

ENABLING CLINICAL SUPERVISORS TO UNDERTAKE CRITICAL CONVERSATIONS WITH PRE-REGISTRATION NURSING STUDENTS

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About the presenters – who are we?

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About the University of Wollongong - School of Nursing and Midwifery - SNM

- Approximately 1200 pre-registration nursing students
- Five Campuses – Metropolitan, Regional, Rural
 - Southern Sydney
 - Wollongong
 - Shoalhaven
 - Batemans Bay
 - Bega





The aim of this presentation is to take you, the audience along our journey to date and share how the provision of knowledge and skills with regard to undertaking critical conversations enables clinical supervisors to work in solution focussed ways with pre-registration nursing students.

- In doing this we will outline
 - The theoretical underpinnings of person-centred care, critical companionship and solution focussed ways of working
 - The methodology applied using the principles of action research and practice development
 - The key findings
 - How using reflection in practice and on practice assists registered nurses in their skills development in undertaking critical conversations

What do we mean by the terms Clinical Supervisor and Pre registration Nursing Student

- There are many terms used to describe the registered nurse who supervises students in practice and many models in place across Australia and internationally
- For simplicity a **Clinical Supervisor** or Educator is defined by Levett-Jones and Bourgeois (2011, p.242) as 'the registered nurse assigned to facilitate the learning of students'
- **Pre-registration nursing student** can be defined as any student enrolled in a program that leads to registration, for UOW that is a 3year undergraduate degree however again there are many variations within Australia, with degrees ranging from 2 to 4 years and being at Bachelor and Masters level.



Background

- Increasingly feedback from clinicians was that undertaking critical conversations was one of the hardest parts of supervising students
- Questions from supervisors as to how did this student get to 3rd year
- Reflection on practice from clinical facilitators highlighted the need for them to have tools to assist with undertaking critical conversations

Theoretical Underpinning – 1

Person-Centeredness

‘A standing or status that is bestowed upon one human being, by others, in the context of relationship and social being. It implies recognition, respect and trust.’

Kitwood 1997, p. 8

In essence there is move within the School to move from moments of person-centeredness to a culture where it is evident in all we do

McCormack, Dewing & McCance 2011

- All aspects of the curriculum have a focus on person-centeredness as we need to work in person centred ways with nursing students for them to be person-centred in the care they deliver
- Working with clinical supervisors in person-centred ways enables them to work with students in person-centred ways.

Theoretical Underpinnings - 2

Critical Companionship

A companion is defined as

‘a partner on a journey of discovery. Someone who is reliable, an advocate, supporter who has genuine interest in development and growth’

Royal College of Nursing, 2000, p.1

Critical in this context is drawn from the critical social science concepts of ‘*Enlightenment, Empowerment and Emancipation*’

Brown and Harrison, 2009

Human Flourishing is a positive concept which is a measure of overall life wellbeing.

Institute for Advanced Human Performance 2014

There are three key Features to flourish, they include:

- *Positive emotions*
- *empowerment, interest*
- *meaning, purpose*

Seligman 2011

This project has taken the concept of critical companionship and it's relationship to human flourishing and utilised the concept of the workshops taking on the role of the critical companion to the clinical supervisors

Theoretical Underpinnings - 3

Solution Focussed Ways of Working

- Work with the person rather than the problem
- Look for resources/strengths rather than deficits
- Nothing happens by chance something makes it happen
- Find out what makes good things happen and do more of it
- Explore possible and preferred futures
- Explore what is already contributing to these futures
- Use creativity and imagination to imagine a better future and work towards it
- Treat the person as the expert in their own life

Wakefield 2006

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Small Changes can make significant differences to the outcome



The small seeds have a long viability, and can germinate after many years. Seeds have a hard seed coat, which protects them from harsh arid environments until the next rainfall. Once germinated, seedlings quickly establish a deep taproot, vital for desert survival.

Methodology

Practice Development

The term practice development is widely used within the nursing profession in the United Kingdom, Ireland, and Australia. Practice development is defined as:

... a continuous process of developing person-centred cultures. It is enabled by facilitators who authentically engage with individuals and teams to blend personal qualities and creative imagination with practice skills and practice wisdom. The learning that occurs brings about transformations of individual and team practices. This is sustained by embedding both processes and outcomes in corporate strategy.

Manley, McCormack, & Wilson, 2008, p. 9

Practice development underpins all of the education that is shared with clinical supervisors

Participatory Action Research (PAR)

Action research methodology described by Kolb (1984)

Action Research enables Clinical Supervisors to be empowered to be active participants in the design, development, implementation and evaluation of the workshop content and resources



PARTICIPATION MODEL



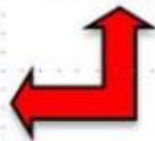
Academic Led



Partnership



Facilitator Led



Plan

- Defined the problems
- Creatively designed education session
- Developed tools for supervisors to engage in critical conversations

Act

- Implement education
- Developed online resources
- Critical companionship between academic staff and supervisors

Observe

- Data collection – narratives / case studies
- Reflection in practice – stories

Reflect

- Reflection at the beginning of each education session
- Lived experiences shared
- Online discussion forum

Mackay et al 2013 in press

Findings

- More communication with the Clinical Supervisor, Nursing Students, Subject Coordinators and Director of Clinical Learning
- Supervisors have acknowledged a deep learning when actively engaging in critical companionship in practice
- An opportunity within critical companionship has become apparent for companions to reflect, for example on language used and behaviours demonstrated
- More critical conversations have become evident and are occurring earlier in the workplace experience
- Solution focussed ways of working is now embedded into the culture of the clinical supervisor

Conclusions

When supervisors act as a critical companion with students they flourish

When students are engaged in solution focussed ways of working they flourish

Flourish is

- *watershed in the understanding of happiness as well as a tool for getting the most out of life*
Seligman 2011
- *to live within an optimal range of human functioning, one that connotes goodness, generatively, growth, and resilience*

Fredrickson 2005

Future research will be undertaken to understand the experiences of participants engaged in critical conversations

THANK YOU, ANY QUESTIONS?



**To truly bloom, that
is my definition of
success**

Gerry Spence

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