Module 6
Making the most of your placement

This module focuses on the communication skills that nurses need to help them work towards the competencies they need to achieve during supervised practice. It looks specifically at skills they will need to participate actively in meetings with their mentor. It also develops skills for giving informal presentations and writing reflective accounts of learning activities and incidents that happen during their placement.

Nursing – Module 6 Making the most of your placement			
Theme	**Page titles**	**Page reference**	**ESOL**
Working with your mentor	Focus	6:1	–
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Giving a presentation	Focus	6:14	–
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	How to structure your presentation	6:17	Sc/L2.5a
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Writing reflectively	Focus	6:24	–
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	How to write an account of an incident	6:26, 6:27	Rs/L2.1a; Ws/L1.1a; Ws/L1.2a
	How to write about your feelings and reactions	6:28	Wt/L1.4a; Wt/L2.6a
	How to write your analysis of an incident	6:29	Rt/L2.4a; Wt/L1.3a; Wt/L2.6a; Ws/L1.1a
	How to write a reflection of a critical incident	6:30	Wt/L1.3a; Wt/L1.4a; Wt/L2.6a; Ws/L1.1a; Ws/L2.1a; Ws/L1.2a

Skills checklist

These are some of the skills you will need to help you work towards achieving your competencies on supervised practice. They will help you:

- make the most of the formal and informal meetings with your mentor
- present information clearly on professional topics
- write reflective accounts of learning you undertake and significant incidents that happen during the working day.

Tick the skills you feel confident with now and the ones you need to practise.

Skills for making the most of your placement	I feel confident	I need more practice	Pages
Theme 1 Working with your mentor			
Understand briefing documents about supervised practice			➪ 6:3
Take part in a meeting to review progress and negotiate a learning plan to help your competencies			➪ 6:4, 6:5, 6:7
Ask for help and support from other people in your team			➪ 6:5, 6:6
Theme 2 Giving a presentation			
Follow a presentation			➪ 6:15
Give a clear introduction			➪ 6:16
Give a well organised presentation			➪ 6:17, 6:19
Deal with questions from the audience			➪ 6:18
Theme 3 Writing reflectively			
Write a reflection on learning you undertake during your placement			➪ 6:25
Use tenses correctly to write a clear account of an incident			➪ 6:26, 6:27
Write about your feelings and reactions during the incident			➪ 6:28
Write your analysis and interpretation of the incident			➪ 6:29
Write a full reflective account of a critical incident			➪ 6:30

Don't forget! When you have worked with the material, look at the checklist again.

PAGES 6:1–6:7

Working with your mentor

Professional setting

International nurses on supervised practice will be assigned a mentor to guide them through their period of supervision and to work with them to ensure they achieve the competencies required by the Nursing Midwifery Council (NMC). A mentor will be an experienced nurse who has done a preparatory course in mentoring. The mentor is expected to work closely with the supervised practice nurse to facilitate his/her learning through:

- on-the-job supervision – normally the supervised practice nurse and mentor will work the same shift once or twice a week
- three official meetings – an initial meeting to establish a learning contact and two review meetings to assess and document progress and sign off competencies, one in the middle of the period of supervision and one at the end of the period of supervision.

There will also be informal meetings throughout the placement to review progress or discuss issues as they come up.

A good working relationship between the nurse and his/her mentor is critical for the successful outcome of supervised practice, but the relationship can break down if the mentor has too many other commitments or the supervised practice nurse struggles to get the support he/she needs. In some hospitals this type of problem is overcome by assigning the supervised practice nurse with a mentor and associate mentor.

For many nurses on supervised practice, the concept of facilitated learning and being responsible for planning and creating their own learning opportunities may be new. This can be a particular challenge for international nurses coming from more hierarchical cultures where it would be unacceptable to challenge authority. Learners may need a lot of help to be more assertive, for example in arranging to observe a nursing procedure, especially as there is often competition from other individuals (e.g. student nurses or healthcare assistants (HCA)) who also want to observe procedures, but may be better at being more assertive.

The theme develops skills for:

- taking part in meetings with a mentor to discuss progress in achieving competencies
- reacting appropriately to constructive criticism about an aspect of practice
- negotiating a learning plan to achieve a competency
- asking for help not only from the mentor but the other people in the care team.

Materials

Audio equipment

Blank cassettes

Video equipment

Dictionaries and medical glossaries

Resources for the theme:

- Extract from text on supervised practice (6:8)
- Situation cards (6:9)
- Role cards (6:10–11)
- Action plan (6:12)
- Reflection form (6:13)

Samples of handbooks, briefing documents for supervised practice from learners' workplaces

Samples of competency statements from learners' workplaces

Samples of learning contracts from learners' workplaces

Learning outcomes/objectives

to read official documents about supervised practice using appropriate reading strategies

to take part in one-to-one meetings with a mentor

to discuss progress in achieving competencies

to respond to constructive criticism

to negotiate a learning plan with your mentor

to ask for help, showing awareness of context and appropriate style

Curriculum objectives

ESOL

Rt/L2.7a; Sc/L1.3b; Lr/L1.1b; Sc/L2.2a; Lr/L1.6c; Sd/L1.2c; Sc/L1.2a; Sc/L2.3a; Lr/L1.2b; Sc/L1.1a; Lr/L1.2e

Focus

PAGE 6:1

Suggested teaching activities

- Discuss learners' experiences of nurse education in their countries and draw out comparisons with the UK.
- Check their understanding of the concept of mentorship and what they expect from a mentor. For those nurses already on supervised practice, elicit their experiences of working with a mentor.
- In groups, ask learners to think about the opportunities for learning that exist in the hospital and on the ward and to list formal and informal learning activities (e.g. attending a study day, shadowing a colleague). They can also list other resources such as articles from nursing journals in the library and protocols and documentation on the hospital intranet or on the ward.
- Encourage learners to bring in an example of the schedule of the competencies they need to achieve or download the competency statements from the NMC website.
- Discuss the competencies, drawing out which of the learning activities they have listed would be appropriate for achieving some of the competencies.
- Discuss the evidence they could add to their portfolios as evidence of having achieved a particular competency (e.g. a reflective account of a study day, a successful observation by the mentor).

Task 1

- Ask learners to look at the photographs and read through the extracts from the meetings in speech-bubbles.
- Ask learners to read part 1 of the summary and then work in pairs to discuss and match each of the extracts to the relevant point in the summary.
- Go through and discuss the points in part 2 of the summary.

PAGE 6:2

How to understand briefing documents

Task 2

Objectives and curriculum references

to extract relevant information from a text by using appropriate reading strategies

to practise skimming and scanning a text

to build awareness of differences between formal written style and informal spoken style

to summarise written information from the text and pass it on in spoken register

ESOL

Rt/L2.7a; Sc/L1.3b

Preparation

Discuss different reading strategies – skimming for gist, scanning and reading in detail – and when learners may need them in the course of their work.

Task

- **Question 1** Give each learner a copy of the Extract from a text on supervised practice from the Resources. Ask learners to look quickly at the text without reading the detail to find out what it is about. Set a time limit.
- Point out that this is an example document; different NHS trusts will have different documents.
- Take feedback and discuss how learners got their impressions, for example by glancing at the title and headings, etc.
- **Question 2** Learners read the information and choose one of the characters. The aim is to focus their reading on finding relevant information to answer the chosen person's particular queries about supervised practice.
- **Question 3** Encourage learners to look quickly through the document again to identify the sections that they think will contain the answers. Encourage them to look at the headings and for key words that are used in the information about their chosen character.

- **Question 4** Learners now read the section they've identified in detail to find the answers to their nurse's queries. Learners can compare their notes with other learners who have chosen the same character.
- **Question 5** This is preparation for question 6 and is designed to focus on the difference in style between formal texts and spoken English. Also discuss other differences in style, such as formal vocabulary, long complex sentences, active rather than passive voice, etc.
- **Question 6** Learners can work in pairs or groups and plan how to give the information to their chosen character in clear spoken English.

If the learner has difficulty

- Work with learners on one of the situations, discussing and pointing out clues in the text (heading and/or key words) as you identify the items of information the character requires.
- Ask learners to underline any words they don't know and then encourage them to look at the sentence before and after to see if they can work out the meaning. If not, they can look up the words in a glossary or dictionary.

Extension

Learners can practise skimming and scanning documents from their own workplace to find similar information.

PAGE 6:3

How to discuss your progress

Task 3 22

Objectives and curriculum references

to take part in a discussion with a mentor

to discuss progress in achieving the competencies

ESOL

Lr/L1.1b

Preparation

- Discuss learners' feelings about being criticised and any similarities and differences in how criticism is perceived in other cultures.
- Discuss how they prefer criticism to be handled.
- Set the context for the audio clip – an informal review meeting to see how far Roya has got with the learning objectives set at the last meeting.
- Play the audio clip through once for general understanding. Then discuss the mentor's tone through the conversation – first friendly and positive but then more critical.

Task

- Ask learners to look through the questions to focus their listening. Play the audio clip again, pausing to discuss the answers.
- Point out how the mentor uses questioning to encourage Roya to look back on the incident and reflect on other ways she could have dealt with it. If necessary play the audio clip again.

Follow up

Set this discussion point for small groups, allowing time for groups to report back. Discuss what you think Roya learnt from this interaction with her mentor. How will it help her to deal with similar situations?

If the learner has difficulty

- Discuss the context of the conversation in detail so that learners know what they are listening for.

- Play the discussion but pause after each of the mentor's questions to discuss what learners think they will hear. Then play the section with the answer. Do the same for each question.

Extension

- Encourage learners to act out the part of the conversation between the mentor and Roya in which they discuss the problem with Danni over the observation.
- They can then do the same for a similar situation from their experience.

Task 4 23

Objectives and curriculum references

to recognise criticism through what was said and the tone of voice

to respond by accepting the criticism as valid, disagreeing if the criticism is invalid, and partially agreeing where some but not all of the criticism is justified

ESOL

Sc/L2.2a; Lr/L1.6c

Preparation

- Play the audio clip through and discuss the tone of the criticism in each extract: constructive/critical, direct/indirect, helpful/destructive.
- Ask learners what is different about the tone, volume, stress and intonation.

Task

- **Question 1** Play each extract and discuss answers.
- **Question 2** Play again, pausing after each extract to give learners time to note the words Roya uses. Elicit other suggestions and discuss the tip.
- **Question 3** This is a role-play activity but needs careful setting up. Discuss situation 1. Ask learners to think of different ways the nurse can handle the criticism, for example:
  - The nurse may agree she was late, but disagree with the fact that she is always late, and point out that she been punctual for all the other meetings.
  - She may accept the criticism but go on to point out that the timing of meetings is very difficult because there is always a lot happening on the ward. They can then re-negotiate the timing of the meeting.
- For each option, ask learners to suggest some phrases that the nurse could use to respond to the criticism.
- Learners can then work in pairs, acting out the conversation with the different endings.
- Do the same with situation 2.
- If possible, record the conversations and play back for feedback on how they handled the criticism.

If the learner has difficulty

Make up role cards for the mentor and nurse for situation 1 as indicated above. Work with learners to discuss what the mentor and nurse can say, writing up possible conversations on the board or an overhead transparency. Learners can then work in pairs to act out the conversations.

Extension

Ask learners to develop similar conversations for their own situations.

PAGE 6:4

How to discuss your learning objectives

Task 5 24

Objectives and curriculum references

to discuss a learning plan with your mentor

to follow the main points in a discussion

to explain learning objectives and ideas for achieving them

to react to a mentor's suggestions

to agree a review date

ESOL

Sd/L1.2c; Lr/L1.1b

Preparation

Set up this discussion task. Ask learners to list gaps in their knowledge or limitations in their skills under these headings – knowledge, communication, clinical skills, cultural or religious variation. List learning activities and resources that could be used to improve the situation.

Task

- **Question 1** This question acts as preparation for the listening. The extract is from an NHS trust's schedule of competencies for supervised practice. Discuss the wording of the competency statement, pointing out that the way competencies are expressed will vary in different trusts.
- Set up for pairs or small groups and take feedback as a class activity.
- **Question 2** Play the audio clip through so that learners can listen for information to complete the extract from the learning plan.
- Play the clip again, pausing to give learners time to note the information. Take feedback.
- **Question 3** Play the audio clip again, this time pausing to focus on the actual words used. Give learners time to note the words and then play again.
- **Question 4** This acts as preparation for the role-play. Encourage learners to use some of the ideas they discussed in the preparation stage for the task.
- Set up pairs.
  - Step 1: A decides on two learning objectives he/she would like to achieve.
  - Step 2: A gives B a statement of the learning objectives.
  - Step 3: A and B both think of activities and resources to achieve the two objectives.
- Explain to learners that they are going to act out a discussion to negotiate an agreed plan.
- **Question 5** Learners work in pairs to act out a conversation, taking turns to play the mentor's role. Remind them to use expressions from the audio clip (e.g. the questions the mentor used to focus on the goals, and Roya's expressions for explaining her ideas for achieving her goals).
- If possible, record the conversations and play back for comment on the use of expressions and intonation.

If the learner has difficulty

- **Question 2** Give out a partly completed learning plan for learners to complete.
- **Question 3** Give out copies of the audio script and ask learners to highlight the expressions. Play the clip again so that learners can listen carefully for the expressions they have highlighted.

Extension

Learners practise the questions and answers for question 3 and then act out the conversation in pairs.

PAGES 6:5–6:6

How to get cooperation from colleagues 1 & 2

Task 6 25

Objectives and curriculum references

to know and use a range of expressions for making requests

to recognise that the formality of a request will depend on the context and relationship of the people involved

to make formal and informal requests appropriately

to make requests which show appreciation of the other person's situation (e.g. if they are busy)

ESOL

Sc/L1.2a; Sc/L2.3a; Lr/L1.2b

Task

- **Question 1** Learners discuss the photos and dialogues in pairs and then share their ideas.
- **Question 2** Get learners to look at the questions. Then play the audio clip through once or twice so that learners can note their answers to the questions. Take feedback.
- **Question 3** Play the audio clip again, pausing so learners can hear the actual words and write them in the table.
- Discuss and categorise the phrases for introducing the requests, for example phrases to use when you are disturbing someone, or when someone looks busy, or when you want something special from them.
- Discuss the phrases that are used to make the requests and ask learners to categorise them as formal or informal.
- Learners can practise making the requests in pairs. Before doing so, ask for suggestions about how to accept or say no to a request.
- **Question 4** Set up pairs. Learners discuss each situation and the best way to introduce the request and make it in an appropriate style. Record if possible for feedback and improvement.
- Discuss the tip.
- **Question 5** Learners work in pairs to act out short conversations for the situations.

If the learner has difficulty

- Give out the audio script having blanked out the expressions for introducing the request and making the request. Learners can then listen and fill in the missing words.
- For more practice in making requests, give out the Situation cards from the Resources. Learners can discuss the situation in pairs and then practise making requests.

