How nurses support student's reflective learning in clinical placements?

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Competency development

Exercise 1:

And Now write these numbers with the new graphic system:

1 8 7 2 5

Exercise 2:

Calculate the area of this square (the diagonal is 8 cms)

8 cm
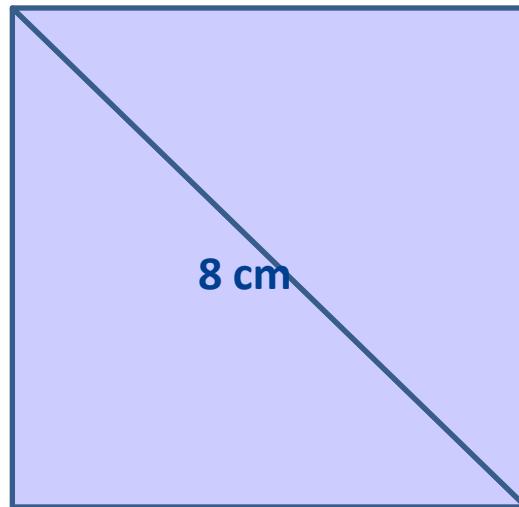
Knowledge __construction__ instead of knowledge reproduction…
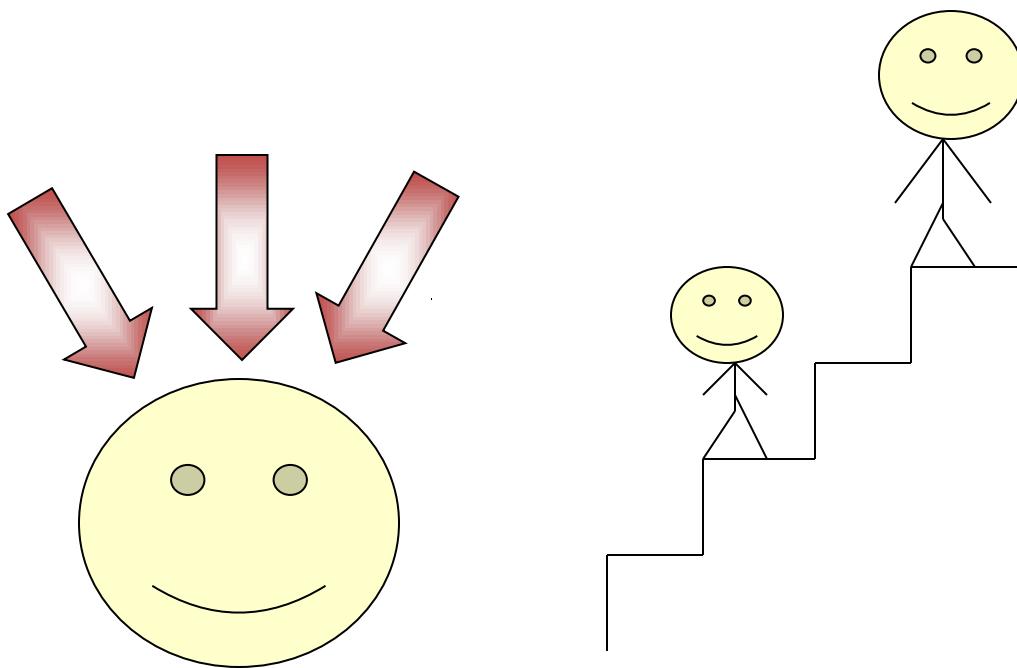
Socioconstructivism and interactive learning model

« Constructivism »

✓ Constructivism implies that learners are encouraged <u>to construct their own knowledge</u> by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs.

✓ Constructivist learning is based on students' <u>active participation in problem-solving and critical thinking</u> regarding a learning activity that they find relevant and engaging. They are "constructing" their own knowledge.

