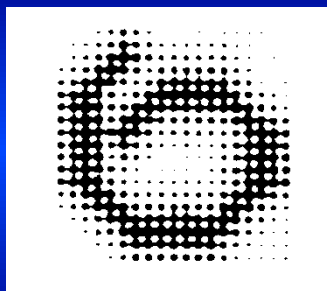# Strategie efficaci per l'apprendimento clinico: Strumenti della tutorship e valutazione del tirocinio

SOCIETÀ ITALIANA DI PEDAGOGIA MEDICA

Anna Maria Grugnetti
Ph.D in Metodologia della Ricerca in Scienze Infermieristiche
Università degli Studi di Pavia
Fondazione IRCCS Policlinico S. Matteo-Pavia

La formazione clinica

La formazione clinica è una componente essenziale nella formazione infermieristica, in quanto fornisce agli studenti l'opportunità di costruire e sviluppare competenze cliniche (Chan, 2001, 2002; Henderson et al., 2006).
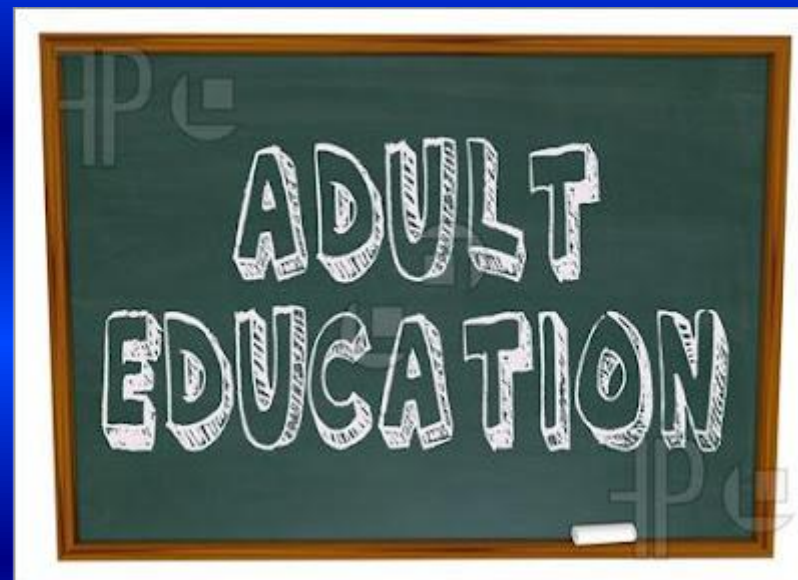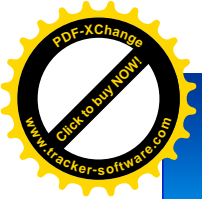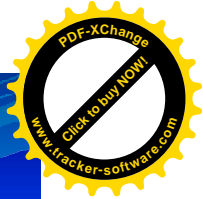
La formazione clinica

Il processo di apprendimento nei setting clinici fornisce agli studenti l'opportunità di sperimentare l'assistenza nel mondo reale, rendendo gli studenti capaci di trasferire la teoria nella pratica.

(Elliot, 2002)

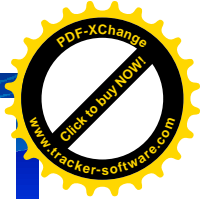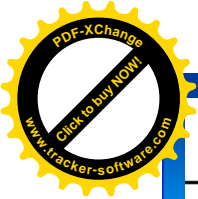# Il Background teorico dell'apprendimento

- Apprendimento degli adulti

- Apprendimento dall'esperienza di KOLB

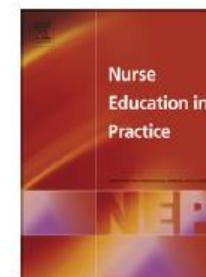# Chi è il tutor?

Interventi Partecipanti

Learning and teaching in clinical practice

Preparing students for clinical placements: The student's perspective

Nancy McNamara*

Wintec, Private Bag 3036, Waikato Mail Centre, Hamilton 3240, New Zealand

ARTICLE INFO

ABSTRACT

Educating undergraduate nurses in the 21st century provides some very realistic challenges. Decreased government health budgets, increased student numbers and higher patient acuities have resulted in a reduction in the availability and quality of clinical placements. Simulated nursing practice is an innovative strategy designed to address these concerns. A simulation programme was designed for first year undergraduate nursing students to help prepare them for clinical placement.

The aim of this research is to assess student perspectives and learning from the newly introduced simulation programme.

This study is a descriptive design with Kolb's experiential theory providing a theoretical framework. 158 first year students taking part in a four day simulation programme chose to complete a questionnaire on programme completion. Students responded to five statements using a likert scale and categories developed and refined for the remaining four questions.

Students reported significant learning in the areas of basic clinical skills and clinical documentation and collaborative care. 100% of students recommended the programme continue.