Extension

- Learners think of their own work situation and practise making requests and responding.
- Discuss how to react when people say no to a request. Elicit learners' experiences. Discuss what you can say if someone turns down a request.

PAGE 6:7

How to make sure you achieve your learning objectives

Task 7 26

Objectives and curriculum references

to recognise polite intonation

to make requests that sound assertive but polite

ESOL

Lr/L1.2e; Sc/L1.1a

Task

- **Question 1** Play all the requests through once. For each, discuss the likely context for the request and who learners think the nurse is talking to.
- Then play the requests one by one, pausing to discuss the intonation and which words the speaker stresses.
- Direct learners to the tip on making requests and discuss.
- **Question 2** Learners practise the requests in pairs. If possible, they should record themselves so that they can experiment with changing the pitch of their voices, slowing down and stressing different words.

If the learner has difficulty

- Demonstrate the requests, emphasising how the voice goes down at the end of the request.
- Ask learners to practise each request, mirroring your intonation.

Extension

Learners can work with the requests, mirroring the intonation on the audio clip.

Task 8

Objectives and curriculum references

to practise the skills from the theme

to agree a learning plan with a mentor

to practise making requests to ensure he/she is able to achieve the goals on an action plan

ESOL

Sc/L1.2a; Sc/L2.3a; Sd/L1.2d; Lr/L1.2b

Preparation

- This task brings together the main skills from the unit in an extended role-play.
- Learners work in pairs to act out a conversation between a mentor and a nurse on supervised practice to agree a learning plan.

Task

- **Question 1** Give out copies of the Role cards from the Resources (two cards for each pair of learners). Allow time for learners to read and complete the cards.
- Review useful expressions for the discussion: questions for the mentor's role (e.g. 'What would you like to work on next?') and phrases for the supervised practice nurse's role (e.g. 'I'd like to ..'; 'I need to …'; 'Would it be possible to …?').
- **Question 2** Give each pair two copies of the Action plan from the Resources. Explain that they should complete and sign the action plan at the end of each discussion.
- Learners act out the discussion, taking turns to play the part of the mentor.
- If possible record the role-play for feedback and improvement.
- **Question 3** Learners think about any help they would need from other colleagues to get their learning objectives signed off: they may need to ask a colleague to check something they have done, or a clinical supervisor to observe them carrying out a procedure, or a ward clerk to show them where particular records are kept.
- **Question 4** Act out the conversations in groups of three. For each conversation, one of the learners should give feedback on these points:
  - Was the nurse clear about what he/she wanted?
  - Did he/she show appreciation of the other person's situation?
  - Did he/she introduce the request?
  - Did the request sound assertive but polite?

Reflection for the theme

Provide learners with copies of the Reflection form from the Resources. Ask them to complete the form in their own time. Discuss with learners as necessary.

Focus

When you start your placement you will be assigned a mentor. One of your mentor's roles will be to help you work towards the competencies that you will be expected to achieve for registration with the Nursing and Midwifery Council (NMC).

Task 1

Look at the extracts from a conversation between a nurse on supervised practice and her mentor. Match each extract with a point in summary 1 below.

a

b

c

1 During your placement you will need to arrange meetings with your mentor to review progress and plan your learning. During the meeting be prepared to:

- discuss your progress
- reflect on incidents in your practice
- negotiate the best way to achieve your competencies
- ask your mentor for advice and help
- deal with challenges and criticism.

2 In order to achieve the learning objectives you have agreed, you need to:

- know what learning opportunities and resources are available on your ward and in your hospital
- ask for help and support from the people in your team, for example ask your mentor to observe you while you carry out a procedure, ask a ward clerk where care plans are kept, and so on.

How to understand briefing documents

In order to understand exactly what is required during supervised practice, it is important to read official documents very carefully.

Task 2

1 Your teacher will give you a document. Look through it quickly but don't read it yet.

a What do you think it is about?
b What sort of information will you find in it?

2 Read about three nurses who are about to start supervised practice. Choose one of them.

Samira wants to know:
- what experience a mentor needs
- how they will work together
- how often they will meet
- what is expected of her
- what is expected of the mentor.

Amir wants to know:
- if he will see practice on different wards
- how his progress will be assessed
- about study days
- about the programme for his first week.

Sonya has a 3-year-old son. Usually her husband takes him to and collects him from the nursery, but he is away for the two weeks when she starts her placement. Sonya wants to know:
- if she'll have to work nights
- about the hours and shift patterns
- what childcare she needs to arrange for her first two weeks.

3 Now read the document about supervised practice. Mark the sections that you think will contain the information your chosen nurse needs.

4 Read the sections in detail. Highlight the information that answers the nurse's questions, and make notes.

5 Find the formal equivalents in the document on supervised practice for these words and expressions. (The paragraph is shown in brackets to help you.)

a start (A)
b get experience (A)
c keep a written record (B)
d use her judgement (B)
e have the chance to (C)
f work out a plan (C)

6 Prepare a spoken summary of the information.

Tip

Get the gist of a longer text by skimming it, using titles, headings and key words in the text to decide if it includes the information you need.

How to discuss your progress

During meetings to discuss your progress your mentor may question you on aspects of your practice.

Task 3

22 Roya, a nurse on supervised practice, has a meeting with her mentor. Listen to the conversation and answer the questions.

1 Which of her learning objectives didn't Roya manage to achieve?

2 What explanation does Roya give for this?

3 What interpretation does the mentor give?

4 Does Roya think she could have done anything differently?

5 Does the mentor think Roya is making the most of her opportunities to achieve her learning objectives?

Tip

Try these phrases.

- **Valid criticism:** That's true/ You're right.
- **Unjustified criticism:** Well, actually I don't agree/I disagree.
- **Criticism with some truth:** I agree but …/ That's true but …

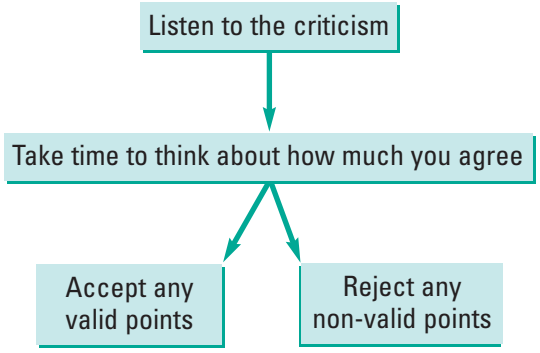
Task 4

23 1 Listen to two extracts from the conversation, in which the mentor questions Roya about her actions. How does Roya respond to the criticism?

a She agrees. **b** She disagrees. **c** She agrees in part.

2 Listen to the extracts again. What does Roya say?

3 Read the two situations below. For each, develop a conversation, following the framework below.



Situation 1

You are late for a meeting with your mentor. Your mentor is not happy and accuses you of always being late and of not taking your placement seriously.

Situation 2

You are refusing to work this weekend. Your mentor has received a complaint from your shift leader. Your mentor raises the issue during the meeting.

ESOL Lr/L1.1b; Lr/L1.6c; Sc/L2.2a

How to discuss your learning objectives

During meetings with your mentor you will need to agree on a learning plan to help you achieve your NMC competencies.

> Is able to work in a multidisciplinary team and meet the care needs of patients and relatives in planning a safe discharge.

Task 5

1 Discuss the learning activities and resources that would help you to achieve this competency.

24 2 Listen to another extract from the discussion between Roya and her mentor and answer the questions.

a What do they agree by the end of the discussion? Complete Roya's learning plan.

Objective	Learning activities/Resources	Review date

b Which are Roya's ideas and which are the mentor's?

c Which of Roya's ideas was dropped? Why?

3 Listen to the extract again.

a What two questions does the mentor ask to help Roya focus on her learning objectives?

b What does Roya say to explain her ideas for achieving her objectives?

c What does she say to agree to her mentor's suggestions?

4 Think of two things you need to learn about or learn to do, to adapt to working in the UK. List the learning activities and resources that would help you achieve these objectives.

5 Work with a colleague. Role-play a discussion with your mentor to agree a learning plan.

Nursing tip

Before a meeting with your mentor:

- take time to prepare
- make a note of any points you want to raise.

How to get cooperation from colleagues 1

Your mentor will not always be available to help you. To achieve your objectives you will need the help of other people you work with.

Task 6

a

b

1 Look at the two photographs. Which request is successful? Why?

25 **2** Now listen to some nurses asking for help from different members of the team. Answer the questions.

- **a** Who do you think they are talking to in each case?
- **b** What requests are they making?
- **c** Which requests sound more formal?

Tip

When you ask for someone's help:

- make eye contact
- use their name.

How to get cooperation from colleagues 2

3 **a** Listen to the requests for help again. Complete the table.
25 **b** Practise making the requests.

	Phrase used to introduce the request	Phrase used to make the request
1		
2		
3		
4		
5		
6		
7		

4 Work with a colleague. Decide how you would make requests for the situations below. Think about who you would ask and how to introduce and make your requests.

a You need your mentor's phone number for something unexpected.
b There's a study day you're interested in and you'd like to go.
c You need someone to observe you doing a patient assessment.
d You'd like some time with one of the doctors to discuss an aspect of a medical condition you're interested in.

5 Role-play the situation with a colleague. If possible, record yourself.

Tip

When making requests:

- get the person's attention, e.g. 'Have you got a minute, Selma?'
- apologise if you're disturbing them, e.g. 'Sorry to bother you …'
- show you appreciate that they are busy, e.g. 'I know you're busy …'

How to make sure you achieve your learning objectives

In order to gain the cooperation of colleagues when you need their help, it is important that your intonation sounds assertive but polite.

Task 7

26

1 Listen to the four requests. Does the nurse's voice go up or down at the end of the request?

a Sorry to interrupt, Martin, but could you sign this for me?
b We need to move Mrs Jennings. Can you get a sliding sheet, please?
c I'm not sure how to log on to the computer. Do you think you could show me?
d I'm not sure I've filled this form in right. If you've got time, would you mind checking it, please?

2 Work with a colleague to practise the requests, making sure your voice sounds assertive but polite.

Tip

When making a request, try:
- slowing down a little
- making your voice go down at the end of the request.

Task 8

This task brings together the main skills from the theme in a role-play.

1 Your teacher will give you information about a competency you need to achieve during your period of supervision. Decide on some learning activities and resources that will help you achieve this competency.

2 Working with a colleague, role-play a discussion with your mentor to agree a learning plan to achieve the competency. Complete the action plan your teacher gives you.

3 Look at the action plan you agreed with your mentor. Decide:
- what help you need
- who you will ask in your team
- what you will say.

4 Role-play the situation with a colleague. Make sure your request sounds assertive, but polite.

ESOL Lr/L1.2e; Sc/L1.1a; Sc/L2.3a; Sd/L1.2d; Lr/L1.2b; Sc/L1.2a

Resources

Task 2 on page 6:2

2 Extract from text on supervised practice

Supervised Practice Programme

A Structure and organisation

The supervised practice programme will commence with a block of four study days, followed by one study day for the next six weeks. Supervised practice nurses will gain their clinical experience of 37.5 hours per week on wards and departments designated by the Trust for a period of 3–6 months. Additional study days may be organised by the Trust.

B Role of the mentor in facilitating supervised practice nurses

During the programme, the supervised practice nurse will have access to a mentor.

The role of the mentor is to facilitate learning, and supervise and assess supervised practice nurses in a practice setting.

A mentor will be a first-level practitioner, having been qualified and successfully undertaken an appropriate preparatory certified course.

During placement the mentor will:

- formally supervise the supervised practice nurse in developing clinical competencies in the clinical area
- document discussions with the supervised practice nurse in an assessment log
- exercise professional judgement in relation to assessments.

The mentor will undertake a minimum of three formal meetings with the supervised practice nurse during placement.

Clinical placement for supervised practice nurses

C Before the clinical placement

At the start of the programme, the supervised practice nurse will have the opportunity to discuss the assessment pack with the supervised practice programme coordinator.

During the study days at the start of the programme, there will be an opportunity for an initial planning meeting for the mentor and supervised practice nurse to devise a preliminary action plan.

D During the clinical placement

Following an initial planning meeting to set goals and assessments and agree time scales for achievement of these, it is expected that the supervised practice nurse and the mentor will work closely together during the placement to meet the required competencies within the programme.

The supervised practice nurse must:

- discuss and negotiate action plans with his/her mentor at the beginning of the placement
- discuss and agree appropriate evidence to support the action plans
- arrange regular meetings to discuss progress during the clinical placement
- keep a record of all meetings using the Discussion log in the assessment pack.

E Shift guidelines

During the clinical practice, the supervised practice nurse will be rostered on a particular ward. It is advisable that the mentor works with the supervised practice nurse as often as possible. This may include working the following shifts:

- early (7.5 hours)
- late (7.5 hours)
- long (11.5 hours).

The internal rotation may include weekends and nights. It is of primary importance that the supervised practice nurse completes the required number of hours per month. Although the supervised practice nurse may be requested to work night duty, it is expected that day duty only is worked for the first two weeks to enable the supervised practice nurse to orientate to the ward and the hospital.

Resources

Task 6 on Page 6:6

6.5 Situation cards

Ask another nurse	To help one of your patients to shower so you can do an observation.	To help you to get one of the patients out of bed and transferred to a chair.
Ask your mentor	Your mentor has agreed that you are ready to do an admission on your own. A patient is being admitted this morning. Ask your mentor to observe you.	You've completed an incident form; ask your mentor to check it's OK.
Ask the ward clerk	To cancel transport for one of the patients – his wife is picking him up by car.	To show you how patient records are filed, as you find it difficult to find things.
Ask a healthcare assistant	To get Mr Brown's glasses – he thinks he's left them in the dining area.	To help you tidy up the stock room – it's your job but you'd like some help.
Ask your clinical supervisor	You've done two observations of dressing wounds and now you want to arrange to do one under supervision.	A senior colleague has observed you doing a wound dressing. Ask for some feedback on your technique.

Resources

Task 8 on Page 6:7

8.1 Role cards

Situation 1

MENTOR ROLE

Competency statement

Is able to record patient details/assessment accurately and prescribe an appropriate nursing plan that reflects assessment.

Action plan for achieving the competency

- Read hospital admission policy.
- Observe admission procedure.
- Undertake an admission assessment under supervision.
- Complete relevant documentation.
- Your ideas:

STUDENT ROLE

Competency statement

Is able to record patient details/assessment accurately and prescribe an appropriate nursing plan that reflects assessment

Your action plan for achieving the competency

-
-
-
-

Cont'd overleaf

Resources

Situation 2

MENTOR ROLE

Competency statement

Can insert a urinary catheter using an aseptic technique and describe management and cleaning of catheter.