Philippe Jonnaert (2009). Compétences et socioconstructivisme. Un cadre théorique. Editions De Boeck. 97p

✓ Reflective activity is needed to develop competencies

Learner
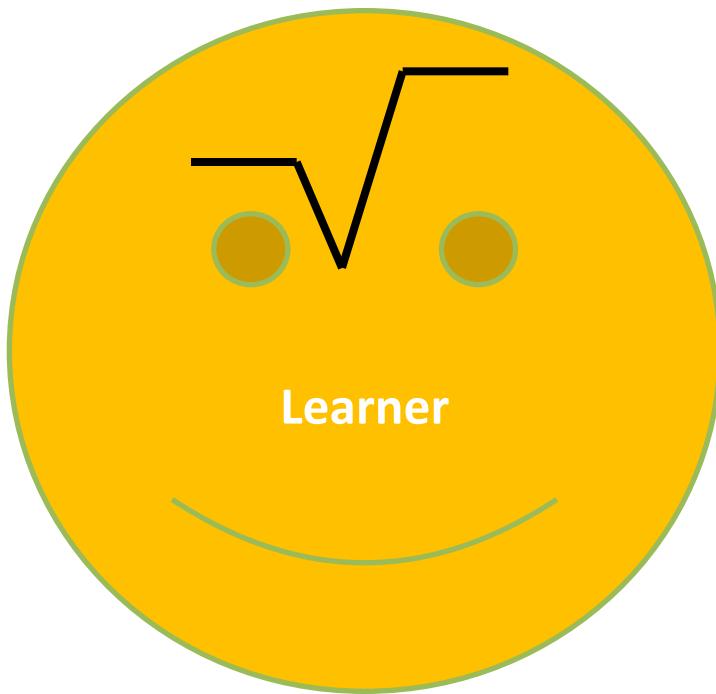
Socioconstructivism and interactive learning model

Interactive learning

✓ Interaction between old and new knowledge

✓ The subject builds new knowledge and modify old one because he is in interaction with physical and social situations

Philippe Jonnaert (2009). Compétences et socioconstructivisme. Un cadre théorique. Editions De Boeck. 97p

Socioconstructivism and interactive learning model

The « social » dimension

✓ Collaborative construction of knowledge through social negotiation

✓ Knowledge emerges from constructive interaction between the teacher and the student, the mentor and the student or between collaborating students

Philippe Jonnaert (2009). Compétences et socioconstructivisme. Un cadre théorique. Editions De Boeck. 97p

Reflective learning

What does it mean?
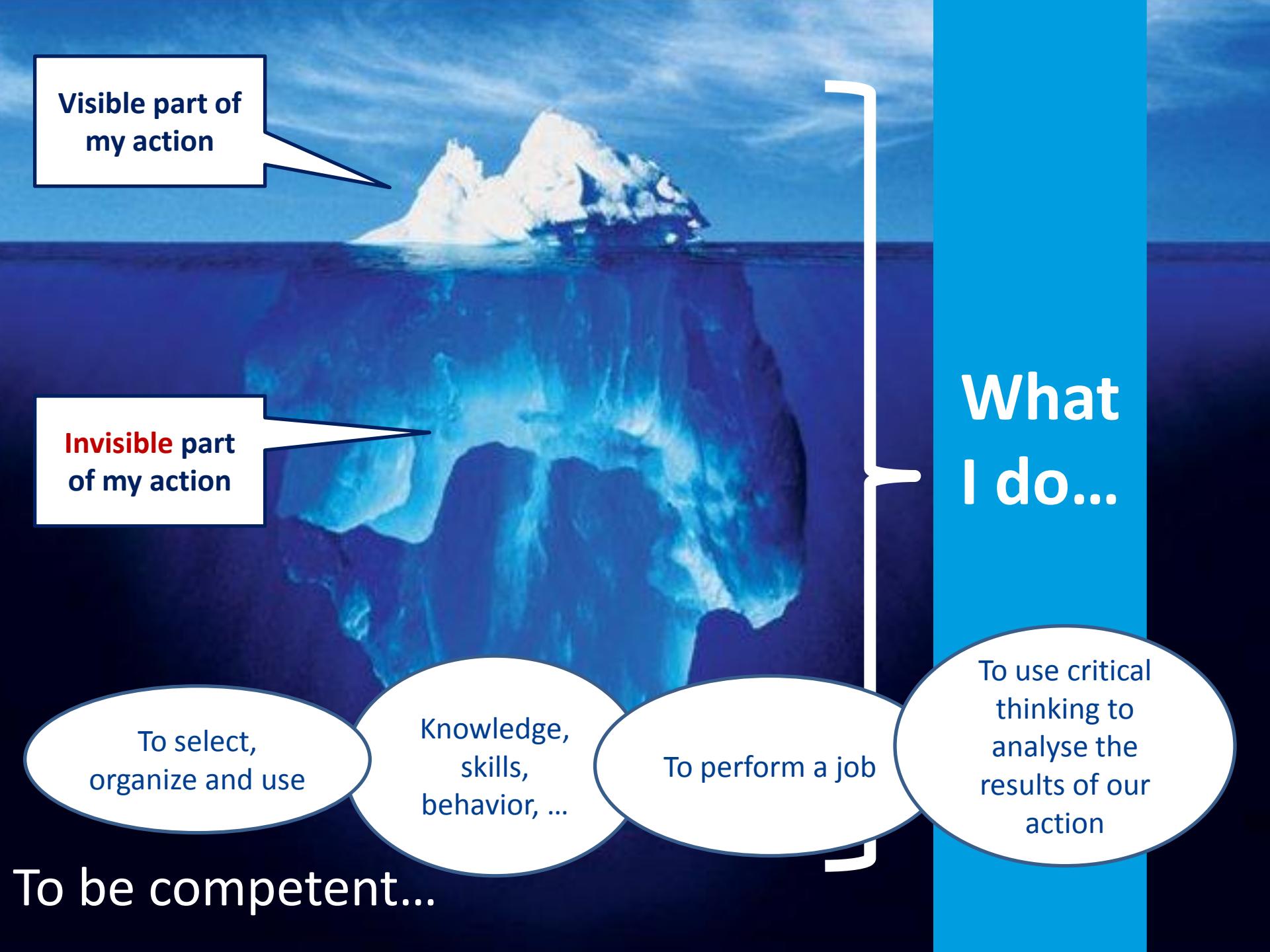
Competency development…