Il Tutor

Dalla letteratura si evidenzia che il preceptor è

➢ un professionista esperto che insegna, istruisce, supervisiona e si propone come modello per lo studente, per un determinato periodo di tempo, in un programma formalizzato (Usher et al., 1999, Lillibridge, 2007),

➢ ha un ruolo centrale per l'apprendimento dello studente nei settori clinici,

➢ favorisce una educazione individualizzata e rende disponibile un ambiente di apprendimento dove la conoscenza teorica è collegata alla pratica clinica (Carlson *et al.*, 2009),

➢ svolge una funzione rilevante nel determinare la transizione dal ruolo di studente a quello di infermiere. (Altmann, 2006; Luhanga, 2010),

➢ è la figura con la quale si interfaccia formalmente l'Università per il tirocinio clinico degli studenti,

➢ ha un ruolo complesso nella formazione dello studente, con ampie sfaccettature di carattere personale, interpersonale e organizzativo (McClure e Black, 2013, Trede *et al.*, 2016).
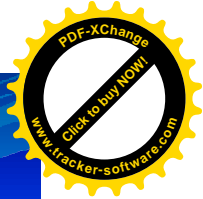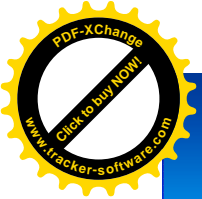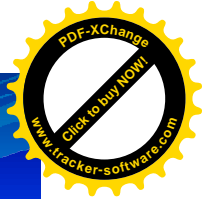
Il ciclo dell'apprendimento clinico

Teoria preparatoria

Valutazione

Laboratorio

Debriefing

Briefing

Pratica clinica
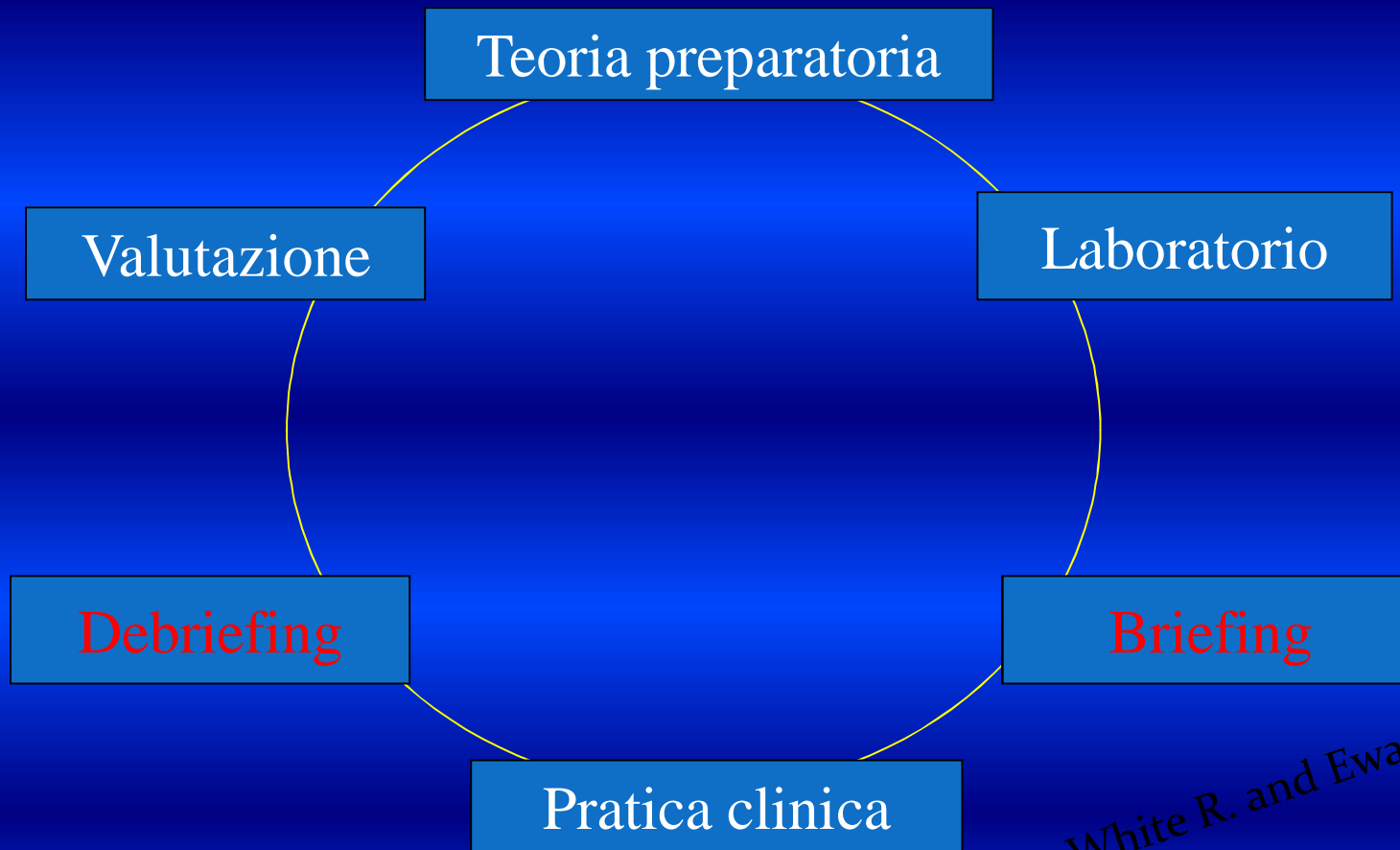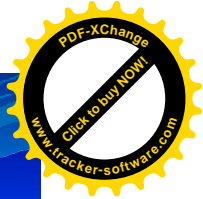
White R. and Ewan C, 1991
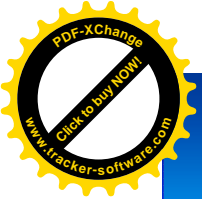
Briefing?
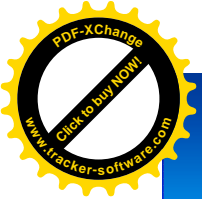
Debriefing ?