Action plan for achieving the competency

- Observe catheterisation.
- Practise under supervision until competent, and receive feedback.
- Read hospital policy on catheterisation.
- Read relevant articles and file in portfolio.
- Explain to a) the patient/relative b) a colleague, the management and care of catheters – ensuring information is evidence based.
- Complete reflective account.
- Your ideas:

STUDENT ROLE

Competency statement

Can insert a urinary catheter using an aseptic technique and describe management and cleaning of catheter.

Your action plan for achieving the competency

-
-
-
-
-

Resources

Task 8 on page 6:7

8.2 Action plan

Objective	Learning activities/Resources	Review date
Student: **Mentor:** **Date:**		

Resources

Reflection form

Name:	Theme: **Working with your mentor**
What have I learnt from this theme?	
What can I do better now?	
What can I apply immediately into my practice?	
Is there anything I am not sure about or need more information about?	
How will I go about getting this knowledge?	
What else do I need to do to further my studies in this area?	
How might I go about doing this?	

PAGES 6:14–6:19

Giving a presentation

Professional setting

This theme focuses on presentation skills that nurses need during their nurse education and career as a nurse. The ability to present information clearly is a fundamental skill for nurses and is required in many situations, from organising a handover report to giving a seminar. It is of particular relevance to nurses on supervised practice, as part of their assessment can involve giving a seminar presentation on a chosen subject to their peers.

For many learners the idea of presenting may be daunting, especially if they are unaccustomed to standing in front of an audience, and particularly as they will be doing the presentation in English, which is not their first language. Presenting is a skill that needs to be developed step-by-step, with a lot of practice to build confidence.

The purpose of the theme is to develop skills needed to:

- give a well organised presentation with an introduction, main points and conclusion
- speak clearly using pausing and emphasis to make the meaning clear
- handle the questioning phase at the end of the presentation
- raise awareness of appropriate body language.

The theme also deals with the topic of respecting patient privacy and dignity during care. This provides the context for the model presentation on audio for the theme. The topic is particularly relevant to international nurses, as they may come from cultures where issues of privacy and dignity are approached very differently.

Materials

Audio equipment

Blank cassettes

Video equipment

Dictionaries and medical glossaries

Resources for the theme:
- Outlines (6:20)
- Presentation plan (6:21)
- Evaluation checklist (6:22)
- Reflection form (6:23)

Articles on patient privacy from nursing journals

Copy of Department of Health document *Essence of care*

Learning outcomes/objectives

to follow a presentation

to make an effective introduction

to structure a presentation

to use pauses and stress key words to create emphasis

to handle questions from the audience

Curriculum objectives

ESOL

Lr/L2.1a; Sc/L2.5a; Lr/L2.3a; Lr/L1.2b; Lr/L2.2e; Sc/L2.1a

Focus

PAGE 6:14

Suggested teaching activities

- Initiate a discussion about presentations by asking learners about the different types of presentations that nurses might have to give as part of their nursing education and professional development, e.g.:
  - an update on a study day to colleagues
  - a presentation on an area of interest as an assessed part of a course/supervised practice
  - a presentation at a conference to a group of fellow professionals
  - an impromptu and brief presentation (e.g. a progress report during a ward meeting)
  - a verbal report at handover at the end of a shift.

This can be done as a whole class discussion or in groups with each group reporting back.

- Discuss how the context of the presentation and the nature of the audience will influence the style and formality of the language, but that all types of presentation need to be well organised so that the information is accessible to the people listening.
- Discuss learners' experiences of attending and giving presentations in the context of their nursing careers.
- Discuss their feelings about presenting or having to present in their own language and then in English.

Task 1

- Set up this discussion task for small groups with each group reporting back. Record the main ideas on the board as each group reports back.
- Go through the points in the summary. Discuss a commonly used structure for a presentation – brief introduction that includes an outline of the presentation, the main points developed one by one, and a conclusion. Ask learners if this way of structuring a presentation would work in their cultures.
- Discuss the presenter's body language in the photograph and if she looks confident and comfortable. Work with learners to build up a list of 'dos and don'ts'.
- Discuss the text in the speech-bubble, what the presentation is about and what the extract tells you about the organisation of the presentation.
- Focus on the words that make the order of the points clear – 'first' and 'then' – and relate it to the third point under the heading 'Introduction' in the summary.
- Read the extract in the speech-bubble aloud, first pausing in inappropriate places, and then pausing in the correct places to make the meaning clear and stressing the bold words. Discuss which version was clearer, where you paused and which words you stressed. It might be useful to record some different versions.
- Draw attention to the third bullet point under the 'Main points' heading in the summary.

PAGE 6:15

How to follow a presentation

Task 2 27

Objectives and curriculum references

to predict likely topics and vocabulary and use this to understand the presentation

to identify the main points in the presentation and supporting points and evidence

to extract information from a presentation

to listen for vocabulary specific to the topic

ESOL

Lr/L2.1a

Preparation

- This task shows how using your knowledge of the topic and words relating to it can aid understanding.
- The context for the presentation is patient privacy and dignity. Discuss the meaning of these terms and agree definitions. Also check understanding of concepts – respect patients' privacy and dignity (to show consideration for it) and compromise privacy and dignity (to do something that weakens it).
- Elicit learners' experiences of good and bad practice in relation to maintaining patients' privacy and dignity.
- Ask learners about similarities and differences in the concept of patient privacy and dignity in their countries and other countries where they have nursed.
- Discuss learners' experiences of attending presentations and any factors that can make a presentation difficult to follow, for example, not being familiar with the subject matter, the presenter talking too fast, an accent they are unfamiliar with, not having the courage to interrupt if something isn't clear, etc.
- **Question 1** Set the context for the presentation – a summary of the findings of a study that looked at respect for patients' dignity and privacy in an NHS hospital.

- Set up the discussion point for small groups. The aim is to predict some of the themes that are likely to come up in the presentation, as a way of improving learners' initial comprehension.
- Take feedback and record ideas on the board.
- **Question 2** Play the presentation through for general understanding. Learners listen for the answers. Take feedback.
- **Question 3** Play the section of the presentation where Jenny gives the findings of the study. This time learners note the examples. Encourage learners to share ideas in pairs, then play point by point, stopping after each point to discuss answers.

Follow up

Discuss learners' reaction to the findings.

If the learner has difficulty

Question 3 Give out a partially completed table for learners to complete as they listen to the audio clip.

Extension

- **Question 3** Focus on the prefixes – a group of letters you can add to the beginning of a word to change its meaning, for example 'un' – uncomfortable (not comfortable); 'in' – insensitive (not sensitive); 'dis' – disrespectful (not respectful); 'de' – dehumanised (human qualities taken away). Ask learners to suggest other words they know that start with these prefixes (e.g. incompetent, intolerant, distasteful, dishonest, deregulated, dehydrated, demoralised).
- Learners can work with the audio script to find examples.

PAGE 6:16
How to start your presentation

Task 3 27

Objectives and curriculum references

to state the purpose of a presentation

to decide on a suitable sequence for presenting information and to use markers to make the order clear

ESOL

Sc/L2.5a

Preparation

Explain that the visual at the top of the page is an overview of the presentation. Discuss what information it gives – title and four main points for the presentation.

Task

- **Question 1** Play the introduction all the way through and discuss how effective it is. Encourage learners to think about:
  - the organisation and how it benefits the audience and the presenter
  - the clarity of the information
  - how Jenny gets the attention of the audience
  - her delivery – how she uses her voice.
- **Question 2** Play the introduction again, pausing so that learners can hear the words Jenny uses. Learners may like to record the expressions in a notebook. Ask them to suggest other expressions she could use for each item.
- Direct learners to the tip about handouts and discuss any other phrases they could use.

If the learner has difficulty

- **Question 2** Give out an extract from the introduction, having blanked out some of the words. First get learners to predict the missing words and then play the introduction, pausing so they can check what was actually said.
- Alternatively, give learners the script first and get them to highlight the expressions for showing where the different points begin and end. Then play the audio so learners can listen for them.

Extension

- Learners can practise opening the presentation in their own words using the visual at the top of the page, and try out some of the different techniques for making it interesting and relevant to the audience.
- Go on to practise opening presentations on topics of the learners' own choice.

Task 4 28

Objectives and curriculum references

to improve delivery when giving an introduction

to recognise how pausing and stressing particular words alters meaning

to use stress and pausing to make the meaning clear

ESOL

Lr/L2.2e; Sc/L2.1a

Preparation

- In this task, learners focus on how pausing in the right place and stressing the most important words gives meaning to what you say.
- First read out the extract without pausing (except to catch your breath!) in a monotonous tone, without emphasising any particular words. Then read it again, but this time pausing and emphasising key words to make it sound interesting. If possible, record yourself and play back the recording, discussing why the second version sounds better.

Task

- **Question 1** Play the audio clip. Learners mark the places where the presenter pauses and underline the words that the presenter stresses (emphasises). Play the audio clip as often as necessary.
- Learners can compare their marked-up versions before you give feedback.
- **Question 2** Give out copies of the Outlines from the Resources, two to each pair of learners. Allow time for learners to discuss and then plan their introductions.
- Direct learners to the tip on pausing and discuss.
- Remind learners that they need to include a statement of purpose, an outline of the points and a statement explaining how they want to handle questions.
- Encourage learners to write out the introduction. They can then think about the message they want to convey and plan where to pause and which words to stress to give emphasis.
- If possible they should record themselves and play their recording back to evaluate each other's introduction and discuss improvements.

If the learner has difficulty

For pronunciation practice, copy and hand out the marked script from the answers. Get learners to practise pausing where indicated and stressing the underlined word. Encourage them to stand up while doing it so that they project their voices.

Extension

- Photocopy extracts from the audio script. Give each pair or group one extract and ask learners to discuss where to pause to give the exact meaning and make it easy to follow, for example:
  - after a sentence
  - after a sense group (a group of words which belong together) (i.e. a clause)
  - after sequence markers (words like first, second)
  - when you want to give the audience time to think
  - when you want to be dramatic.
- Also discuss how stressing (emphasising) different words in a sentence can change the meaning. Use an example like this to illustrate how you can change meaning by shifting the stress:
  - It's important to reflect on how <u>we</u> treat our patients (i.e. not other people).
  - It's important to <u>reflect</u> on how we treat our patients (i.e. not just go on as we are doing).
  - It's important to reflect on how we treat our <u>patients</u> (i.e. not our colleagues).
- Learners can then work in pairs with the same or another extract from the audio script and experiment with pausing and stressing different words.
- If possible, they should record the different versions to play back and discuss possible improvements.

PAGE 6:17

How to structure your presentation

Task 5 27

Objectives and curriculum references

to structure a presentation so that it is easier for the listener to follow

to recognise and use appropriate markers to make the structure of the presentation clear

to develop points by illustrating with examples and explanations

ESOL

Sc/L2.5a

Task

- **Question 1** Learners do the matching task in pairs. Then take feedback, focusing on:
  - the marker 'now', which tells you a new point is coming up, for example 'Now let's have a look at …'; 'Now what about ...?'
  - 'so', which tells you a conclusion is coming up, for example 'So in conclusion …'; 'So what can we do about this?'.
- Elicit alternative expressions that learners may know for introducing a new point or a conclusion.
- **Question 2** Before you play extract 2 of the audio clip onwards, ask learners to look through the items and predict the missing phrases.
- Play Jenny's presentation from the end of her introduction, pausing so that learners can check what was said against their suggestions. Take feedback. Focus on the use of the rhetorical question in **f** (So what are the implications of the study for hospital staff?)
- **Question 3** Give out copies of the Presentation plan from the Resources. Go through the steps. Remind learners that they have only 3–4 minutes to speak so they can only give a brief introduction and develop two or three points and a short conclusion. Set a time limit to plan the talk (10–15 minutes).
- When learners are ready, split them up into groups of three to give their presentations. They should each take turns to complete the feedback points for step 4, using the Evaluation checklist from the Resources.

If the learner has difficulty

Question 1 Put the expressions and categories on cards for learners to move around physically.

Extension

- Give learners copies of the audio script and ask them to find examples of other markers (words or short phrases), for example markers for introducing a list of points (first, then, next, finally).
- The audio clip of the presentation also includes examples of markers that the presenter uses to give examples that illustrate her points (e.g. 'Let me give you an example'; 'One example they gave …').
- Elicit any other words and phrases that learners already know for giving examples – 'for example', 'for instance', 'such as', etc.
- Play the audio clip through so that learners can listen for the phrases. Discuss how markers like these act as signals, telling the listener what kind of information is coming up.
- Encourage learners to build up a list of markers to use in presentations under categories such as:
  - introducing examples (for example, etc.)
  - introducing reasons (because, so, that's why, etc.)
  - listing (first/my first point is .../firstly, second, finally, etc.).

PAGE 6:18

How to handle questions

Task 6 29

Objectives and curriculum references

to recognise a range of question types and respond appropriately

to recognise hostile or critical questions through the use of structure, vocabulary and intonation

ESOL

Lr/L2.3a

Preparation

- Use the photo to generate discussion. Ask learners what they would find challenging about handling the questions at the end of a presentation.
- For some learners, handling questions can be more nerve wracking than giving a presentation. Learners may be concerned about not understanding the questions, not knowing the answer, being asked difficult questions, etc.

Task

- **Question 1** Play the five questions through first. Then play them individually, pausing after each one so that learners can discuss the answers. Take feedback.
- **Question 2** Play the questions and get learners to discuss the tone of the questions – which sound friendly and interested and which sound critical.
- When they have correctly identified the two questions that sound more critical, play them through one by one and discuss the evidence for their impressions.
- Draw attention to the critical tone and the implied criticism when the nurse says, 'So your conclusions are based on the findings of just one study?' Draw attention to her choice of words – 'I don't want to be negative' (when in fact she is being negative) and the way she plays down the seriousness of nurses' actions by her use of 'busy nurse' and 'accidentally left the curtains open'.

If the learner has difficulty

If the learner has difficulty identifying the question types, give out copies of the audio script so that learners can read the questions and match them with the categories. Then play the questions so they can listen for them.

Extension

- Ask learners to do a question survey, collecting examples of different types of question they hear over a day at work, for example:
  - 'Wh' question (questions starting with words like 'when', 'what', etc.)
  - Yes/no questions (questions starting with 'Do you ...?' 'Did he ... ?', etc.)
  - Embedded questions (questions starting with phrases like 'Can you tell me …?', 'I'd like to know …')
  - Statement questions (statements that are used like a question: 'So you …?')
  - Tag questions (statements with a little question at the end, e.g. 'Nice day, isn't it?').
- Encourage learners to reflect on which types of questions usually require short answers and which generally require longer or complex answers.
- Encourage learners to attend presentations at the hospital or their local university/college.