✓ Competences represent a dynamic combination of knowledge, understanding, skills and abilities to perform a task with efficacy.

✓ A critical look on the results of the action is important which must be socially acceptable (p. 41)

✓ Competency development: <u>a process</u> more than an addition of resources

Philippe Jonnaert (2009). Compétences et socioconstructivisme. Un cadre théorique. Editions De Boeck. 97p

Guy Le Boterf (2008). Repenser la compétence. Pour dépasser les idées reçues: 15 propositions. Editions d'Organisation Eyrolles. 139p

We are all different

What we know,
The way we provide interpretation to reality, things and situations
Our emotions positives and negatives,
Our needs,
Our objectives...

Each work situation is different

Supporting reflective learning
To develop competencies

To support reflective learning

How?

Analysis of the professional practice

To develop a reflective posture in situation

To make explicit the implicit of the action

To develop "the understanding" and not only "to make a success"

Schön, D. (1994). Le praticien réflexif. A la recherche du savoir caché dans l'agir professionnel. Montréal: Editions Logiques.

To support reflective learning

- A critical analysis of our action
  - Coherences and incoherence
  - Thoughts and actions
  - Faiths and practices

- Individual and collective analysis on action and decision taken during action
  - On what takes place
  - How it takes place
  - Why
  - What could be differently made

LAFORTUNE, L (2008) *Un modèle d'accompagnement professionnel d'un changement. Pour un leadership novateur.* Presses de l'Université du Québec. 242p.

To support reflective learning

How?

By using reflective interactive strategies

"Educational and didactic actions which aim to support the individual reflection on its practice and learnings, while arousing interactions between peers and colleagues.

These strategies can be the questioning, the interaction, the reflection, the discussion, the self-assessment, the feedback, the reflexion.

These strategies favor the exchanges, the confrontation of the ideas and the reflexive-interactive communication. " P2

Lafortune, L. (2012) *Des stratégies réflexives-interactives pour le développement de compétences. La formation en éducation et en santé.* Presses de l'Université du Québec. 278p.

Des stratégies réflexives-interactives

Axe 1. Vers une autonomie de pensée ou culture professionnelle

- P1. Avoir une perspective réflexive-interactive
- P2. Donner une place à la pratique réflexive dans la formation-accompagnement
- P3. Passer des impressions à l'analyse, tout en augmentant le degré de réflexivité
- P4. Viser une cohérence entre pensées et actions, entre théorie et pratique
- P5. Utiliser la synthèse et l'analyse en complémentarité
- P6. Exercer un jugement professionnel en agissant de manière éthique et critique

Axe 2. Vers des pratiques socioconstructivistes

- P7. Viser à "faire faire" au lieu de faire, à "faire dire" au lieu de dire, à "faire construire" au lieu de construire pour l'autre
- P8. Partir de ce que les personnes apprenantes font déjà et de ce qu'elles ont à faire
- P9. Assurer une préparation associée à une planification et à une anticipation
- P10. Utiliser un moyen transversal: le questionnement

Lafortune, L. (2012) *Des stratégies réflexives-interactives pour le développement de compétences. La formation en éducation et en santé.* Presses de l'Université du Québec. 278p.