Briefing e Debriefing
MacKenzie, 2002

Briefing: riflessione finalizzata ad affrontare l'esperienza che include istruzioni e regole che permettano di raggiungere gli obiettivi pre-fissati

Debriefing: riflessione dopo l'esperienza per ottimizzare l'apprendimento analizzando l'esperienza sul campo e valutando quanti obiettivi sono stati pienamente raggiunti

Metodi per l'apprendimento dall'esperienza

- Briefing e Debriefing (sequenza definita)
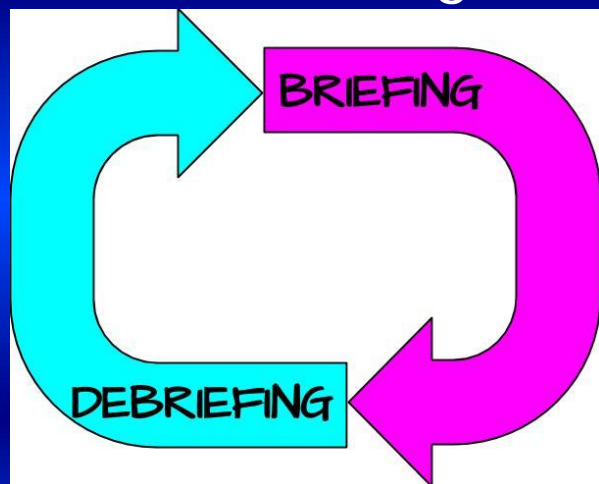
- Feed-back strutturato
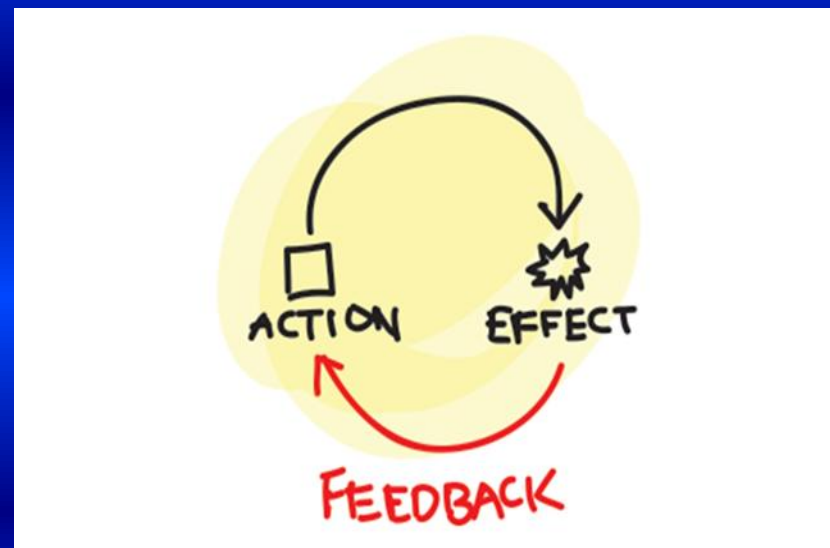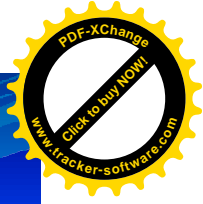
Cos'è il feedback e a cosa serve
(Mottola et al. 2013)

- Crea una relazione (contratto formativo)
- Fornisce una informazione di ritorno sul comportamento da realizzare
- Serve a migliorare la performance
- Aumenta il senso di auto-efficacia   *Self-efficacy*

«[…] specific information about the comparison between a trainee's observed performance and a standard given with the intent to improve the trainee's

performance.»

Il Briefing: come preparare gli studenti alla pratica clinica

- Brevi e precise indicazioni che precedono una missione o un'esercitazione

- Pre-colloquio che precede la pratica clinica

- Focalizzazione su un paziente che è il soggetto dei compiti assegnati allo studente

Il Prebriefing o Briefing

➤ serve ad assistere i partecipanti nel delineare gli obiettivi dello scenario e comprende la comunicazione con il paziente, ruoli, funzioni, tempi e setting.