Task 7 29–30

Objectives and curriculum references

to listen carefully to questions and know how to respond

to use clues of intonation and body language to understand the speaker's attitude

to give extended answers that cover several points

to deal with hostile and difficult questions

ESOL

Lr/L2.3a; Lr/L1.2b

Preparation

- The purpose of this task is to look at techniques for handling questions and to practise using them.
- Play the questions from Task 6 again, pausing after each question and asking learners to predict the type of answer they think Jenny will give, and the amount of information, for example: Is a short answer all that is required or does she need to elaborate?

Task

- **Question 1** Ask learners to read the tips before discussing them.
- **Question 2** Play the questions and answers on the audio clip one by one. After each question, discuss which of the tips learners think she used and their reasons/evidence.
- Ask learners to practise the questions and answers in pairs.
- **Question 3** Allow time for learners to prepare a short presentation in note form.
- **Question 4** The purpose of this activity is to practise handling a question-and-answer session. Remind the listeners that they should not interrupt during the presentation, but should make a note of any additional information they want or information they need to check or clarify.
- Give feedback on the way the questions were handled.

If the learner has difficulty

- Give learners more practice in answering questions about the presentation. Prepare some questions about Jenny's presentation, using a mixture of question types, for example questions for clarifying, checking, getting more information and raising concerns/doubts about the research methodology and findings.
- Ask each of your questions and discuss with learners the best way of answering.
- Learners can then practise the questions and answers in pairs.

Extension

Use the presentation from question 4 as the basis for a question-and-answer session. Learners take turns to ask the questions, following these frameworks:

Introduce your question and ask for more detail. → Answer the question and add more detail.
Ask for clarification of something that wasn't clear. → Sort out the misunderstanding.
Raise a doubt about some of the ideas/facts. → Acknowledge and give an alternative view.

PAGE 6:19

How to deliver an effective presentation

Task 8

Objectives and curriculum references

to practise structuring a presentation

to practise giving a presentation

to practise improving delivery by pausing and stressing key words

to practise asking and dealing with questions

ESOL

Sc/L2.5a; Lr/L2.3a; Lr/L1.2b; Lr/L2.2e; Sc/L2.1a

Preparation

- This task draws together the skills from the theme.
- Use the photographs to discuss body language. Discuss any variations in body language and presentation style in learners' countries.
- As this is an extended presentation, the preparation will need to be done outside class so set it as homework.

Task

- Go through and explain the steps in the task to learners. Remind them to complete the boxes in question 1 with information about the purpose of the presentation.
- Set a fixed limit for the presentation (e.g. 5 minutes) and add some time for questions.
- Depending on the size of the group, presentations can be made to the full class, or learners can work in smaller groups of three or four, taking turns to present.
  - For each presentation, allocate someone to complete the Evaluation checklist from the Resources.
  - Presenter role: gives the talk and answers any questions.
  - Listener role: keeps a note of any questions he/she wants to ask at the end of the presentation.

- After each presentation, encourage the presenter to reflect on what went well and how they felt during the presentation, and the skills they managed to include.
- Where possible, record presentations so that extracts can be played back for peer evaluation, focussing on good points and points for improvement.

If the learner has difficulty

- Learners can work with the support of another learner to plan and give a presentation.
- With learners who are less confident, it might be useful to look at their plan and discuss how they are going to give the information. Encourage the learner to rehearse short sections with you so that you can give feedback and suggestions for improvement.

Extension

- Role-play the follow-up discussion after Jenny's presentation. One learner should lead the session. The aim is to come up with three or four suggestions for improving patient treatment by taking greater account of patient privacy and dignity.
  - Step 1: The leader asks for suggestions and records any ideas that come up on a board/flipchart, but at this stage without discussion.
  - Step 2: The leader leads a discussion in order to select three or four of the best ideas that could be implemented on the ward.

Reflection for the theme

Provide learners with copies of the Reflection form from the Resources. Ask them to complete the form in their own time. Discuss with learners as necessary.

Focus

As a nurse you may have to give presentations on aspects of your work. This could include giving an update to your colleagues after a study day or a seminar, or informing them of some research you have done.

Task 1

Think about presentations you have attended, for example at a seminar or study day. Discuss why some presentations are better then others. Think about the content and the way the person presented the information.

Your presentation needs to have a clear structure. Start with a brief introduction. Follow with your main points. Finish with a short but powerful conclusion.

Introduction

- A good introduction is important. It is your chance to establish your topic and build a rapport with your audience.
- In your introduction, say what the presentation is about and why it is of interest to the audience.
- In longer presentations it is also useful to include a brief overview of the points you intend to develop.

*I'll go over some of the key points from the session on diet and diabetes. **First**, I'll talk about the role of diet in diabetes. **Then** the current dietary recommendations ...*

Main points

- When giving your presentation, be aware of your body language and the unconscious signals you may be sending out.
- Speak clearly but a little more slowly than usual.
- Emphasise key words, and pause in the right place to make your meaning clear.

Visual aids

- Any visual aids you use (such as overhead transparencies) need to be big enough for the audience to see easily.
- Avoid putting too much text on visual aids, as the audience will read the words rather than listen to you.

How to follow a presentation

To help you follow a presentation, take time beforehand to think about what you already know about the topic, and words that you are likely to hear.

Task 2

27

Jenny is a nurse on supervised practice. She is giving a presentation in which she reports the findings of a study into patient privacy and dignity.

1 Think about care situations in which respecting patient dignity is particularly important. For each situation, list the ways in which a patient's dignity and privacy could be compromised during care.

2 Now listen to Jenny's presentation and answer the questions.
   - **a** What is Jenny's presentation specifically about?
   - **b** What message does Jenny want her audience to take away from the presentation?

3 Listen to Jenny's presentation again. Make notes about the main findings of the study and the examples she gives to illustrate them in a table like this:

	Main point	Examples
Communication		
Patient confidentiality		
Patient modesty		

Tip

While listening to a presentation, make notes about any points you need to clarify, or questions you'd like to ask at the end of the presentation.

How to start your presentation

A good introduction is important and needs to include:

- an explanation of what you are going to talk about
- a summary of the points you will cover
- any procedural points, e.g. when you will answer any questions.

Respecting the privacy and dignity of patients

- *Background to the study*
- *Main findings*
- *Implications for hospital staff*
- *Group discussion – What can we do here?*

Task 3

27

1 Listen to the introduction to Jenny's presentation about patient privacy and dignity. Discuss how effective her introduction is.

2 Listen again.

a How does Jenny explain the purpose of her presentation?

b Jenny's presentation has four parts. How does she introduce each point?

c How does she want to handle questions? What does she say?

Tip

If you have handouts, tell the audience when you plan to distribute them.

Task 4

28

1 Listen to an extract from the presentation. Notice how Jenny stresses certain words, and pauses to make herself clear. Mark || where she pauses and underline the words that she emphasises.

first || I'll give you some background about the study next || I'll describe some of the main findings then we can look at the implications for hospital staff and finally I'd like to work in groups to discuss how we can improve patient care to ensure that patients' privacy and dignity are respected at all times

2 Your teacher will give you an outline for a presentation. Prepare the introduction and practise it, making sure you pause in the right places and stress key words. If possible record yourself.

Tip

It is usual to pause at the end of a sentence, but you can also pause after a 'sense' group – a group of words that belong together, e.g.

During treatments curtains were often left open, [pause] *which patients found very embarrassing.*

How to structure your presentation

Your audience will find it easier to follow your presentation if you make it clear when you are changing topic.

1 I'll start with … / by …

2 As I mentioned, …

3 As you can see, …

4 Now what about …?

5 So in conclusion, …

6 My next point is …

7 As I said before, …

8 Now I'll say a few words about …

9 Now let's have a look at …

10 This diagram shows …

Task 5

1 The expressions above are useful for making the structure of your presentation clear. Discuss which you use to:

a move from point to point
b refer to a visual aid, such as a diagram or slide
c refer back to something you said earlier
d introduce your conclusion.

Tip

Make sure visual aids are easy for your audience to read.

Don't include too much text.

27 **2** Listen to Jenny's presentation again. What does she say to introduce each of her main points and move from point to point? Write in the words she uses.

a _____. _____ the background information about the study.

b _____ some of the findings.

c _____, communication with patients.

d _____, patient confidentiality.

e _____, patient modesty.

f _____ the implications of the study for hospital staff?

g _____, the study identified many instances …

3 Choose a topic relating to your work. Plan a presentation using the plan your teacher gives you.

How to handle questions

People may want to ask questions after your presentation. When answering questions, make sure you:

- understand the question
- give yourself time to think about the question before you answer
- answer politely.

Task 6

29 1 Listen to five questions that Jenny was asked after her presentation.

a Which questions were asked to check or clarify something that was not clear?
b Which questions raised doubt or concern about something said?
c Which questions were to get more information?

2 Now listen to the questions again and identify any that sound hostile. What gives you that impression?

Task 7

1 Read these tips for handling questions, taken from a handbook on presentations.

Try these techniques for handling questions.

- If you don't understand a question, ask the person to repeat or clarify it.
- If there is misunderstanding, correct it politely.
- You don't need to answer a question immediately. Take time to think about how to answer it.
- If you can't answer a question, be honest and say so. You can always offer to find the information and pass it on later.
- If someone raises doubt about something you've said, acknowledge his or her point and then offer another way of looking at it.

30 2 Now listen to Jenny answering the questions. Which of the tips does she use in her answers?

3 Prepare a short presentation on an aspect of your practice.

4 Work with a colleague. Take turns to give your presentation. Make a note of points to clarify and any other information you would like. When your colleague has finished presenting, ask your questions.

Tip

When planning your presentation:

- try to anticipate questions that the audience will ask you
- think about how you could answer them.

How to deliver an effective presentation

Task 8

This task brings together all the skills from the theme.

1 Decide on a topic for a presentation. Complete these two statements about your presentation.

The purpose of my presentation is to:

At the end of my presentation I want my audience to:

2 Plan your key points. Decide how to develop them to give a clear shape to your presentation.

3 Plan your introduction.

4 Plan a conclusion.

5 Prepare any visual aids you want to use (e.g. flipchart, posters, transparencies). Make sure they are easy to read and don't contain too much information.

6 Give your presentation. If possible record yourself.

Tip

Rehearse your presentation. If possible, ask a colleague to listen to you and give you constructive feedback.

Tip

If you need to use notes, use small cards that you can hold in the palm of your hand.

Resources

Task 4 on page 6:16

4.2 Outlines

Context: You've been on a study day on infection control and you've been asked to give a presentation.

Purpose: *to update your colleagues on infection control*

Main points:

1 *Review principles of infection control*

2 *Factors that increase the risk of infection*

3 *Ways of preventing the development of infection*

4 *Precautions to prevent the transmission of infection:*

- *clothing*
- *disposal of sharps*
- *provision of linen and food*
- *washing routines*

Context: You've been on a study day on chest drain care and your ward manager has asked you to give a presentation to your colleagues.

Purpose: *to update your colleagues on chest drain care*

Questions: *At the end, plus handout and quiz*

Points for the presentation:

- *Anatomy and physiology of lower respiratory tract*
- *Medical conditions requiring chest drain*
- *Insertion of chest drain*
- *Nursing management*

Resources

Task 5 on page 6:17

5.3 Presentation plan

Step 1: Choose a topic for a presentation.

Step 2: Decide on the purpose for your presentation. Choose two or three main points. Makes notes on the plan below.

Topic: _____

Purpose: _____

Timing: 3–4 minutes maximum

Main points	Supporting points/evidence/examples	Phrases I plan to use

Step 3: Decide how to develop your points so that your presentation has a clear shape. Think about the phrases you want to use to make the structure clear.

Step 4: Work in groups of three. Take turns to give your presentation. While each of your colleagues is speaking, think about these points:

- Was the purpose clear?
- Did he/she include an overview of the presentation?
- Did he/she make it clear where the main points ended and started?
- Did he/she stay within the time limit?

Resources

Task 5 on page 6:17 and Task 8 on page 6:19

5.2 and 8 Evaluation checklist

Introduction

Did the presenter:

• explain the purpose of the presentation?	Yes	No
• signpost the points to be developed?	Yes	No
• relate the presentation to the needs of the audience?	Yes	No

Main part

Did the presenter make it clear where the main points of the presentation began and ended?	Yes	No

Conclusion

Did the presenter:

• give a clear summary of the main points?	Yes	No
• create impact with the ending?	Yes	No
• bring the presentation to an end by:		
– thanking the audience?	Yes	No
– asking for questions/giving out a handout?	Yes	No

Delivering the presentation

Did the presenter:

• keep eye contact with the audience?	Yes	No
• speak too fast/too slow/about right?	Yes	No
• sound a bit monotonous/interesting to listen to?	Yes	No
• keep to the time limit?	Yes	No

Comments and suggestions for improvement

Resources

Reflection form

Name:	Theme: **Giving a presentation**
What have I learnt from this theme?	
What can I do better now?	
What can I apply immediately into my practice?	
Is there anything I am not sure about or need more information about?	
How will I go about getting this knowledge?	
What else do I need to do to further my studies in this area?	
How might I go about doing this?	

PAGES 6:24–6:30

Writing reflectively

Professional setting

This theme focuses on skills for writing reflections on learning experiences and critical incidents that occur at work. Reflection is central to nursing education in the UK and nurses will be required to engage in the process of reflection and reflective writing as part of initial training and ongoing professional development. For supervised practice nurses, reflective writing will count as part of the portfolio of evidence that is submitted as proof of achievement of the competencies required for NMC registration. Examples of reflective writing might include reflective accounts of learning or incidents at work, or reflective diaries.

For many nurses on supervised practice, the concept of reflection may be unfamiliar and at odds with their previous educational and cultural experiences. For example, in some countries the expert's role is to impart knowledge and the learner's to be instructed. Encouraging reflection as a way of improving practice may therefore create a sense of insecurity and unease.

Given the lack of experience of this type of learning for many supervised practice nurses, they will need plenty of practice in developing confidence and familiarity with the process.

There is no set way of writing a reflective account but reflective writing requires many high-level linguistic skills for describing abstract feelings and reflecting back to analyse the past. This theme develops skills that will enable learners to express complex ideas and relationships. It looks specifically at skills for:

- writing a reflective account of learning undertaken as part of supervised practice
- writing a reflection on a critical incident relating to practice
- giving a detailed account of the incident, making the order of events clear
- explaining feelings and perception around the incident
- building arguments to make the line of reasoning and interpretation of events clear.

The theme also introduces some well-known frameworks that are used in nurse education to help guide the nurse through the process of reflection.

