

Vanier College Nursing

Clinical Teacher's Toolkit

Building a Rich Student Learning Experience

Preparing for Clinical



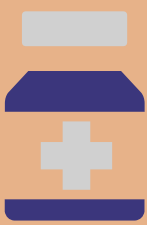
Teaching in Clinical



**Providing Feedback
and Evaluating**



**Promoting
Student Health**



Developped by Else Leon

For Performa Course PRF 731:
Supervision en milieu de stage



Clinical Teacher Tools

Welcome



Clinical teaching at Vanier College is highly valued for its important role in preparing our students to become competent and caring nurses.

Preparing for Clinical

- Teacher Roles and Skills
- The Clinical Environment
- Welcoming Your Students



Teaching in Clinical

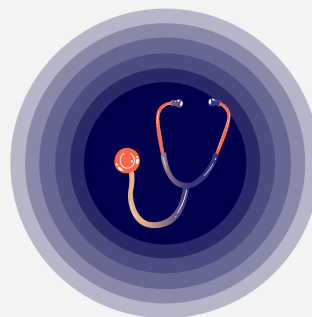


- The First Clinical Day
- Teaching Strategies
- Developing Soft Skills

Providing Feedback and Evaluating

Characteristics of High Quality Feedback

- Informal and Formal
- Formative and Summative



Promoting Student Health



- Stress and Anxiety
- Legal Obligations - Occupational Health
- Diversity, Equity and Cultural Safety

Appendix and References

Appendix: Clinical Competencies
Reference List



Welcome to Vanier College Nursing



The Vanier Nursing Program integrates both theoretical and clinical learning experiences to prepare students to become nurses. Clinical experiences are highly valued because they complement theoretical learning by helping students build the practical skills, deepen their knowledge, and adopt shared values required

from competent novice nurse

Villeneuve et Moreau (2010)



The Vanier Nursing Department teachers have adopted the following mission statement:

“Facilitating the development of competent and caring nursing students.”



This toolkit will outline some important themes on how you, the clinical teacher, can optimize your student’s clinical learning experience.

The department seeks to support teacher’s use of pedagogical teaching approaches that are aligned with latest research and best practice. This toolkit was built from research and tools created for clinical teaching in Quebec and various other countries. Further, resources were drawn from not only nursing, but also other health and professional programs.



Preparing to be a Clinical Teacher: Roles and Skills

As a clinical teacher, you are integral in optimizing a student's clinical learning experience. The role of teacher differs from the role of a nurse caring for a patient. Whereas nurses use their clinical judgement to care for patients, clinical teachers must do the same, while simultaneously utilizing pedagogical approaches to help students develop their nursing competencies. The following tool page will describe the attitudes, values and pedagogical skills that optimize effective clinical teaching.

- Show student's respect
- Enjoy your role as a teacher
- Empathize with students
- Stay organized but flexible
- Are approachable and patient
- Confident and honest
- Keep a good sense of humour
- Treat students like team members and future colleagues.



Attitudes and Values

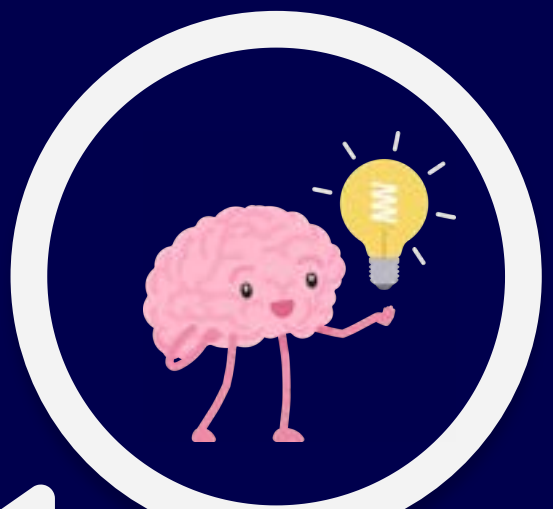


Teaching Skills

- Be a positive role model
- Establish a positive relationship with students
- Understand and communicate expectations clearly
- Provide regular feedback
- Stimulate student's self-reflection

As teachers expect student's to be reflective practitioners to improve their practice, teachers are also encouraged to engage in this important activity to further their practice. Consider the following questions:

- What are my strengths as a nurse?
- What can I offer my students as a clinical teacher?
- Which areas would I like to change in order to better help my students learn?