(Meakim et al., 2013)

➤ stabilisce la metodologia di apprendimento ed è cruciale per orientare e valutare il

risultato conseguito dagli studenti.
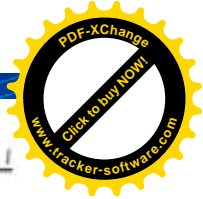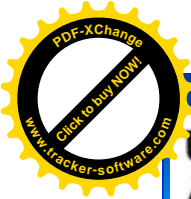
Use of Prebriefing in Nursing Simulation: A Literature Review

Karin Page-Cutrara, MN, RN

ABSTRACT

Simulation has gained much attention in the literature for its contributions to nursing education; however, the simulation process itself and how each of the components—prebriefing, scenario, and debriefing—are effective for learning are understudied. Specifically, how prebriefing may enrich simulation for learners without adequate prior clinical experience or how it may develop complex thinking skills and clinical judgment is not well understood. This article comprehensively reviews the available nursing simulation literature about the phenomenon of prebriefing and critically evaluates its current role as a component of nursing simulation. Gaps in the reviewed literature regarding the definition and purpose of prebriefing, alternate learning structures used in prebriefing, and use in relation to learner outcomes were identified. Implications for undergraduate nursing education and recommendations for further research are discussed. [J Nurs Educ. 2014;53(3):136-141.]

The widespread use of clinical simulation in nursing education has received significant attention in the current literature. Simulation has been identified as an effective method for teaching and developing patient safety competencies, learner confidence, technical competence, interprofessional communication skills, and clinical judgment (Harder, 2010; Ironside, Jeffries, & Martin, 2009; Kaakinen & Arwood, 2009; Lasater, 2007; Laschinger et al., 2008; Titzer, Swenty, & Hoehn, 2012). However, current simulation research is unclear about how components of the simulation process—the prebriefing, the scenario, and the debriefing—are effective for student learning and complex skills development. The development of these complex skills, such as higher-level clinical thinking, are challenging for educators to facilitate and may assume a level of student preparation or clinical experience that has not been attained. Novices are often expected to develop these skills during simulation, without adequate prior nursing experiences to draw from and, sometimes, without the opportunity to repeat simulated experiences because of time and curricular restrictions. Therefore, the prebriefing phase of simulation may offer opportunities for undergraduate students to engage more fully in learning.

To this end, a literature review may provide a greater understanding of the state of this science and could reveal direction for future study. The purpose of this article is to comprehensively review the available nursing simulation literature on the phenomenon of prebriefing and to critically evaluate its current role as a component of undergraduate nursing simulation. Its potential as an additional learning opportunity for nursing students will be considered. A review process that was guided by the methodology outlined by Whittemore and Knafl (2005) suggests that problem identification, literature search, data evaluation, and analysis and synthesis support rigor.

BACKGROUND AND PROBLEM IDENTIFICATION

The simulation process involves at least three phases—the prebriefing or briefing, the simulated practice scenario, and the debriefing (Rhodes & Curran, 2005). The prebriefing activity serves to assist participants in outlining scenario objectives

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Creating context with prebriefing: A case example using simulation

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Abstract

Background: Educational advantages of simulation have been widely reported. Pre-briefing and debriefing support simulation methods. However, few detailed accounts of how the learning activities surrounding simulation are implemented exist.

Objectives: This case example provides a detailed description of learning activities surrounding a simulation experience with a deteriorating cardiac patient. The educational sequence integrates Benner et al.'s goals for transforming nursing education. The study objectives were to design and evaluate an educational sequence using narrative, games, and simulation to teach students how to manage and anticipate the care of a deteriorating patient.

Design: A case example with descriptive quantitative and qualitative evaluation is presented. Setting: The study took place on multiple days in a university simulation laboratory. Participants: All study participants (n = 43) were senior students enrolled in a Bachelor of Science in Nursing program.

Methods: Students experienced an educational sequence and then rated and ranked educational activities. Results are reported with descriptive statistics. Students and faculty responded to the question, "What will you take from this experience?" Their responses were evaluated using constant comparison and expert review for themes.

Results: Students identified 'knowing how', 'increasing confidence' and 'understanding roles' as what they took from the experience. Students ranked the simulation itself as the most helpful.

Conclusions: Incorporating Benner et al.'s transformational educational goals informed the educational sequence and engaged students in the learning experience. This paper adds uniquely to the nursing literature by providing detailed accounts of the activities surrounding simulation that support student learning in multiple domains.

Key Words: Patient simulation, Nursing education, Perceptions

Il Prebriefing
Cutrara KP, 2014

The role of prebriefing in developing students' abilities to notice aspects of the clinical situation, anticipate patient needs, and focus on the application of existing knowledge to meet simulation objectives may be beneficial for forming essential skills such as clinical judgment and thinking. Research to develop knowledge of prebriefing should be considered with regard to the expertise of the learner and the associated level of support necessary for optimal learning and the overall objectives without compromising or undermining the learning process, the development of independent problem solving, and the impact and meaning of the scenario. Prebriefing has the potential to enrich the learning experience from the beginning of the simulation process by the guided discovery of nursing care and thought processes, such as clinical judgment. This could allow learners to more actively engage in and perform those activities relevant to the objectives, as well as to enable the full participation of the learner in the scenario and debriefing phases.
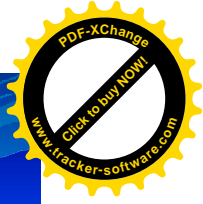
Il Debriefing: una riflessione sulla pratica

- Riportare gli eventi avvenuti durante un compito clinico
- Feed-back per correggere le prestazioni dello studente in ambito clinico e per stimolare il cambiamento
- Analisi dell'esperienza condotta dagli studenti con una riflessione "strutturante"
- Follow-up della performance degli studenti per capire se gli obiettivi clinici sono stati raggiunti

Conduce ad iniziare una nuova esperienza clinica

Debriefing

❑ Processo attraverso il quale docenti e studenti riesaminano al termine di una sessione di simulazione o durante l'esperienza clinica lo scenario/ situazione clinica, al fine di favorire lo sviluppo del ragionamento clinico e capacità di giudizio attraverso l'apprendimento riflessivo.