Materials

Audio equipment

Blank cassettes

Video equipment for recording role-plays (optional)

Dictionaries and medical glossaries

Resources for the theme:

- Headings for the critical incident (6:31)
- Reflective framework (6:32)
- Category and connector cards (6:33)
- Framework (based on Gibbs' reflective cycle) (6:34)
- Reflection form (6:35)

Sample frameworks from learners' workplaces used for reflecting on learning experience

Sample frameworks from learners' workplaces used for reflecting on critical incidents

Learning outcomes/objectives

to write a reflective account of a learning experience

to write a reflective account of a critical incident

to write a detailed account of what happened

to write about feelings and reactions to the incident

to write an analysis and interpretation of what happened

to use a range of connectors to show your reasoning

to describe other options you had but didn't take, using 'could have done'

Curriculum objectives

ESOL

Wt/L2.6a; Wt/L1.4a; Ws/L1.2a; Ws/L1.1a; Wt/L1.3a; Rt/L2.4a

Focus

PAGE 6:24

Suggested teaching activities

- Set up this activity to raise awareness of the process of reflecting on something that happened in order to learn from it. Ask learners to make a list of things they have done over the last two weeks that are different to their usual routines, for example arranging a birthday event for a child; sorting out a mistake in a household bill. Learners then group them under things that went well and things that didn't go quite as planned.
- Ask learners to choose one event and think about:
  - what they did
  - why they did it that way
  - how they could have done it differently
  - what they learnt from the experience that they can use in the future.
- Encourage learners to share their experiences.
- Discuss learners' experiences of reflective practice in their countries and other countries where they have worked. Point out that the concept is central to nurse education and continuing professional development of nurses in the UK.
- Discuss different types of reflective writing that nurses undertake, such as reflective diaries (a useful way of keeping a personal record of significant events that happen during practice), reflections on learning (e.g. reflections on a study day – what was learnt and how it will influence current and future practice), and reflections on critical incidents (reflecting on significant events that have the potential to contribute to a person's learning).
- Discuss the advantages of writing experiences down, e.g. not getting side-tracked by others, having a record of your thinking which you can return to later.
- Discuss any differences in writing undertaken as part of nurse education (e.g. essays, reports and reflective accounts). If possible, provide examples to discuss.

Task 1

- Explain that the text is an example of a reflection on a critical incident – an incident that happened and sticks in your mind, such as something that that made you feel you were doing a good job or something that went wrong or that made you feel angry or devalued.
- The purpose of this task is to focus on how the writer has structured the account of the incident. Ask learners to read the account individually or, for more support, in pairs. Discuss any words learners are unfamiliar with.
- For the next step learners can work in pairs or small groups. Give out copies of the Headings for the critical incident from the Resources. Learners discuss and match the sections and headings. Take feedback.
- Go through the summary points, asking learners to find other examples in the account for each point.
- Explain that in the theme you will be looking at these skills in more detail.

PAGE 6:25

How to reflect on your learning

Task 2

Objectives and curriculum references

to write a reflective account of a learning experience

to use appropriate vocabulary to describe the learning activity and the outcomes from the experience

ESOL

Wt/L2.6a; Wt/L1.4a

Preparation

- Discuss and list the different learning activities that nurses will undertake while on supervised practice; grouping them as formal (study days/seminars) and informal (discussing with a doctor, observing a procedure, reading an article in a professional journal, writing up a reflection).
- Discuss learners' experiences of different types of learning activities – what works and what doesn't work.
- Draw out any similarities and differences in how teaching and learning are approached in their countries or in other countries where they have nursed.
- Point out that while on supervised practice, nurses may be asked to write reflections on the learning they have undertaken and that these can be included in their portfolio as evidence for achieving a competency.

Task

- **Question 1** Explain that the extracts are from a reflection on some learning undertaken by a nurse.
- The questions are designed to focus on the structure of the account and key phrases for describing how the experience has affected the nurse's practice.
- Take feedback.
- **Question 2** This question focuses on key vocabulary for describing different types of learning activities. After taking feedback, ask learners to suggest other learning activities (e.g. keep a reflective diary, read a research paper, etc.).
- **Question 3** This question acts as preparation for the main writing task in question 4 and focuses on useful phrases for describing the benefits of the learning and how it has influenced practice. After taking feedback, focus on the use of comparatives (e.g. strong**er**, **better**, **more** confident) and the marker 'now' (e.g. 'I am now more confident about …' or 'I am now able to …').
- **Question 4** Learners will need a copy of the Reflective framework from the Resources, which will help them think through and organise their account. Point out that different hospitals will have different frameworks.

Follow up

Ask learners to work in small groups to evaluate each other's work and suggest improvements.

If the learner has difficulty

- Work with learners to discuss and then write up a model account of a learning activity using the Reflective framework from the Resources.
  - **Step 1** Ask one learner to suggest a learning activity he or she would like to describe. Then ask the learner to describe it – what it consisted of, why he/she decided to do it.
  - **Step 2** Work with learners to plan what to write to complete the first two sections of the framework, and then write the agreed version on the board or an overhead transparency.
  - **Step 3** Ask the learner about the effect of the learning – what he/she got from it, and how it has influenced the way he/she works.
  - **Step 4** Again work with the Reflective framework and agree on the wording of a paragraph for the final section (the outcome of the learning activity).
- Learners can then write their own account.

Extension

- Get learners to look at examples of reflective accounts of learning undertaken by nurses in their workplaces. Ask them to identify and collect useful phrases for describing the benefits of the learning and how it has influenced their practice.
- Another source of useful examples can be found in the case studies in the NMC's booklet for post-registration education.

PAGE 6:26–6:27

How to write an account of an incident 1 & 2

Task 3

Objectives and curriculum references

to write a description of a critical incident

to write a detailed account of what happened using appropriate verb tenses

to use the past perfect to show the order of events

to use reported speech to report what was said at the time of the incident

ESOL

Rs/L2.1a; Ws/L1.2a; Ws/L2.1a

Preparation

- This is the first of five pages that build up skills for writing a critical incident; it focuses on how to use verb tenses to make the order of events clear.
- Learners should be aware of the past perfect tense but may need reminding about how to form and use it.
- Write these pairs of sentences on the board or an overhead transparency and ask learners to discuss the difference in meaning. Focus on the past perfect (see words in **bold**) and how it is used to show that one of the past actions happened before the other one.
  - A She was in a lot of pain so I gave her two painkillers.
  - B She **had been** in a lot of pain so I gave her two painkillers.
  - A When I got to Jo's office for our meeting she left.
  - B When I got to Jo's office for our meeting she **had left** (i.e. already left).
- Get learners to think about these sentences in pairs. Ask them to mark the event that happened first and then rephrase using the past perfect to make the order clearer.
  - **a** I wasn't surprised when Mr Brown appeared back on the ward. I thought he was discharged too soon. (I thought he **had been** discharged too soon …)

b I didn't know what to do. I called the doctor several times at home but he didn't answer. (I **had called** the doctor but there was no answer …)

c I waited outside her office for half an hour but she didn't arrive so I left. (I had waited outside her office for half an hour and she **hadn't arrived** ...).

Task

- **Question 1** This question focuses on the kind of information that needs to be included in a reflective account of an incident. Ask learners to read the extract individually and then discuss the answers in pairs.
- **Question 2** Learners can work on this task in pairs or groups.
- As follow up, encourage learners to work in groups or pairs to come up with some rules for using the past perfect, using the examples in the text.
- **Question 3** Once learners have tried the question, encourage them to compare answers in pairs. Then take feedback.
- Direct learners to the two tips and discuss. For the tip on reporting what was said, you may want to review and practise how the verb tenses change when reporting what people said. Use sentences like these:
  - I **slept** very badly = He said **he had slept** badly.
  - **He slipped** in the bathroom and fell. = She told me **he had slipped** and **fallen**.
  - **I'm** in a lot of pain. **Can I have** some painkillers? = He said **he was** in a lot of pain and asked **if he could have** some painkillers.
- **Question 4** For this question learners write a description of a critical incident of their choice. If learners have difficulty choosing an incident, remind them that it should be something that happened in their professional lives that stands out in their minds. Remind them that it can be:
  - something that went well
  - something that went wrong or didn't turn out as expected
  - an aspect of care/professional life that is different in the UK.

Follow up

- Learners can evaluate their account, thinking about these points:
  - Did the account give a step-by-step account of the incident?
  - Was it clear?
  - Were tenses used accurately?
  - Did it include the writer's feelings and thinking about the incident?

If the learner has difficulty

- **Question 3** Photocopy the answers to the exercise and blank out just one or two of the verbs in each extract for learners to complete. Alternatively, put the three extracts on the board/flipchart and work with learners to put the verbs in the correct tense.
- Give learners the first verb in brackets for each extract. Put the extract on the board and work with learners to complete it.
- Learners can then do the other extracts as practice.

Extension

Give learners all the facts about an incident but in the wrong order. Learners decide how to structure the information as a clear description of what happened and then write it out, paying attention to the use of verb tenses to make the order of events clear.

PAGE 6:28

How to write about your feelings and reactions

Task 4

Objectives and curriculum references

to write a clear account of what happened, including personal feelings and perceptions of other people's feelings

to choose appropriate vocabulary to describe feelings and those of others involved in the incident

ESOL

Wt/L1.4a; Wt/L2.6a

Preparation

- Divide learners into groups and give each group about 2 minutes to come up with a list of adjectives to describe their feelings when:
  - things don't turn out as hoped
  - things turn out better than expected
  - somebody is critical of your actions
  - you see poor standards of care.

Task

- **Question 1** Learners highlight the adjectives. When taking feedback, focus on the verbs 'be' and 'feel' – 'felt irritated' and 'was shocked'.
- **Question 2** Before looking at the adjectives, encourage learners to read through the sentences and predict the missing words.
- Learners then complete the sentences with the words from the list and check against their predictions. Discuss the meanings of any words learners don't know. Check that learners are aware of the differences between embarrassing and embarrassed.
- Follow up by asking learners to make up other sentences using the adjectives for situations they have experienced.
- **Question 3** Allow time for learners to think about the incident and quickly note down words to describe the feelings and emotions they felt during the incident and their impressions of what other people were feeling.
- Learners can work in groups to share the incident and their list of words.
- Direct learners to the tip and discuss it. They then complete the sentences in their own words.

If the learner has difficulty

- **Question 2** Start by asking learners to put the words in the box into a table like this. They can then select words from the table to complete the sentences.

Adjective (quality of the situation)	Adjective (how I felt)
distressing	distressed
–	guilty

- **Question 3** Instead of asking learners to write a paragraph, ask them to complete these phrases in their own words.
  - I found the situation …
  - I was/felt …
  - I had the impression that he/she was …
  - He/she seemed/appeared to be …

Extension

- Learners write a description of their chosen incident, including how they and other people felt at the time of the incident and later when reflecting back on it.
- Encourage them to include phrases like these in the descriptions:
  - Initially, … /To start with …
  - On reflection, … /Now looking back on the incident, …
- To extend the range of adjectives for describing feelings, ask learners to put the adjectives from question 2 into a chart like this and then add other adjectives they know for expressing feelings.

Noun	Adjective (quality of the situation)	Adjective (how you felt)
Distress	distressing	distressed
Guilt	–	guilty

PAGE 6:29

How to write your analysis of an incident

Task 5

Objectives and curriculum references

to identify how connectors (conjunctions) are used to structure arguments

to use connectors (conjunctions) to make a line of reasoning clear

to use a range of connectors for cause and effect, adding points and contrasting different ideas

ESOL

Wt/L1.3a; Ws/L1.1a; Wt/L2.6a; Rt/L2.4a

Preparation

- Learners will probably be familiar with the concept of connectors or conjunctions – words or phrases that are used to link ideas and highlight the relationship between the ideas, such as 'and', 'but', and 'so'. However, they may well need practice in how to use them.
- Write these sentences on the board/flipchart and ask learners to suggest ways of connecting them to make the relationship between them clear.
  1. She was in a lot of pain. She had just had surgery. (e.g. because, as)
  2. She was in a lot of pain. The staff nurse gave her analgesics. (e.g. so, therefore, as a result)
  3. She was in a lot of discomfort. She felt nauseous and giddy. (e.g. also, in addition)
  4. She found it difficult to sleep. The ward was noisy. (e.g. because)
  5. She was in a lot of pain. She never complained. (e.g. but, although, however)
- Write up some of the learners' suggestions, pointing out how they are used (e.g. You use 'in addition' at the start of a sentence and it is followed by a comma).

Task

- **Question 1** Learners read the account and discuss answers to the questions.
- **Question 2** This question can be set for pairs or individuals. When taking feedback, point out:
  the position of 'also': I **also** felt …
  the position of 'therefore': I **therefore** sat down …
  that 'However' at the start of a sentence is followed by a comma: **However**, when he took my hand …
- **Question 3** Provide pairs or small groups of learners with a set of Category and connector cards from the Resources.
- Learners categorise the connectors, using the notes for each category to help them work out which connector to use.
- After giving feedback, learners can add other connectors that would be appropriate in this type of writing (e.g. not too chatty, but not too formal).
- Encourage learners to write example sentences using any connectors they are unfamiliar with.
- **Question 4** Learners choose connectors from the Category and connector cards sheet to complete a second extract from the reflection.

If the learner has difficulty

- **Question 3** Work together with learners and build up example sentences by expanding or adapting the notes on each category card and using appropriate connectors. Example:
  - **He was in a lot of pain. He stayed cheerful.**
  - He was in a lot of pain **but** he stayed cheerful.
  - **Even though** he was in pain, he stayed cheerful.
  - **In spite of** the pain he remained cheerful.
- Write some sentences on the board and ask learners to rephrase them using different connectors. Examples include:
  - He was in pain so he was given analgesics. (Rephrase with 'therefore'.)
  - I have a lot of experience of interviewing patients but I feel quite worried about doing it in English. (Rephrase with 'even though'.)

Extension

Encourage learners to look through the extracts from other reflections in this theme. Ask them to highlight the connectors and add any new ones to the list. This may involve creating new categories (e.g. introducing an example).

PAGE 6:30

How to write a reflection of a critical incident

Task 6

Objectives and curriculum references

to reflect on other options you had at the time of the incident

to use 'could have done' to describe other options

ESOL

Ws/L1.1a; Ws/L2.1a

Task

- **Question 1** Learners work through the questions, which are designed to focus on the use of 'could have done'.
- **Question 2** Discuss the photo and the thought-bubble and then in pairs ask learners to plan a short paragraph.

Follow up

Ask learners to look back at the critical incident from question 1 in Task 3. Discuss what else the nurse or other staff could have done to prevent Mr Khan's fall. They can then work in pairs or individually to write a short paragraph analysing the other options.

If the learner has difficulty

- Ask learners to think of a disappointment they have had or mistakes they have made. Then get them to think about other options they had but didn't use at the time. Finally they write some sentences using 'could have done'. Examples:

Mistake/ disappointment	The options I had but didn't do.
I didn't pass my IELTS exam.	I **could have joined** a class. I **could have worked** harder.
I stayed in the same job for years and got very frustrated.	I **could have done** a course. I **could have retrained**.