Des stratégies réflexives-interactives

Axe 3. Vers une collaboration professionnelle

- P11. Prendre des décisions collectivement vers une collaboration professionnelle
- P12. S'assurer d'un passage à l'action selon un projet décidé collectivement

Axe 4. Pour une dimension affective dans une perspective   professionnelle

- P13. Partir de ce qui est positif, ce qui est à améliorer, ce qui fonctionne bien...
- P14. Assurer une écoute et un soutien sans préjugé, idées préconçues ou jugements de valeurs
- P15. Tenir compte de la dimension affective dans une perspective cognitive et professionnelle

Axe 5. Garder des traces pour favoriser la recherche dans la formation-accompagnement

- P16. Mettre en place un enseignement, une formation-accompagnement qui suscite l'écriture réflexive
- P17. Associer la recherche à un projet de formation-accompagnement

Lafortune, L. (2012) *Des stratégies réflexives-interactives pour le développement de compétences. La formation en éducation et en santé.* Presses de l'Université du Québec. 278p.

Reflexive-interactive Strategies

Ness V *et al* **(2010) Supporting and mentoring nursing students in practice.**
Nursing Standard.
25, 1, 41-46.

This article explores how students can demonstrate
their decision making and suggests techniques for mentors to
support students.

Questioning skills
Thinking aloud
Debriefing
Reflection
Action planning
Problem-based learning

Partnership Context

The partnership: context

✓ « Managerial and institutional support might be lacking in a system that is <u>under constant pressure</u> to improve its clinical output and provide cost-effective service. (…) the nurses of the future cannot be consistently considered a secondary priority in clinical practice (…) »

Ali PA, Panther W (2008) Professional development and the role of mentorship. *Nursing Standard*. 22, 42, 35-39.

✓ « Mentors should have access to <u>protected teaching time</u>, adequate resources and annual training updates to ensure that they promote the quality of placements and students' experience »

Beskine D. (2009) Mentoring students: establishing effective working relationships. *Nursing Standard*. 23, 30, 35-40.

✓ « Time constraints pose a major problem to all PLT members, as student learning in the practice setting is not generally incorporated in their roles. The success of the group relies on the <u>enthusiasm and motivation</u> of its members… »

Brooks N., Moriarty A. (2006) Development of a practice learning team in the clinical setting. *Nursing Standard*. 20, 33, 41-44.

The partnership: context

✓ « It's important to <u>clarify the division of labour</u> between nurse teachers and mentors »

Saarikoski M. at al. (2012) Students' experiences of cooperation with nurse teacher during their clinical placements: an empirical study in a Western European context. *Nurse Educ Pract.*

✓ « Factors that enhanced student learning included students' and staff nurses' attitude towards student learning, variety of clinical opportunities, sufficient equipment, and adequate time to perform procedures. Factors that hindered student learning were: overload of students in the clinical unit, busy wards, and <u>students being treated as workers</u> »

Chuan OL., Barnett T. (2012) Student, tutor and staff nurse perceptions of the clinical learning environment. Nurse Educ Pract. 12(4): 192-197.

✓ « Often students <u>do not recognise</u> that many of the tasks they perform on clinical placement involve <u>decision-making skills</u>… »

Ness V et al (2010) Supporting and mentoring nursing students in practice. *Nursing Standard*. 25, 1, 41-46.

Questions…

✓ Is the mentor trained in the development of educational skills?

✓ Is the mentor prepared to use reflexive-interactive educational strategies?

✓ Are the nurses trained in the support of the "reflective learning" of the students ?

✓ Are the mentors and nurses helped in the analysis of their educational practice?

✓ Was the change of "paradigm" collectively discussed, in the actors representations of themselves in their function and in the educational changes that it underlies?

✓ What are the national policy strategies about the recognition of the mentor role?

Perspectives

To assume a reflexive identity?