(Dreifuerst, 2009; Arafeh et al., 2010)

❑ Il debriefing è elemento core dell'apprendimento in team e del tirocinio basato sulla simulazione

(Paige et al., 2015)

Debriefing

❖ Conversazione tra studenti, guidata da un conduttore/istruttore, che si propone di esplorare e comprendere le relazioni tra processi eventi, azioni, pensieri e sentimenti, così come i risultati delle prestazioni della simulazione.

(Brett-Flegler, 2012; Fanning, 2007; Mariani et al., 2013).

❖ Il debriefing strutturato supporta il discente nella discussione e migliora l'apprendimento degli studenti; inoltre, come strategia di insegnamento, può facilitare l'acquisizione della capacità di comunicazione terapeutica, affrontare le emozioni degli studenti, e affermare i sentimenti.

❖   (Mariani et al., 2013)

LA SIMULAZIONE: UN'INNOVATIVA METODOLOGIA DIDATTICA NELLA FORMAZIONE
DEGLI OPERATORI SANITARI
*SIMULATION: AN INNOVATIVE TEACHING METHODOLOGY IN THE EDUCATION OF
HEALTH-CARE PROVIDERS*

Il *briefing* e il *debriefing* nell'apprendimento protetto in simulazioni per le professioni della cura: analisi della letteratura

Briefing and debriefing in protected learning during simulations for the healthcare professions: a literature review
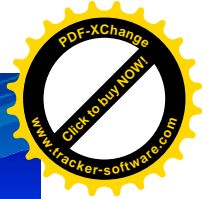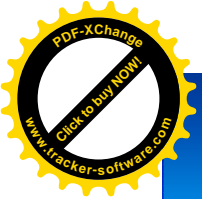
LORENZA GARRINO[1], CRISTINA ARRIGONI[1], ANNA MARIA GRUGNETTI[1], BARBARA MARTIN[2], STEFANO COLA[2], VALERIO DIMONTE[2]

[1] Corso di laurea magistrale in Scienze Infermieristiche e Ostetriche, Università degli Studi di Pavia
[2] Corso di laurea magistrale in Scienze Infermieristiche e Ostetriche, Università degli Studi di Torino

Premessa. Il briefing e il debriefing sono metodi considerati parte integrante e fondamentale del processo di simulazione per lo sviluppo delle "technical e non technical skills" degli studenti e dei professionisti della cura. L'obiettivo di questo lavoro è ricercare, valutare e sintetizzare le principali evidenze bibliografiche disponibili relative all'efficacia del briefing e del debriefing nella simulazione per l'apprendimento dei professionisti sanitari. **Materiali e metodi.** Attraverso la consultazione della banca dati Medline/PubMed, Cinahl e Scopus, sono stati rilevati e selezionati per l'analisi undici articoli ritenuti pertinenti per lo studio che si intendeva sviluppare. **Risultati.** Sono emerse tre categorie di articoli: simulazione interprofessionale, (4 studi di cui 2 descrittivi, una survey e un pre- post study design); briefing (2 studi di cui una review e uno studio qualitativo); debriefing (5 studi di cui 2 review, uno studio qualitativo, una survey e un mixed method study). I risultati emersi dall'analisi della letteratura supportano l'ipotesi diffusa che il briefing e il debriefing siano una componente importante della simulazione. Nella maggior parte degli studi il briefing permette agli studenti di attivare una pre-riflessione, esprimendo le proprie incomprensioni circa ciò che si andrà a fare durante lo scenario e consente al tutor/istruttore di rielaborare le istruzioni utili alla pratica clinica. Il debriefing viene inteso come riflessione sull'esperienza svolta, anche attraverso l'analisi di emozioni e sentimenti, ed è considerato dagli studenti negli studi esaminati come il miglior metodo per sviluppare il giudizio clinico. **Conclusioni.** I benefici del briefing e debriefing, realizzati in differenti contesti e modalità, vengono descritti in letteratura, ma non è stata valutata lo loro efficacia in termini di impatto formativo di fondamentale importanza è il ruolo del tutor/facilitatore che, attraverso le riflessioni guidate, fa raggiungere agli studenti gli obiettivi formativi prefissati e li sostiene nella ricerca dell'autodeterminazione.