Self-Reflection

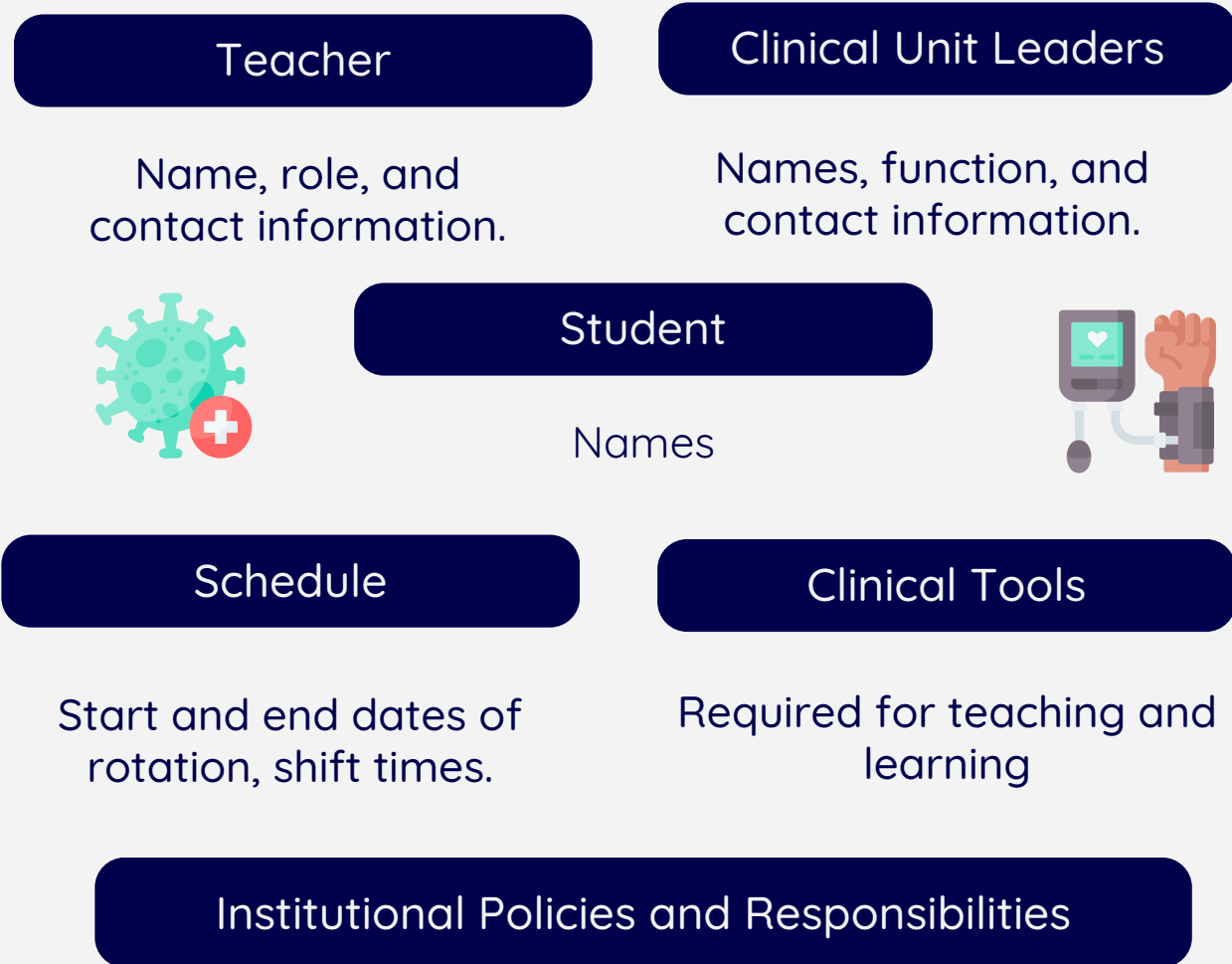
Preparing the Clinical Unit



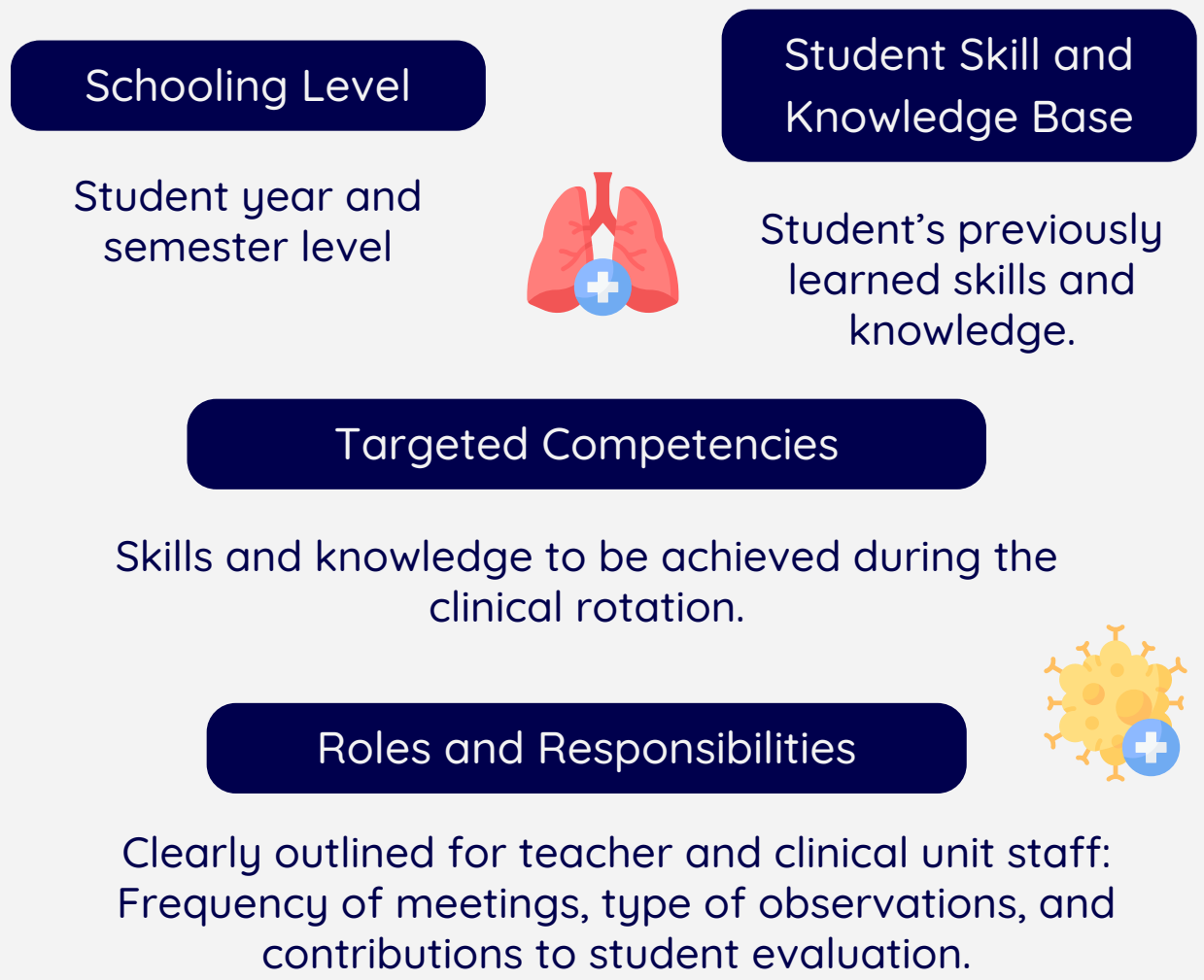
Clinical teachers can help prepare for the clinical rotation by obtaining and reviewing administrative and pedagogical information about the clinical environment. Once synthesized, the teacher can share the information with students and clinical unit leaders. This will help ensure all parties have the information required to set up for an optimal clinical partnership.