Extension

Ask learners to think of a bad decision or missed opportunity in their professional life. They then write a short account analysing what happened and things they could have done differently.

Task 7

Objectives and curriculum references

to practise writing a reflection on a critical incident using a framework

to practise writing a detailed account of what happened using appropriate tenses

to practise writing about feelings and those of other people involved in the incident

to practise using connectors (conjunctions) to make your line of reasoning clear

ESOL

Wt/L1.3a; Wt/L1.4a; Ws/L1.1a; Wt/L2.6a; Ws/L2.1a

Preparation

- This task draws together all the skills from the theme.
- As this is an extended piece of writing, it could be set as a homework task.
- Learners will need a copy of the Framework from the Resources. This provides a structure for reflecting on an incident and writing an account of it. The framework is based on Gibbs' reflective cycle (1988). Learners can use this framework or a framework used in their own workplace.

Task

- Go through and discuss the steps in the task with learners. Discuss the framework, pointing out that there is no correct way of writing a reflection, but that using a framework helps in the process of reflecting and provides a structure to the writing.
- Also point out that as their written reflections will be shared in the group for evaluation of the skills from the theme, they need to choose a topic they will feel comfortable sharing.
- The actual writing can be done in class or as homework.
- Learners can work in small groups, giving constructive feedback on:
  - the clarity of the account
  - the use of tenses to make the order of events clear

- the phrases used to describe feelings and perceptions
- the use of connectors to make the reasoning clear.

If the learner has difficulty

Learners can concentrate on just writing the descriptive part of the reflection – steps 1 and 2 of Gibbs' reflective model from the Resources.

Reflection for the theme

Provide learners with copies of the Reflection form from the Resources. Ask learners to complete the form in their own time. Discuss with learners as necessary.

Focus

Reflective learning is central to the education and development of nurses. As a nurse on supervised practice, you will be expected to record your reflections in writing, for example, accounts of your learning and incidents in your work.

Task 1

Read the reflection below on an incident at work. Your teacher will give you the missing headings for the reflection. Match each of them with one of the sections.

- When you describe what happened, make sure you use tenses correctly to make the order of events clear.
- Use adjectives to describe the feelings you experienced during the incident.
- As you analyse the incident, use connectors (words like 'because' and 'so') to make your reasoning clear.
- It is your personal account of the incident, so use the first person 'I' in your account.

A _____

Mrs Hoe, a 76-year-old lady with dementia, had been admitted after a fall in her home. On the morning of the incident, my mentor asked me to get Mrs Hoe up. As I went to help Mrs Hoe get out of bed, she swore at me and then struck out at me. I was shocked but stayed with her until she seemed a little calmer and then went for help.

B _____

Initially, I felt confused about what had happened. On the one hand, I felt guilty that something I had done may have provoked the attack, but I was also shocked that she had attacked me while I was trying to help her.

C _____

Looking back, I now see that Mrs Hoe didn't mean to hurt me and that her aggressive behaviour was due to her dementia. Hitting me was her way of protecting herself because she felt threatened.

D _____

On reflection, I think I could have spent longer just sitting and talking to Mrs Hoe so that she felt more comfortable with me before I tried to move her.

E _____

In the future, if I know a patient has a history of dementia, I will take more time to reassure the patient before I carry out procedures.

How to reflect on your learning

As a nurse you will be required to reflect on learning you have done and demonstrate how the learning has influenced your practice.

Task 2

1 Read the two extracts from an account of a learning experience.

I observed my mentor changing a chest drain. She explained the importance of asepsis when cleaning the chest drain site. We also discussed the comfort of the patient in relation to the procedure.

I have been reminded about the principles of asepsis and the importance of this in the care of all wounds. Now when dressing wounds I concentrate on creating as hygienic an environment as possible before I start, as well as on preparation of the trolley.

a What was the learning activity?
b What was the outcome of the learning?
c Discuss the purpose of the underlined words.

2 Insert these verbs in the sentences below to describe different learning activities.

attended shadowed carried out went on observed discussed

a I _____ a lecture/conference on the care of older patients.
b I _____ the OT for a morning to observe her role.
c I _____ a course/study day on diabetes.
d I _____ the aetiology of strokes with the doctor.
e I _____ my mentor removing a chest drain.
f I _____ the insertion of a catheter under supervision.

3 Think about some recent learning experiences. Complete the sentences to explain how the experience has influenced your practice.

a I am now much clearer about …
b I am more confident about …
c I am now able to …
d It has given me an insight into …
e I have been reminded about …

4 Write an account of some of your own learning, using the framework your teacher gives you to structure your writing.

Nursing tip

Written reflections on your learning can be added to your portfolio. They can count as evidence that you have achieved a competency.

How to write an account of an incident 1

A reflective account usually starts with a detailed account of what happened. To make your account clear, it is important to use verb tenses accurately.

Task 3

1 Read this extract from the opening paragraph of a reflective account of a critical incident. Decide if the statements below it are true or false.

Mr Khan **had been admitted** following a fall. During his time on the ward he **had been confused** and **had wandered** round the ward a lot. On the morning of the incident Mr Khan was in a lot of discomfort so the staff nurse gave him analgesics. 10 minutes later he rang the call bell and said he was still in pain. I told him that the tablets **he had taken** would take some time to take effect, and told him not to get up, as they might make him feel drowsy. A few minutes later he was out of bed. I felt irritated, as **I had** already **explained** the risks to him. Just as I turned to go to help him he fell. I was shocked and rushed over to him. My first reaction was to help Mr Khan to his feet but the staff nurse told me to leave him where he was as he might be injured.

a The account contains only facts. True / False

b It tells you who else was involved and what they did. True / False

c The events are given in the order in which they happened. True / False

2 Look at the highlighted sentences in the report above. They all contain examples of the past perfect tense (e.g. had wanted/given). Discuss why the writer has used this tense in each case.

How to write an account of an incident 2

3 Look at these extracts from various reflective accounts. Write the verbs (given in brackets) in the correct tense to describe what happened.

a When Mr King arrived to visit his mother, he _____ (find) that she _____ (transfer) to Dale Ward earlier that morning. Mr King was furious that nobody _____ (inform) him.

b As I left the hospital I _____ (realise) I _____ (not give) Mr Brown his daughter's message.

c At the start of the shift, my mentor _____ (ask) me to work with Mrs Cohen, a 75-year-old woman who _____ (admit) yesterday for respite care while her daughter _____ (be) on holiday.

d I checked the patient carefully after his fall, but I _____ (not think) that _____ (break) anything.

4 Choose an incident to reflect on. Write a detailed account of what happened.

5 Check your writing. Is the order of events clear? Have you used tenses correctly?

Tip

Use the past perfect tense (e.g. had done):

- to make it clear which actions happened before others,
  e.g. After I **had cleaned** the wound, I **applied** a dressing.
  ↑ past perfect ↑ past tense
- when you're reporting what somebody said happened,
  e.g. I **didn't have** any lunch. I **was** with the physio.
  ↓
  She said she **hadn't had** any lunch because she **had been** with the physio.

How to write about your feelings and reactions

As well as the details of what happened, your description of a critical incident needs to include your feelings and reactions.

Task 4

1 Look at the two extracts about Mr Khan. Underline the words that tell you about the nurse's feelings at the time.

> A few minutes later he was out of bed. I felt irritated, as I had already explained the risks to him ...

> Just as I turned to go to help him he fell. I was shocked and rushed over to him ...

Tip

- Use 'be' and 'feel' to describe your feelings, e.g. I was/felt very depressed.
- Use 'seem' or 'appear' to describe what you think other people felt, e.g. He/she seemed very upset.

2 Choose appropriate adjectives from the box to complete the extracts below.

frustrating	embarrassing	relieved	distressing
distressed	frustrated	guilty	embarrassed

a As we undressed him I had the impression he was very _____, perhaps because he was being undressed by a young female nurse.

b I found it very _____ that Bala had died in such pain and we had been unable to prevent it.

c Initially, I had questioned whether my actions had made the situation worse, so I was _____ when my mentor assured me I had done well.

d I forgot to tell Mrs Davis that her son had rung to see how she was. I felt very _____, because I knew it would have meant a lot to her.

3 Think about an incident in which things did not turn out as you expected.

a List the feelings you experienced during the incident and the feelings of the other people who were involved.

b Write a paragraph to describe what happened and what the others were thinking and feeling.

How to write your analysis of an incident

Your account should include an analysis of the incident. To make your reasoning clear, use connectors – words like 'and', 'but' and 'because' – to link ideas together.

Task 5

1 Read a reflection written by a nurse after observing the removal of a chest drain. As you read think about these questions:

a How did the nurse's perception of her role change during the incident?
b Why did it change?

Initially, I felt frustrated that I was not allowed to remove the drain, even though I had done the procedure many times in India. I also felt useless because I was just standing around watching. When Mr Sabat started to get anxious, I became concerned that my presence might be making the situation even more distressing for him. However, when he took hold of my hand, I realised he wanted me to be there and needed reassurance. I therefore sat down beside him and held his hand and chatted to him until he became calmer.

2 Underline the connectors in the account. Match each connector with one of these categories.

a Giving a reason _____
b Showing a contrast between two ideas _____
c Adding a relevant point _____
d Showing a result _____

3 Your teacher will give you some other connectors. Decide when you would use them in your writing.

4 Complete another extract from the reflection, using some of the connectors your teacher gave you.

On reflection, I can see that I underestimated my contribution. _____ I didn't take a physical part in the procedure, I was able to support the patient emotionally throughout the procedure. _____ , the incident made me realise that nursing isn't only about technical procedures, _____ about basic nursing care. _____ this experience, I now feel I have a better understanding of the concept of holistic nursing care.

Tip

If you use 'however' at the beginning of a sentence, follow it with a comma, e.g.
I found supervised practice stressful at first. **However,** I'm more relaxed about it now.

ESOL Wt/L1.3a; Ws/L1.1a; Wt/L2.6a; Ws/L1.2a; Rt/L2.4a

How to write a reflection of a critical incident

When analysing an incident, you need to show that you have considered alternative ways in which you could have dealt with the situation.

Task 6

1 The extract below is part of the account of the incident with Mrs Hoe on the focus page. Read the extract then answer the questions.

What could I have done differently?

On reflection, I think I could have spent longer just sitting and talking to Mrs Hoe so that she got used to me before I tried to move her.

a Looking back, what other choice did the nurse have for dealing with the situation?
b Did she do it?
c How does she express this idea?

2 Look at the photograph. What might the nurse have written when she reflected on this option?

Task 7

Write a full account of a critical incident at work. Your teacher will give you a framework to help structure your account.

1 Choose an incident to reflect on.
2 Describe the experience as fully as possible, including:
- what happened
- what you did and thought
- what other people did and thought.

3 Analyse and give your interpretation of the experience. Include the reasons behind what happened and what you have learnt.
4 Consider if there are things you could have done differently.
5 Consider what you would do if a situation like this happened again.

Nursing tip

When writing a critical incident, it can be useful to use a framework to help structure your description of the experience.

ESOL Ws/L1.1a; Ws/L2.1a; Wt/L1.3a; Wt/L1.4a; Wt/L2.6a

Resources

Task 1 on page 6:24

1 Headings for the critical incident

Feelings – what was I thinking and feeling?
Description – what happened?
Conclusion – what could I have done differently?
Action plan – what would I do in a similar situation?
Analysis – what sense can I make of the situation?

Resources

Task 2 on page 6:25

2.4 Reflective framework

Nature of the learning activity *Briefly state the type of learning activity, for example attending a study day/course, observing a procedure, reading a report in a journal.*
Description of the learning activity *Describe what it consisted of.*
Outcome of the learning activity *Give a personal view of how the learning informed or influenced your work – the effect the learning had on the way in which you work or intend to work in the future.*

Resources

Task 5 on page 6:29

5.3 Category and connector cards

Categories

Giving a reason
He rang the call bell. He was in pain.

Showing a result/ consequence
He was in pain. He was given analgesics.

Adding another point
He was in pain. He was pyrexial.

Showing contrast between two ideas
He was in pain. He stayed cheerful.

Connectors

and	due to	therefore
not only … but also	that's why	in addition
but	in spite of	so
even though	also	despite
because	as a result	as
although	as a result of	because of

Resources

Task 7 on page 6:30

Framework (based on Gibbs' reflective cycle)

Description: what happened?
Feelings: what were you thinking and feeling?
Evaluation: what was good and bad about the experience?
Analysis: what sense can you make of the situation?
Conclusion: what else could you have done?
Action plan: if it arose again, what would you do?

Resources

Reflection form

Name:	Theme: **Writing reflectively**
What have I learnt from this theme?	
What can I do better now?	
What can I apply immediately into my practice?	
Is there anything I am not sure about or need more information about?	
How will I go about getting this knowledge?	
What else do I need to do to further my studies in this area?	
How might I go about doing this?	

Check it

Working with your mentor

1 These are some questions from a review meeting between a mentor and a student nurse. Complete the missing words in each of the mentor's questions.

a Are there any other areas you'd like to work *on*?

b What do you _____ challenging about it?

c How do you think you could get _____ that?

d So, how do you feel you've been getting _____?

2 Now use the questions above to complete this short extract from the meeting.

Mentor: _____

Nurse: Well, I'm feeling more confident working with the other nurses in my team but I find it really difficult to question doctors about patient care.

Mentor: _____

Nurse: I know I've got the knowledge but I just don't feel confident enough to speak out, even if I know what the patient wants.

Mentor: _____

Nurse: I think it would be useful to go on the doctor's round.

Mentor: OK. I'm sure we can arrange that. _____

_____

Nurse: I'd like to find out more about the OT's work.

3 Replace the missing words in these requests for assistance.

a Sorry to *interrupt*, Dan, but *could* you sign this for me?

b If you have time, I _____ if you _____ show me how to use the hoist?

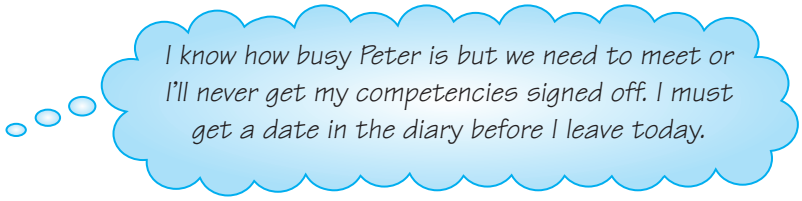
c Sorry to _____ you, Marie. I've done the incident report for Mrs Rhanni's fall. _____ you _____ you _____ have a look at it, please?

d Kevin, _____ it be _____ to meet you at the end of the shift to get some feedback on how I did today?

e Dan, help me get Mr Kemp back to his bed, _____ you?

f Charlotte, I've got a _____ to ask. _____ you _____ coming in a bit early one day so I can go through your notes from the study day on diabetes?