Parole chiave: Briefing, debriefing, formazione, paziente simulato, professioni sanitarie
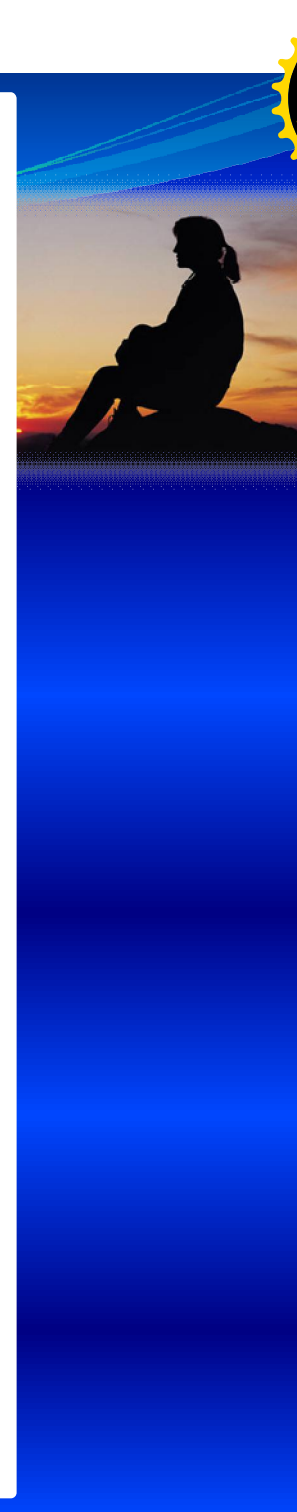
La riflessione è un importante elemento per la promozione dell'apprendimento profondo e significativo.

Le opportunità devono essere create prima, durante e dopo le attività per promuovere un apprendimento forte e sviluppare la capacità del professionista ad agire

come operatore

riflessivo e pertanto

efficace

Schon, 1987 in Snowball, 1994).
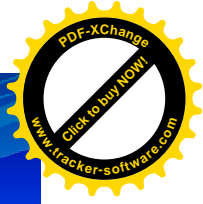
La Pratica Riflessiva (D.Schon)

La prassi riflessiva si esprime in cinque elementi:

• la messa in crisi della routine (rottura, per inciampo, dei modelli consolidati che bloccano la riflessione);

• il contesto relazionale di apprendimento (ambito culturale e sociale dato in cui si intrecciano persone, approcci, paradigmi);

• la narrativa (rappresentazione dell'evento: descrizione e interpretazione di ciò che avviene in un'attività);

• l'analisi critica (aspetto cruciale di attribuzione di significati, di *problem solving*, di *decision making*, di elaborazione di nuove prospettive);

• le implicazioni del processo riflessivo sull'apprendimento e sull'azione (la riflessione viene spinta sempre più in profondità, alla ricerca di nuove idee e nuove conoscenze finalizzate ad un'applicazione funzionale e riscattante da problematiche).

"...Il nostro era anche fra i primi corsi progrediti che chiedessero allo studente di attuare l'assistenza secondo il metodo dell'assegnazione dei casi , di condurre delle conferenze di nursing e delle discussioni interprofessionali sui bisogni di assistenza del singolo paziente.

L'accento era posto sulle esigenze di un'assistenza comprensiva e, nella misura in cui lo consentiva.....

V. Henderson "Che cos'è il nursing....." " pag 22

Contents lists available at ScienceDirect

Nurse Education Today

Reflective writing: The student nurse's perspective on reflective writing and poetry writing

Dawn Coleman [a,*], Diane S. Willis [b]

[a] University of Abertay, Dundee, United Kingdom
[b] University of Glasgow, United Kingdom

ARTICLE INFO

SUMMARY

Background: Reflective writing is a mandatory part of nurse education but how students develop their skills and use reflection as part of their experiential learning remains relatively unknown. Understanding reflective writing in all forms from the perspective of a student nurse is therefore important.

Objectives: To explore the use of reflective writing and the use of poetry in pre-registered nursing students.

Design: A qualitative design was employed to explore reflective writing in pre-registered nursing students.

Setting: A small university in Scotland.

Participants: BSc (Hons) Adult and Mental Health Pre-registration Student Nurses.

Methods: Two focus groups were conducted with 10 student nurses during March 2012. Data was analysed thematically using the framework of McCarthy (1999).

Results: Students found the process of reflective writing daunting but valued it over time. Current educational methods, such as assessing reflective accounts, often lead to the 'narrative' being watered down and the student feeling judged. Despite this, reflection made students feel responsible for their own learning and research on the topic. Some students felt the use of models of reflection constricting, whilst poetry freed up their expression allowing them to demonstrate the compassion for their patient under their care.

Conclusions: Poetry writing gives students the opportunity for freedom of expression, personal satisfaction and a closer connection with their patients, which the more formal approach to reflective writing did not offer. There is a need for students to have a safe and supportive forum in which to express and have their experiences acknowledged without the fear of being judged.
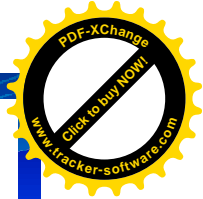
ELSEVIER

Storytelling: A clinical application for undergraduate nursing students

Misty Schwartz, Amy

Creighton University School

KEYWORDS
Storytelling;
Teaching—learning
techniques;
Community nursing

grant set o...
ment in community
care faculty on how to provid...
care and the community with a focus...
to incorporate this into acute care clinical ex...
recurring topics during grant discussions was the impo...
the patient's story and how it impacts the nurse—patient relatio...
related to storytelling that emerged during grant meetings were listening...
ship, reciprocity, and solidarity. Grant participants identified various methods i...
which stories could be obtained and shared with others for educational purposes.
Various storytelling techniques were implemented in the classroom and clinical set-
tings as a means for teaching and learning. Examples of specific techniques imple-
mented included case studies, journals, stories from practice, life reviews, and
reminiscence therapy. The aim of the storytelling projects was to get students to
gather information from multiple sources and to put it into a cohesive story in order
to provide comprehensive, holistic, and individualized care.