The following tool page will describe the administrative and pedagogical information that should be share before the start of the clinical rotation.

Administrative



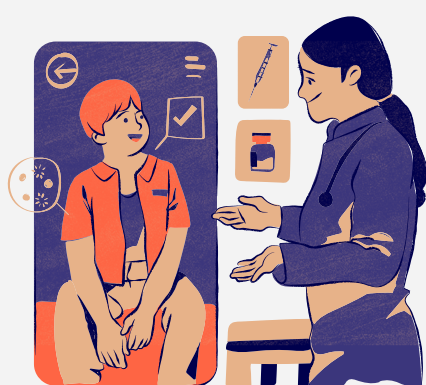
Pedagogical



The First Clinical Day

The first clinical day is an opportunity for students to be oriented physically and mentally to the new clinical setting. Orientation relates to the physical space, but also forming connections with important people that will be part of the clinical learning experience. As a teacher, you can help students make deeper connections with you, other students in their group, as well as unit care staff. This tool page will outline themes and activities that can be used to achieve these goals on the first clinical day.

The Clinical Unit



- Give them an overview of the unit space, functioning, and types of patients.
- Show them where important equipment and supplies can be found.
- Make introductions to partners on the clinical unit.
- Allow them to look through a patient chart to see where information is located.
- Give them time to get used to the new setting.

The Cognitive Work

- Ask students to take initiative: In their learning, orientation, and preparation for their clinical experience.
- Give them a chance to reflect and share their perspectives.



The Emotional Experience

- A student's role changes drastically between class learning and clinical learning.
- It is normal for students to experience some stress.
- As a teacher you can alleviate their emotional burden by acknowledging the stress they may be experiencing.



Suggested Activities

- Unit Tour
- Treasure Hunt
- Chart Review Activity
- Icebreaker Exercises
- Debriefing
- Unit in-services or other trainings (i.e. Infection Control, PPE)



Clinical Teaching Strategies

Teaching in the clinical setting differs greatly from direct patient care, or classroom teaching. This tool page will build on the roles and approaches of an effective clinical teacher by utilizing strategies to optimize student learning. The strategies below will help ensure students have a valuable, individualized and effective clinical learning experience. Further, these strategies will promote student self-efficacy, namely, their belief in their ability to successfully achieve a desired outcome.



Varied Approaches

Teaching strategies can include:

Demonstration

Direct supervision (Observing the student)

Indirect supervision (Discussion of student performance)

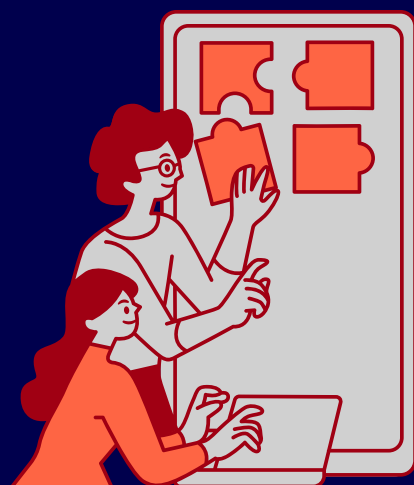
Guiding, directing.

Assisting, helping.

Encouraging.

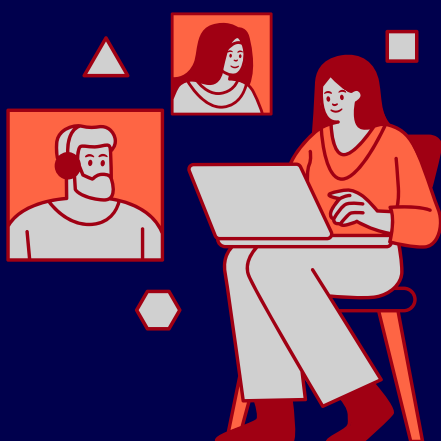
Identify Learning Needs

- Based on defined learning outcomes and student performance, determine students strengths and areas of challenge.
- Provide student with prompt constructive feedback regarding their learning needs.