4 Simone, a nurse on supervised practice, needs to arrange a review meeting with her mentor, Peter, to get some of her competencies signed off. Read her thoughts and decide what she should say. Write her words to complete the dialogue.



Simone: Hi, Peter, _____

_____

Peter: Oh, hi Simone. Look, I'm in bit of a rush. Can it wait until tomorrow?

Simone: Well, it's about my review meeting. _____

_____

_____

Peter: End of the shift. Yeah, that should be OK. I'll see you in my office.

Simone: _____

Giving presentations

5 A nurse is giving a presentation about effective communication with older people. Complete the extracts with words she can use to make the structure of her presentation clear.

a Explains the purpose of the presentation:

In my presentation, *I'd like to look at* the skills required for effective communication with older people.

b Says how she wants to handle questions:

If you have any questions, _____

_____

c Introduces her first main point:

_____ looking at some of the barriers to normal day-to-day communication on the ward.

d Introduces an example to support one of her points:

Most of us make judgments about other people based on our past learning. _____ an example.

e Moves to her next point:

_____ about verbal and non-verbal communication.

f Introduces her conclusion:

_____ effective communication is essential for developing a positive working relationship with older people.

g Thanks the audience and hands out a quiz for the session:

Thank you _____. I have a quiz for the session _____

_____

Writing reflectively

6 These extracts are from different reflections on learning activities.
Complete each of them with the correct preposition.

a I am now clearer *about* the legal requirements for maintaining patient records.

b The incident has reminded me _____ the need to stay with patients like Elise until they have taken their medication.

c The study day gave the opportunity to update my skills ____ using the different equipment available on the ward.

d I am now much more aware ____ the importance of consulting carers when making arrangements for patients' discharge.

e The course has given me an insight ____ the mental suffering which people experience when faced with continuous pain.

7 Look at these extracts from reflections on critical incidents at work.
Rephrase them using the terms in brackets.

a She said it was difficult to sleep because it was noisy on the ward. (due to)
She said it was difficult to sleep due to the noise on the ward.

b Mrs Singh said she had a lot of pain from her wound. As a result, she was given analgesics. (therefore)

c I have a lot of experience of interviewing patients as part of the admission procedure, but I still feel rather worried about doing it in English. (even though)

d Although I know Janice is very busy, I felt resentful that she had cancelled our session again. (however)

e Next time I take part in case conference, I will prepare what I want to say.
In addition, I will be more assertive in getting my views heard. (also)

Audio

PAGE 6:3

How to discuss your progress

Task 3 22

Mentor: OK. So, how've you been getting on, Roya?
Roya: Well. I've managed to do most of the things we agreed.
Mentor: Good. Let's have a quick look at your learning plan. So, you've done the wound dressing under supervision and the reading about MRSA. Oh! I see you haven't observed a catheterisation. What happened? I thought Mr Harris was catheterised yesterday.
Roya: I know. I'd arranged it with Danni but we were really short staffed and she didn't have anybody to fill in the nutrition charts. She said I could observe the next catheterisation on the ward.
Mentor: How did you feel about that?
Roya: Well, I was annoyed. I really did want to do the observation.
Mentor: Well, it was a missed opportunity. You know there aren't many catheterisations on this ward. It sounds like you need to be a bit more assertive with Danni.
Roya: Yes, I … I guess so.
Mentor: OK, so how do you think you could have managed the situation better?
Roya: Erm, I'm not sure … I know there wasn't anybody else to fill in the nutritional charts – I did ask. I suppose I could have asked to do the charts later – after I'd done the observation.
Mentor: Yes, and you needed to let Danni know how important the observation was for you. You know there are a lot of other people competing to do observations – the student nurses, the healthcare assistants – so you need to be assertive. It's *your* supervised practice, Roya, and it's really up to *you* to make sure you get your competencies signed off.
Roya: I know, but I have worked really hard to complete my learning outcomes. OK, I didn't handle the situation with Danni very well, but next time I'll make sure I get the opportunity.
Mentor: Good. Let's agree another review date for the catheterisation. Roya, what do you think is a realistic time?

Tasks 4.1 and 4.2 23

Extract 1
Mentor: … Oh! I see you haven't observed a catheterisation. What happened? I thought Mr Harris was catheterised yesterday.
Roya: I know. I'd arranged it with Danni but we were really short staffed and she didn't have anybody to fill in the nutrition charts. She said I could observe the next catheterisation on the ward.
Mentor: How did you feel about that?
Roya: Well, I was annoyed. I really did want to do the observation.
Mentor: Well, it was a missed opportunity. You know there aren't many catheterisations on this ward. It sounds like you need to be a bit more assertive with Danni.
Roya: Yes, I … I guess so.

Extract 2
Mentor: Yes, and you needed to let Danni know how important the observation was for you. You know there are a lot of other people competing to do observations – the student nurses, the healthcare assistants – so you need to be assertive. It's *your* supervised practice, Roya, and it's really up to *you* to make sure you get your competencies signed off.
Roya: I know, but I have worked really hard to complete my learning outcomes. OK, I didn't handle the situation with Danni very well, but next time I'll make sure I get the opportunity.

PAGE 6:4

How to discuss your learning objectives

Tasks 5.2 and 5.3 24

Mentor: OK. So let's see how you're getting on with your competencies. So you've got most of your basic clinical and care skills signed off and you've done patient assessment and care planning. That's excellent, especially when you think you've only been on the ward just over a month. So what would you like to work on next?
Roya: I really want to look at discharge planning.
Mentor: OK. Are there any areas you're particularly interested in?

Roya: The multidisciplinary team. I need to learn about the different roles and how they work together to plan a discharge.
Mentor: OK. And how do you think you might go about getting that competency?
Roya: Well, I think it would be useful to take part in the weekly social round.
Mentor: Fine. What else would help you?
Roya: Would it be possible to go on a visit with the OT to see how they do a home assessment?
Mentor: I'm not sure how practical that would be. The problem is, you'd be away from the ward for the best part of a shift, and we'd have to arrange cover for you.
Roya: Ah, I hadn't thought of that.
Mentor: What about a visit to the OT area instead? They've got a mock-up of a kitchen and bathroom, and I think it would be just as valuable experience as going on a home visit. What do you think?
Roya: Well, it isn't quite what I had in mind, but it does sound useful.
Mentor: Good. In fact, I think Mrs Iqbal's due for a kitchen assessment. I'm not sure which day, but you could talk to the ward sister and see if you could observe.
Roya: That's an idea. I'll try and set that up.
Mentor: OK. So you'll go on a social round and shadow the OT on a kitchen assessment. OK. So is there anything else?
Roya: Well, there is one other thing. I've done some reading around primary care and community services, but I don't know much about what's available in this area. Where would I get that kind of information?
Mentor: Well, there's a hospital pack about discharge – there's quite a lot of information in that. That would be a good starting point. I think I've got a copy in my office. And you could always ask the discharge planning nurse. I'm sure she'll have some good contacts.
Roya: Great. I'll add those ideas to my learning plan.
Mentor: And we need to fix a review date.
Roya: OK. How about the end of the month – thirtieth of June? That gives me three weeks.

PAGE 6:5

How to get cooperation from colleagues

Task 6.2 on page 6:5 and Task 6.3 on page 6:6 25

1 I've got a favour to ask. Could I leave an hour earlier on Friday? I've been asked to see my son's teacher.
2 I know you're about to leave, but would you mind giving me a hand to get Mr Thomas back on his bed? The porter's just left him here on a trolley and gone off, and there's no one to help me.
3 I've been through the study guide on drug calculation and medications, but I'm still worried about IV infusions. I wondered if you could go over them with me?
4 Jenny, pass me a new dressing, will you?
5 I know it's not your job, but would you mind getting Mrs Singh a cup of tea? She's very upset and it would really help to calm her down.
6 I can see you're busy, but can you give me a hand to put the laundry away? It won't take a minute.
7 Sorry to bother you. Could you possibly show me where to file completed care plans, please?

PAGE 6:7

How to make sure you achieve your learning objectives

Task 7 26

a Sorry to interrupt, Martin, but could you sign this for me?
b We need to move Mrs Jennings. Can you get a sliding sheet, please?
c I'm not sure how to log on to the computer. Do you think you could show me?
d I'm not sure I've filled this form in right. If you've got time would you mind checking it, please?

PAGE 6:15

How to follow a presentation

Task 2 on page 6:15 and Task 3 on page 6:16 27

Extract 1
Jenny: In 2002 a study was carried out to assess the extent to which patients' rights to privacy and dignity are respected in hospitals. The findings of

the study indicate that respect for patient privacy and dignity is low on the list of priorities of many practitioners when treating patients.

This did not altogether come as a surprise – one of the patients I spoke to as part of this project was shocked by the treatment she'd received on one of the wards. When the night shift came on, one of the nurses immediately went around the ward and, without consulting any of the patients, pulled back the curtains round the beds. She said it made it easier for the nurses to see what was going on! And I'm sure you all have stories where patients were treated as if they didn't matter.

In this presentation I'll summarise some of the findings from the study and look at the implications for improving the treatment of patients.

The presentation will be in four parts. First, I'll give you some background about the study. Next, I'll describe some of the main findings. Then we can look at the implications for hospital staff. And finally I'd like to work in groups to discuss how we can improve patient care to ensure that patients' privacy and dignity are respected at all times.

I've planned 10 minutes for the presentation, so I'll try and be brief, and then 20 minutes for the discussion. If you have any questions, I'd be happy to answer them at the end of the presentation. Does that sound OK?

Extract 2

OK. So I'll start with the background information about the study. The study took place in 2002 in a large NHS hospital. As I said, the aim was to assess how far patient treatment in hospital showed respect for patients' privacy and dignity. During the six-month study period, patients and staff on three different acute wards were observed and interviewed.

Extract 3

Now let's look at some of the findings. The study identified a number of care situations in which patients' privacy and dignity were largely ignored, and I'm going to talk about three of them, namely – communication with patients, patient confidentiality and patient modesty.

Extract 4

First, communication with patients. The survey found that, in general, nurses did not communicate with patients in a way that respected them as individuals. For example, many nurses addressed patients by their first names, without ever asking for consent. Some also frequently used inappropriate terms of endearment like 'love' and 'dear', which some patients find disrespectful.

Names were also an issue on ward rounds; where consultants and registrars rarely introduced the patient to other members of the team, and then went on to discuss the patient as if he or she was not there.

Extract 5

Second, patient confidentiality. The study found that patients who were being nursed in bays had very little privacy in relation to their personal information. Let me give you an example. During ward rounds and examinations, confidential medical information about patients was discussed at the bedside and so quickly became public knowledge to anyone who happened to be in the bay.

Patients' rights to confidentiality were also compromised during admissions interviews. Even on wards where private meeting areas existed, interviews were often carried out in the ward bays, where, again, patients and their relatives could hear private conversations.

Extract 6

Finally, patient modesty. On the whole, the study found that, during treatments, the staff did little to promote the dignity and privacy of patients, or to protect their modesty. An example here is hospital gowns. These gowns are designed for use in the operating theatre, but in some cases patients continued to wear them on the ward. This left their backs and buttocks exposed to the gazes and glances of other patients and visitors. Not surprisingly, patients found this experience very undignified and dehumanising.

Treatment on the ward was also mentioned as another source of embarrassment. Curtains around the bed were often left partly open so that other patients and staff could see what was happening inside. Even when curtains were closed, patients commented that other staff would frequently look through the curtains, or even come in, without checking. Patients repeatedly commented that such insensitive behaviour made them feel depersonalised.

Extract 7

So what are the implications of the study for hospital staff? First, it's essential that doctors and nurses develop a culture on the wards so that patients' privacy and dignity are respected and seen as a central part of patient treatment.

Second, there is a clear need for training – perhaps through joint study days or seminars for doctors and nurses, to update them on current research in the area and increase awareness of the practical issues relating to good practice in maintaining patients' privacy and dignity.

Third, at ward level, we need to reflect on current practice and take practical measures to promote patient dignity on the wards. One example is some kind of system for warning other staff not to interrupt or go in, maybe by using coloured tags or pegs on the closed curtains.

Extract 8

So in conclusion, the study identified many instances during treatment where respect for the dignity and privacy of the patient was compromised. In the examples I've given, you can see that many of these examples were 'small' things like not closing curtains properly or not addressing people respectfully. Unfortunately, these small things are still not seen as a priority by either doctors or nurses when it comes to treating patients, even though they can make a big difference to patients in how they perceive their treatment. So I think it could be useful for us as a team to reflect on how seriously we take patients' rights to privacy and dignity and see if there are any aspects of treatment that we can improve.

Thank you for listening to me and I'll be happy to answer any questions you have.

PAGE 6:16

How to start your presentation

Task 4 28

First, I'll give you some background about the study. Next, I'll describe some of the main findings. Then we can look at the implications for hospital staff. And finally I'd like to work in groups to discuss how we can improve patient care to ensure that patients' privacy and dignity are respected at all times.

PAGE 6:18

How to handle questions

Task 6 29

1

Gloria: Just a quick question. Did you say the study looked at three NHS hospitals?

2

Shaun: Jenny, I found that really interesting. Can you give me some more information about the methodology – how they got their information and the profiles of the patients?

3

David: So your conclusions are based on the findings of just one study? Have you looked at other research to back it up?

4

Gloria: What about ethics? Was that an issue?

5

Alex: I don't want to be negative, but in the end what matters to patients is the quality of the medical care they get, not whether a busy nurse accidentally forgets to close a curtain properly.

Task 7.2 30

1

Gloria: Just a quick question. Did you say the study looked at three NHS hospitals?

Jenny: No, that's not quite right. The study was actually carried out in just *one* NHS hospital, but they looked at *three* different wards.

2

Shaun: Jenny, I found that really interesting. Can you give me some more information about the methodology – how they got their information and the profiles of the patients?

Jenny: Just give me a minute. OK. First your question about how they got the information … OK. They used a mixture of observations and interviews … erm … They interviewed 80 patients and 40 staff over the six-month period using a mixture of unstructured and semi-structured interviews. As regards the patient profiles – the researchers were interested in observing patients who needed intimate care, or who would be in bed for long periods, so they mainly chose patients with urological, orthopaedic and vascular conditions. Does that answer your question?

3

David: So your conclusions are based on the findings of just one study? Have you looked at other research to back it up?

Jenny: Well, actually, I don't know of any other similar studies. When I reviewed the literature I found a lot of research on information privacy, but very little on patient privacy.

4

Gloria: What about ethics? Was that an issue?

Jenny: Ethics? Erm … I'm not sure I quite understand your question.

5

Alex: I don't want to be negative, but in the end what matters to patients is the quality of the medical care they get, not whether a busy nurse accidentally forgets to close a curtain properly.