Storytelling – Ne traggono benefici pazienti, infermieri e studenti.
Offre la possibilità di riflettere e ricordare, può essere terapeutico per aiutare i pazienti a far fronte alle condizioni attuali di malattia.
Come risultato, i pazienti/professionisti possono sviluppare un maggior senso di realizzazione e di autocoscienza.

Storytelling

Storytelling sta guadagnando terreno come strumento sia all'interno della pratica clinica sia nella ricerca a causa dei benefici per gli studenti (Banche-Wallace, 1999).

Può essere utilizzato nelle impostazioni cliniche e in classe come strumento per aiutare gli studenti a capire meglio e apprezzare l'esperienza vissuta di un individuo e facilitare risultati positivi.

(Koenig e Zorn, 2002; Sorrell e Redmond, 2002).

ELSEVIER

Storytelling: A clinical application for undergraduate nursing students
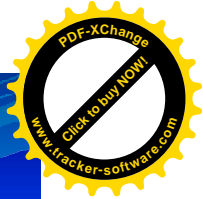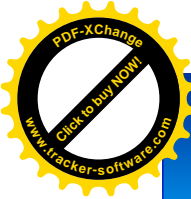
Misty Schwartz,

Creighton University Sc...

Storytelling sta guadagnando terreno come strategia metodologica sia all'interno della pratica clinica sia nella ricerca a causa dei benefici per gli studenti (Banche-Wallace, 1999).
Può essere utilizzato nelle impostazioni cliniche e in classe come strumento per aiutare gli studenti a capire meglio e apprezzare l'esperienza vissuta di un individuo e facilitare risultati positivi.
(Koenig e Zorn, 2002; Sorrell e Redmond, 2002).

recurring topics during grant discussion was the importance of getting to know the patient's story and how it impacts the nurse—patient relationship. Key themes related to storytelling that emerged during grant meetings were listening, partnership, reciprocity, and solidarity. Grant participants identified various methods in which stories could be obtained and shared with others for educational purposes. Various storytelling techniques were implemented in the classroom and clinical settings as a means for teaching and learning. Examples of specific techniques implemented included case studies, journals, stories from practice, life reviews, and reminiscence therapy. The aim of the storytelling projects was to get students to gather information from multiple sources and to put it into a cohesive story in order to provide comprehensive, holistic, and individualized care.

Storytelling and professional learning: A phenomenographic study of students' experience of patient digital stories in nurse education

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ARTICLE INFO

SUMMARY

This paper reports the findings of a phenomenographic study which sought to identify the different ways in which patient digital stories influence students' professional learning. Patient digital stories are short multimedia presentations that combine personal narratives, images and music to create a unique and often emotional story of a patients' experience of health care. While these are increasingly used in professional education little is known about how and what students learn through engagement with patient digital stories. Drawing upon interviews with 20 students within a pre-registration nursing programme in the UK, the study identifies four qualitatively different ways in which students approach and make sense of patient digital stories with implications for learning and professional identity development. Through an identification of the critical aspects of this variation valuable insights are generated into the pedagogic principles likely to engender transformational learning and patient centred practice.

Gli Strumenti per la Pratica Riflessiva

- Diario di Tirocinio o di Apprendimento
- Portfolio Riflessivo
- Autobiografia Professionale

Dal diario di uno studente fisioterapista

Il mio primo contatto con il corpo malato

Ho trovato il corpo di Giovanni, un giovane di 20 anni, con esiti da grave trauma cranico.

Non stava in piedi, né seduto, sembrava una marionetta a cui avevano reciso i fili, ma quello che mi dava fastidio era la bava che scendeva dalla bocca, mi faceva «schifo», ma non potevo dirlo, perché avrebbero detto che non potevo fare questa professione.

**Nurse
Education
in Practice**
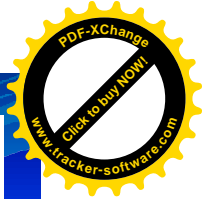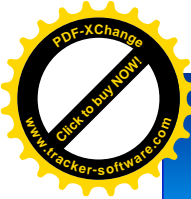
www.elsevier.com/nepr

Student nurse placements take a new direction

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Il diario strutturato o diario di bordo
È una modalità di documentare un'esperienza in chiave riflessiva