Which questions the practice and the group;

Which questions the routines, the established order;

Who invites to assume responsibilities, to conceive alternative strategies, to make a commitment in changes;

Which favors the questionings, the confrontations of ideas;

Who can engender annoyance, rejection, irony, controversy, tiredness, marginalization.

PERRENOUD, P. (1995) Assumer une identité réflexive. In *Educateur,* n°2, 18 février, pp. 30-33.

A challenge for the profession…

Impossible…
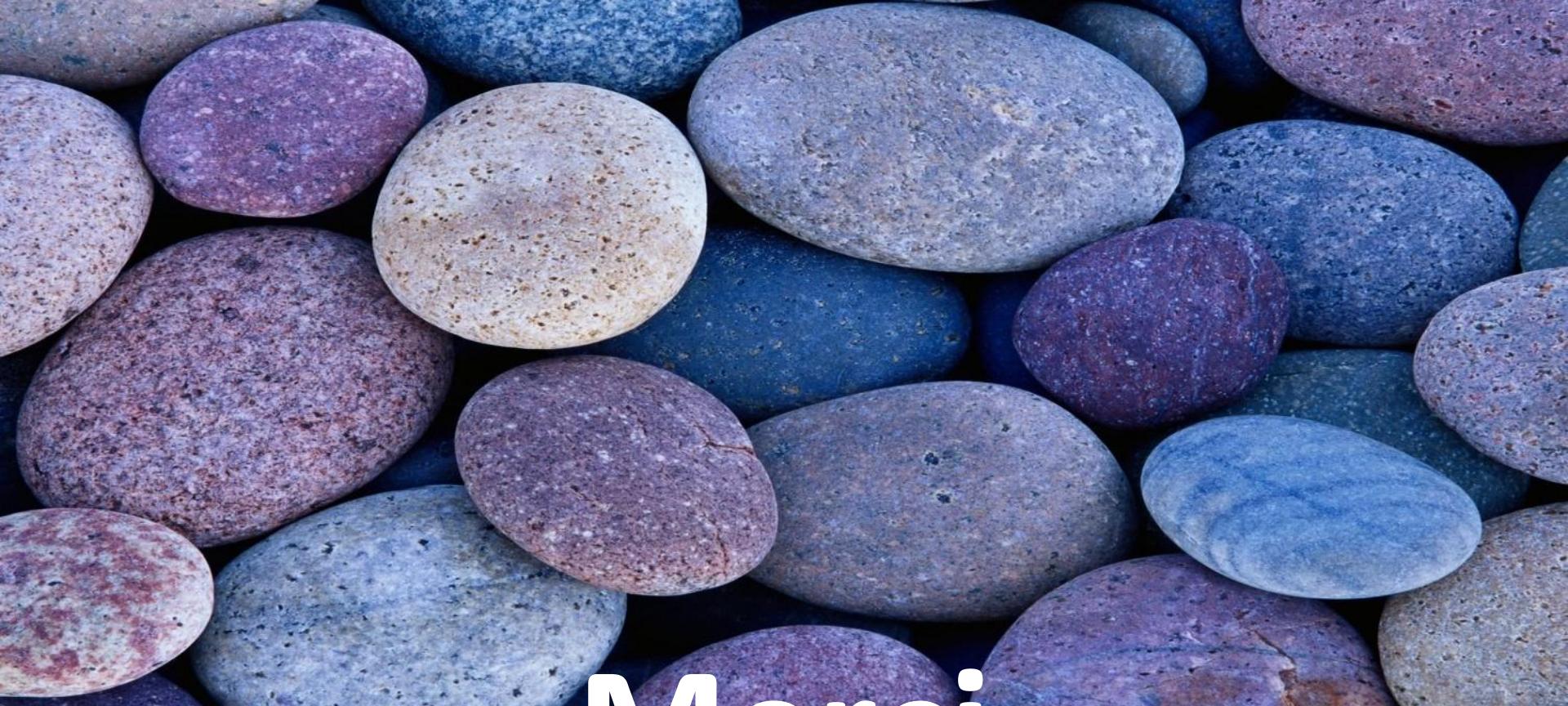
Merci

« Chercher à comprendre
C'est commencer à désobéir »
Jean-Michel Wyl
« To search to understand is beginning to disobey »

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        Chap 6: Le questionnement et la réflexivité. De Boeck Université

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