Link Theory

- Students gain a lot of knowledge in their classes, reading and studying.
- However, they have difficulty applying the theory to clinical experiences.
- Teachers can help students make connections between theory and their clinical work by asking open-ended questions.



Adapt Learning Experiences

- Based on your appraisal of the gap between learning outcomes and student performance.
- Adjust and adapt the learning environment to suit the student's needs.
- Will allow students to have the opportunity to demonstrate optimal learning and performance.

Build a Community

- Between yourself, the group of students, and clinical unit partners to help students feel well surrounded.
- Students are social beings that learn with and from the people around them.
- With a wide circle of support students can find the resources to help them thrive.

Dionne, Gagnon et Petit (2021)
Robles (2018)



Developing Soft Skills

As teachers, we focus heavily on the academic competency skill set that students should develop before becoming nurses. However, there are other important attitudes, and socioemotional skills that are required of nurses who work with patients in health care settings. Teachers should help create the conditions for students to develop these soft skills during their clinical experience. Some of these skills are outlined in the clinical evaluation under ‘Ethical and Professional Practice’. This tool page will further describe these ‘soft skills’ and offer guidance on how students can develop these skills.

Personal

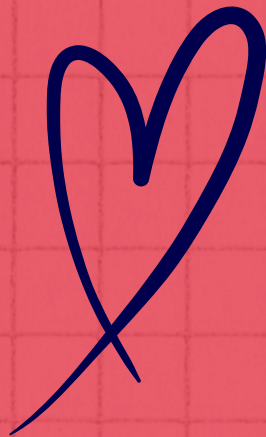
Knowing themselves, their strengths and challenges, emotional regulation.



Categories of Soft Skills

Social

Engaging in relationships with others, listening, empathy, collaboration, leadership.



Cognitive

Learning how to learn, creativity, and mental flexibility.

Action

Proactivity, time management, metacognition, decision-making based on situation at hand.

Fostering Soft Skills

Behaviour and practical skills are evaluated through observation. However, soft skills can't all be evaluated this way.

Below are various student and teacher activities can help foster their development.



Student Activities

Self-Reflection

Is an essential task to help students develop soft skills.

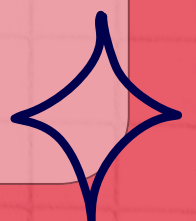
Collaboration

By identifying areas for development, setting goals and outlining evaluation criteria.

Teacher Activities

Establish a relationship with students by:

- Finding ways to connect on a professional level like sharing self. For example, share a story of your experience as a nursing student to show you can empathize with their experience.
- Seek students input on their learning style and help create mutual goals.



Providing Effective Feedback

Feedback is a way in which students can gain information on their performance. By giving students effective and appropriate feedback, teachers can deepen self-regulation and accelerate a student's learning. This tool page describes themes and strategies to help guide teacher and student open discussion about feedback.

Important Elements

Clearly Outline Student Performance Outcome Criteria

- Learning is the process of building competency along a continuum of beginner to expert.
- Students must understand the minimum competency performance threshold.

Facilitate Self-Assessment

- Students should be coached to engage in self-reflection.
- They should be comparing their actions to the set standards.

Teachers should **take frequent notes** on observations of student's performance.

Characteristics of High Quality Feedback

- Adopts a positive tone.
- Is given promptly after observation.
- Aimed at fostering high-level performance standards.
- Aims to close current and ideal practice gap.
- Is provided frequently without being over-whelming.
- Opens dialogue with students for exchange and clarification.
- Includes input from various team members including staff and patients.

Types of Feedback

Informal

Unofficial feedback. Usually, given verbally throughout the clinical day, or on written drafts of documentation or assignments.

Formative

Feedback that helps students gain more information on their learning and shape their learning experience.

Formal

Written feedback on a clinical evaluation grid or assignment rubric.

Summative

A determination of the student's achievement of established performance criteria.