Jenny: I take your point, Alex, but I really think we can give patients the best medical treatment, in a way that respects their dignity.

Answers

PAGE 6:1

Focus

Task 1

Extract **a** – discuss your progress
Extract **b** – deal with challenges and criticism
Extract **c** – ask your mentor for advice and help

PAGE 6:2

How to understand briefing documents

Task 2

2.1

Suggested answers

a The text is about supervised practice. It comes from an NHS Trust's handbook on supervised practice.

b It tells you:

- how supervised practice is organised in this particular trust
- the role of the mentor
- what is expected of mentors and supervised practice nurses before placement begins and during it
- practical details about shifts and shift rotation.

2.3

Suggested answers

Samira – sections B, C and D
Amir – sections A, C and D
Sonya – sections A, D and E

2.5

a commence
b gain experience
c document
d exercise judgement
e have the opportunity to
f devise a plan

PAGE 6:3

How to discuss your progress

Task 3

3.1

1 She hasn't observed a catheterisation.

2 On the day she had arranged to do it, Danni, her shift supervisor, told her it wasn't possible because the ward was too busy and she needed her to fill in the nutrition charts instead.

3 He questions whether Roya was assertive enough with Danni and implies that she gave up too easily.

4 Roya thinks she could have asked Danni to allow her to observe the catheterisation first and then fill in the nutrition charts later.

5 No, there is implied criticism from the mentor that Roya is not being proactive enough in making sure she gets what she needs to achieve her competencies.

Notice the critical tone he uses.

Task 4

4.1 and 4.2

Extract 1

a She agrees. She says, 'Yes … I guess so.'

Extract 2

c She agrees in part. She says, 'I know, **but** I have worked really hard to complete my learning outcomes. **OK**, I didn't handle the situation with Danni very well, **but** next time I'll make sure I get the opportunity.'

PAGE 6:4

How to discuss your learning objectives

Task 5

5.2

a and b

Suggested answers

Objective	Learning activities/Resources	Review date
To learn about the roles of the multidisciplinary team in planning discharge	■ Take part in a weekly social round (Roya) ■ Observe a kitchen assessment in the OT area (Mentor) ■ Read the hospital pack on discharge (Mentor) ■ Make contact with the discharge planning nurse (Mentor)	30 June

c Roya wanted to accompany the OT (occupational therapist) on a home assessment. Her mentor didn't think it would be possible because she would have to be away from the ward for most of a shift. This would mean that someone would have to cover for her (do her job while she was away). The mentor felt that observing a patient being assessed by the OT would be as valuable for Roya as going on a home visit.

5.3

a So what would you like to work on next?
Are there any areas you're particularly interested in?

b **I really want to** look at discharge planning.
I need to learn about the different roles and how they [the multidisciplinary team] work together to plan a discharge.
Well, **I think it would be useful to** take part in the weekly social round.
Would it be possible to go on a visit with the OT to see how they do a home assessment?

c Well, it isn't quite what I had in mind, but it does sound useful.
That's an idea. I'll try and set that up.
Great. I'll add those ideas to my learning plan.

PAGE 6:5–6:6

How to get cooperation from colleagues 1 & 2

Task 6

6.1

b The nurse shows awareness of the clerk's situation (she is busy doing something else) and takes time to build some rapport before making her request.

6.2

a **Suggested answers**

1 ward manager or shift leader
2 another nurse or healthcare assistant
3 mentor or clinical supervisor
4 another nurse or healthcare assistant
5 volunteer or ward auxiliary
6 another nurse, healthcare assistant or ward auxiliary
7 ward clerk, administrator or another nurse

b

1 to leave an hour earlier on Friday
2 help to get a patient into bed
3 time to explain more about IV infusions
4 a new dressing
5 to make a patient a cup of tea
6 help putting the laundry away
7 help with filing completed care plans

c requests 3, 5 and 7

6.3

a

Phrase used to introduce the request	Phrase used to make the request
1 I've got a favour to ask.	Could I …?
2 I know you're about to leave …	… would you mind …?
3 I've been through the study guide on drug calculation and medications, but I'm still worried about IV infusions.	I wondered if you could …?
4 Jenny	pass me …., will you?
5 I know it's not your job …	… would you mind …?
6 I can see you're busy, …	can you …?
7 Sorry to bother you.	Could you possibly …?

6.4

Suggested answers

a Request to ward clerk/administrator:
Sorry to bother you, Janet, but I've got a problem with tomorrow's shift and I need to speak to Marco urgently. Could you give me his mobile number, please?

b Request to mentor/clinical supervisor:
There's a study day on diabetes coming up. It's on June 24th – it sounds very useful. Would it be possible for me to go?

c Request to mentor:
Maria, I know it's not much notice but I've just heard that we've got a new admission coming in this afternoon and I need someone to observe me doing a patient assessment. Would you have time to supervise me?

d Request to doctor:
Have you got a moment, Dr Pollard? I'm really interested in the rehabilitation of stroke patients and I know you are a specialist in that area. I wondered if you could spare me a few moments to talk about the work you're doing here?

PAGE 6:7

How to make sure you achieve your learning objectives

Task 7

7.1

Her voice goes down at the end of the requests.

PAGE 6:15

How to follow a presentation

Task 2

2.2

Suggested answers

a The presentation is a summary of the main findings of a study carried out in a large hospital to determine the extent to which medical staff respected patient privacy and dignity during care.

b She wants to use the findings of the study to raise awareness of how easy it is to compromise patients' privacy and dignity while treating them, and the importance of reviewing care procedures at ward level to ensure they take account of patients' rights to privacy and dignity.

2.3

Communication

Main point: Nurses didn't communicate with patients in a way that respected them as individuals.

Examples/evidence

- Nurses often used patients' first names, without consent.
- Some used inappropriate terms of endearment, like 'love' and 'dear'.
- On ward rounds, consultants and registrars frequently talked to members of the team about the patient, without first introducing the patient to the team.

Patient confidentiality

Main point: Patients who were nursed in bays had very little privacy in terms of personal information.

Examples/evidence

- During ward rounds and examinations, confidential information could be listened to by anyone who happened to be in the bay.
- Admissions interviews were often carried out in ward bays where other patients or their relatives could listen in on private conversations.

Patient modesty

Main point: When carrying out treatments on the ward, the staff did little to promote the dignity and modesty of patients.

Examples/evidence

- Some patients had to wear hospital gowns while on the ward, which meant their backs and buttocks could be seen by other patients and visitors.
- Curtains around the bed were often left partly open so that other patients and staff could see what was happening during treatment.
- When curtains were closed while patients were receiving treatments, other staff would frequently come in, but without asking for consent.

PAGE 6:16

How to start your presentation

Task 3

3.2

a In this presentation **I'll summarise** some of the findings from the study and **look at** the implications for improving the treatment of patients.

b **First, I'll give you** some background about the study. **Next, I'll describe** some of the main findings. **Then we can look at** the implications for hospital staff. **And finally I'd like to** work in groups …

c She wants questions at the end of the presentation. She says, 'If you have any questions, I'd be happy to answer them at the end of the presentation.'

Task 4

First || I'll give you some background about the study. Next || I'll describe some of the main findings. Then || we can look at the implications for hospital staff. And finally || I'd like to work in groups || to discuss how we can improve patient care || to ensure that patients' privacy and dignity are respected at all times.

PAGE 6:17

How to structure your presentation

Task 5

5.1

a 1, 4, 6, 8, 9
b 3, 10, 9
c 2, 7
d 5

5.2

a **OK. So I'll start with** the background information about the study.
b **Now let's look at** some of the findings.
c **First**, communication with patients.
d **Second**, patient confidentiality.
e **Finally**, patient modesty.
f **So what are** the implications of the study for hospital staff?
g **So in conclusion**, the study identified many instances …

PAGE 6:18

How to handle questions

Task 6

6.1

a Question 1
b Questions 3 and 5
c Questions 2 and 4

6.2

Question 3 – note the questioner's rather critical tone of voice

Question 5 – note the questioner's rather sarcastic tone of voice

Task 7

7.2

Question 1 – She corrects the misunderstanding politely.

Question 2 – She takes her time and finds the information she needs before giving her answer. Also notice how she splits the question into two parts and answers each part separately.

Question 3 – She says honestly that she doesn't have the answer to the question.

Question 4 – She asks the questioner to clarify the question.

Question 5 – She acknowledges the questioner's point and then gives a different way of looking at it.

PAGE 6:24

Focus

Task 1

A = Description – what happened?
B = Feelings – what was I thinking and feeling?
C = Analysis – what sense can I make of the situation?
D = Conclusion – what could I have done differently?
E = Action plan – what would I do in a similar situation?

PAGE 6:25

How to reflect on your learning

Task 2

2.1

a An observation of a nurse changing a chest drain.

b The observation reminded the student nurse about the importance of asepsis in wound care. It also made her more aware of the need to create a hygienic environment when carrying out such procedures.

c They describe the benefits of the learning, i.e. how the experience influenced the student nurse's thinking on the cleaning of wounds.

2.2

a I **attended** a lecture/conference on the care of older patients.

b I **shadowed** the OT for a morning to observe her role.

c I **went on/attended** a course/study day on diabetes.

d I **discussed** the aetiology of strokes with the doctor.

e I **observed** my mentor removing a chest drain.

f I **carried out** the insertion of a catheter under supervision.

PAGE 6:26–6:27

How to write an account of an incident 1 & 2

Task 3

3.1

a False. A reflection on a critical incident needs to include your feelings and perceptions of what was going on as well the facts.

b True. She tells you who else was involved in the incident (i.e. Mr Khan and the staff nurse) and what they did.
c True

3.2
Suggested answers

Extract 1 The nurse uses the past perfect (had been admitted, had been confused, had wandered) to make it clear that Mr Khan was admitted and already confused before the incident (Mr Khan's fall) happened.

Extract 2 The nurse uses the past perfect (had taken) to report what the nurse actually said to Mr Khan when she gave him the tablets.

Extract 3 The nurse uses the past perfect (had explained) to make it clear that her action of explaining the risk of tablets happened before she saw Mr Khan get out of bed and became irritated.

3.3
a When Mr King arrived to visit his mother, he **found** she **had been transferred** to Dale Ward earlier that morning. Mr King was furious that nobody **had informed** him.
b As I left the hospital I **realised** I **hadn't given** Mr Brown his daughter's message.
c At the start of the shift, my mentor **asked** me to work with Mrs Cohen, a 75-year-old woman who **had been admitted** yesterday for respite care while her daughter **was** on holiday.
d I checked the patient carefully after his fall, but I **did not (didn't) think** that **he had broken** anything.

PAGE 6:28

How to write about your feelings and reactions

Task 4

4.1
A few minutes later he was out of bed. I felt **irritated**, as I had already explained the risks to him …

Just as I turned to go to help him he fell. I was **shocked** and rushed over to him. …

4.2
a embarrassed
b distressing
c relieved
d guilty

PAGE 6:29

How to write your analysis of an incident

Task 5

5.1
a At first she felt a useless and frustrated observer but then she realised that her presence was important and that she could take an active role by reassuring and calming the patient.
b Because the patient became anxious and indicated he needed reassurance by taking hold of the nurse's hand.

5.2
a because
b although, however
c also
d therefore

5.4
Suggested answers
On reflection, I can see that I underestimated my contribution. **Even though/although** I didn't take a physical part in the procedure, I was able to support the patient emotionally throughout the procedure. **In addition**, the incident made me realise that nursing isn't only about technical procedures, **but also** about basic nursing care. **As a result of/Because of/Due to** this experience, I now feel I have a better understanding of the concept of holistic nursing care.

PAGE 6:30

How to write a reflection of a critical incident

Task 6

6.1
a Spending longer sitting and talking to Mrs Hoe
b No
c I think I **could have spent** longer just sitting and talking to Mrs Hoe …

6.2
Suggested answers
I **could** also **have talked** to the other nurses to find out if there had been anything unusual in her behaviour.

Or

In addition, I **could have talked** to the other nurses to check if they'd noticed anything unusual in her behaviour.

Check it

Working with your mentor

1 a on
b find
c over
d on

2

Mentor: So how do you feel you've been getting on?
Nurse: Well, I'm feeling more confident working with the other nurses in my team but I find it really difficult to question doctors about patient care.
Mentor: What do you find challenging about it?
Nurse: I know I've got the knowledge but I just don't feel confident enough to speak out, even if I know what the patient wants.
Mentor: How do you think you could get over that?
Nurse: I think it would be useful to go on the doctor's round.
Mentor: OK. I'm sure we can arrange that. **Are there any other areas you'd like to work on?**
Nurse: I'd like to find out more about the OT's work.

3

b If you have time, I **wonder** if you **could/would** show me how to use the hoist?

c Sorry to **bother** you, Marie. I've done the incident report for Mrs Rhanni's fall. **Do** you **think** you **could** have a look at it, please?

d Kevin, **would** it be **possible** to meet you at the end of the shift to get some feedback on how I did today?

e Dan, help me get Mr Kemp back to his bed, **will** you?

f Charlotte, I've got a **favour** to ask. **Would** you **mind** coming in a bit early one day so I can go through your notes from the study day on diabetes?

4 Suggested answers:
Simone: Hi, Peter, **could you spare me a moment/Have you got a moment? …**
Peter: Oh, hi Simone. Look, I'm in bit of a rush. Can it wait until tomorrow?
Simone: Well, it's about my review meeting. **We really need to arrange a date so I can get some of my competencies signed off. I realise / know / can see you're busy now, but could I come and see you at the end of the shift so we can put / get a date in the diary?**
Peter: End of the shift. Yeah, that should be OK. I'll see you in my office.
Simone: Thanks/Thank you, Peter.

Giving presentations

5 Suggested answers:
a In my presentation, **I'd like to look at** the skills required for effective communication with older people.
b If you have any questions, **I'll be happy to answer them at the end of the presentation.**
c **I'll begin / start by** looking at some of the barriers to normal day-to-day communication on the ward.
d Most of us make judgments about other people based on our past learning. **Let me / I'll just give you** an example, …
e **Now I'd like to / I'll say something / a few words** about verbal and non-verbal communication.
f **So in conclusion / to conclude**, effective communication is essential for developing a positive working relationship with older people.
g **Thank you for your attention / for listening.** I have a quiz for the session **and I'll pass around / hand it out now.**

Writing reflectively

6

b of/about
c in
d of
e into

7 Suggested answers:
b Mrs Singh said she had a lot of pain from her wound. She was therefore given analgesics.
c Even though I have a lot of experience of interviewing patients as part of the admissions procedure, I still feel rather worried about doing it in English.
d I know Janice is very busy. However, I felt resentful that she had cancelled our session again.
e Next time I take part in case conference, I will prepare what I want to say. I will also be more assertive in getting my views heard.