.be/uXAmQPH1Y0I
Giving Feedback

Ask
- What did you do well?
- What improvements could be made?

Discuss
- What you think they did well
- TWO things they could improve
- Give e.g.s to highlight points

Support
- Suggest alternatives
- Encourage & be supportive
- Summarise at the end
Feedback from clinical staff

What was the most helpful part(s) of the session?

- Understanding what makes a good mentor and how to deal with barriers faced with being a mentor
- I particularly found the session on giving feedback very useful
- How to give feedback, 2 good, 2 bad – worth knowing
- All helpful, especially the scenarios
- How students learn / How I can support my student
- Thinking about / advice on how to give the students constructive feedback
- Nice interactive course
- Reminder to be honest and knowing the difference between the student progressing and you wanting them to progress
- Given me confidence in my role
- Being reminded of the responsibility of the supervisors not only to the student but to the profession
- What makes a good mentor session
Summary: Clinical staff training

**Past**
- Taught content
- Details of competency monitoring
- How to complete paperwork

**Present**
- Interactive feedback session
- Review of documents and discussion of cases
- Discussion and evaluation of building working relationships with students

**Future?**
- Develop videos of assessment scenarios
- All mark & then compare. Improve consistency?
- Develop on-line resources for mentors
References


■ RCN (2016) Mentorship Project 2015 From Today’s Support in Practice to Tomorrow’s Vision for Excellence