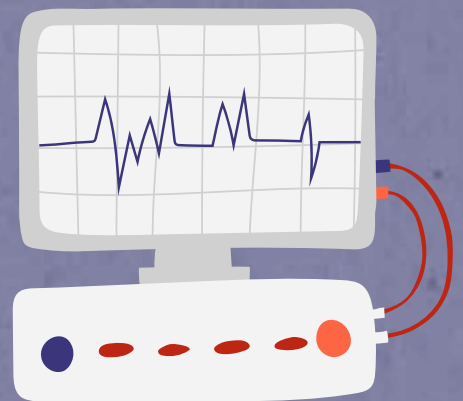
Student Mental Health

and Stress Management



In clinical, students are put in situations that are unfamiliar, and where they are expected to integrate new knowledge, skills, and values. It is normal for students to experience some stress in this situation. Students may adapt to the stress of the clinical setting in various ways depending on their past experiences and stress management abilities.

If students are experiencing a level of stress that is disproportionately high, or begins in anticipation of things that have not yet occurred, they may be experiencing anxiety. Anxiety that impedes the learning process must be addressed, and the student guided towards resources.



Listen

Explore the source of the student's stress.

Empathize

Validate the student's emotion by acknowledging and accepting it.

Collaborate

Help the student explore stress management solutions and techniques..

Find the positive! Things like kindness, genuine compliments, and humour can help build connection and trust between teachers and students. These acts can go a long way in helping students manage stress!



Diversity, Equity and Cultural Safety

Valuing Diversity



Students and teachers may not all have the same values, think the same way or act in the same way. It is important to consider the value of varying viewpoints on empathetic nursing care.

Uncovering Our Personal Biases

All teachers should take the time to examine their own beliefs, values, and assumptions they make in their interactions with students. Why do we feel and think the way we do?



Acknowledging Structural Biases



Teachers should be aware that teaching approaches have been developed and maintained by historically dominant cultures. Therefore, people who identify within these dominant cultures often benefit from better access and engagement. Conversely, those who do not identify within the dominant culture may not have appropriate access and engagement for their needs.

Providing Culturally Safe Clinical Education

Teachers should be aware of their own biases, structural inequities, and power imbalances to minimize its impact on students, and ensure they receive the best possible education.



Flynn & Jeremy (n.d.)

<https://ecampusontario.pressbooks.pub/inclusiveeducation/>

Legal Obligations

Occupational Health Insurance

Students who are under the responsibility of our educational institution and completing a clinical rotation in a hospital organization are legally required to be covered by the *Commission des normes, de l'équité, de la santé et de la sécurité du travail* (CNESST).

This means that students benefit from occupational health insurance in the same way salaried organizational employees.

If a student develops any of the following issues during their clinical work:

Work Accidents

Short or Long-Term Illness

Harassment or Abuse

They can file a claim with the CNESST.
<https://www.cnesst.gouv.qc.ca/fr>

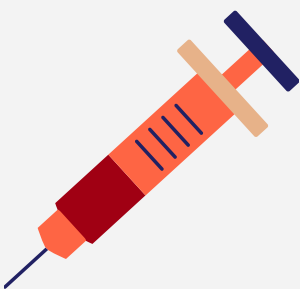
Gouvernement du Québec (n.d.)

Nursing 180-A0 Program Clinical Competencies

Competency 01QE

To intervene with hospitalized adults
and elderly clients requiring
medical/surgical nursing

Timmons-Plamondon et al. (2009).



1

Seek information to ensure continuity of care

2

Perform initial and ongoing assessment of a client

3

Ensure clinical monitoring

4

Outline care needs

5

Determine and adjust the therapeutic nursing plan

6

Determine the nursing care and treatment plan

7

Plan implementation of the therapeutic nursing plan, nursing care, and treatment

8

Perform interventions

9

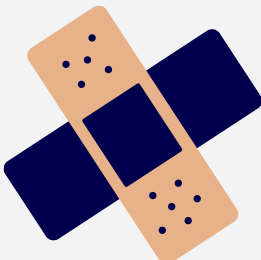
Administer medication

10

Evaluate interventions and outcomes of plans, care, and treatment

11

Ensure continuity of care and follow-up



Timmons-Plamondon et al. (2009)



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