Summary   This article explores the experiences of the first ever student nurses in the United Kingdom to participate in an innovative two-week clinical placement with the charity "Across". This charity takes seriously ill and disabled persons, referred to as VIPs, to Lourdes and back. The ethos of this partnership was the belief that senior students would benefit from refreshing or further developing their holistic caring skills. Six third year students were selected and were asked to keep a reflective diary and attend a focus group to discuss their experiences. The focus group was audiotaped, transcribed and analysed. Four key themes emerged: Perceptions of caring, interpersonal skills, spirituality and trust. These are essential aspects of holistic care. Delivering nursing care in this setting boosted the students' confidence, developed their interpersonal skills, particularly listening, and personalised nursing care so that the student—VIP relationships were much more than simple interactions. In conclusion, the opportunities to enhance the student's holistic caring skills exceeded expectations. Pre-registration programmes should consider such placements to further develop such skills.
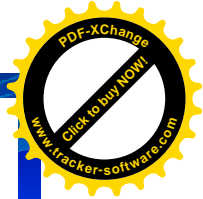
An exploration of student midwives' language to describe non-formal learning in professional practice

Gina Finnerty

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Guildford, Surrey GU
[b] European Institute

All'interno del diario si riportano: osservazioni, idee, reazioni, sensazioni, riflessioni, spiegazioni, percezioni.
Il diario è tutto ciò che appare alla persona, rispetto alla realtà vissuta dalla persona che racconta, inserendo pensieri ed emozioni.
Il diario è un ottimo strumento per descrivere e ricostruire quanto è accaduto in tempo reale ed in una determinata situazione

BMC Medical Education
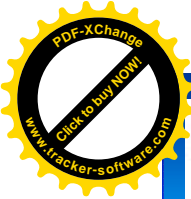
RESEARCH ARTICLE

Open Access

Paper trials: a qualitative study exploring the place of portfolios in making revalidation recommendations for Responsible Officers

Daniel S. Furmedge[1], Ann Griffin[1*], Catherine O'Keeffe[2], Anju Verma[1], Laura-Jane Smith[1] and Deborah Gill[1]

Abstract

Background: A portfolio of supporting information (SI) reflecting a doctor's entire medical practice is now a central aspect of UK appraisal for revalidation. Medical revalidation, introduced in 2012, is an assessment of a doctor's competence and passing results in a five yearly license to practice medicine. It assesses of a doctor's professional development, workplace performance and reflection and aims to provide assurance that doctors are up-to-date and fit to practice. The dominant assess_____. _____ has been increasingly prescribed and th_____hich ultimately allows Responsible Office_____ors, were the first to undergo UK revali_____ appraisers about the use of this por_____.

Methods: 28 purposefully sampled _____ 7 of their appraisers participated in focu_____lities and differences of experience.

Results: SI was mostly easy to prov_____ understand in what quantities they _____bout making robust judgements based o_____ SI and preparing for appraisal was noted a_____.

Conclusions: More explicit guidanc_____uired, how much, how it should be used _____ revalidation must be clarified and further empirical research is required to examine how best to use this evidence to make judgments as part of this type of appraisal.

Keywords: Revalidation, Appraisal, Quality, Learning tools, Assessment, Clinical governance, Reflection, Portfolios

Good Medical Practice necessitates that doctors provide supporting information and reflection across four domains:
1. Knowledge, skills, and performance
2. Safety and quality
3. Communication, partnership, and teamwork
4. Maintaining trust

MEDICAL TEACHER
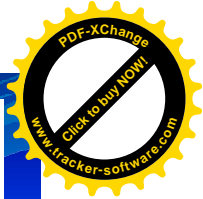
The educational effects of portfolios on undergraduate student learning: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 11

SHARON BUCKLEY[1], JAMIE COLEMAN[1], IAN DAVISON[1], KHALID S KHAN[1], JAVIER ZAMORA[2], SADIA MALICK[3], DAVID MORLEY[1], DAVID POLLARD[1], TAMASINE ASHCROFT[1], CELIA POPOVIC[4] &

Birmingham Women's Hospital NHS Trust, UK,

> Il Portfolio è una raccolta significativa del lavoro dello studente, che racconta la storia del suo impegno, del suo progresso o del suo rendimento.
> E' una registrazione dell'apprendimento che si concentra sul lavoro dello studente e sulle sue riflessioni in merito.

their own performance (Challis 1999b; Pitts 2007).

In recent years, the use of portfolios as learning and assessment tools in undergraduate medical education has become more widespread, partly due to the trend towards competency–based medical education (Driessen et al. 2007a), and partly due to an increased emphasis on reflective practice (General Medical Council 2003 and 2006). Similar developments have occurred in undergraduate nursing (Glen & Hight 1992; Nursing and Midwifery Council 2008) and in other allied health professions (Paschal et al. 2002).

Whilst there is a growing body of literature on portfolio use and assessment (Ben David et al. 2001), there is no clear, collated summary of the evidence for their educational effects among undergraduate students from a range of health professions. We conducted a systematic review to provide such a summary.

Practice points

To realize the benefits to student learning, it is important that:

- the time demands of the portfolio are reasonable
- support is in place to build students' reflective skills, particularly in the early stages of portfolio use
- undergraduate portfolios reflect as far as possible the requirements of postgraduate training.

To ensure reasonable time demands, portfolios should:

- have specific aims and objectives that are well understood by tutors and students
- align to course outcomes
- include clear guidelines on requirements, word limits and expected time commitments.

To develop students' reflective skills, portfolios should:

- be used for as long a duration as practicable (to allow skills to improve over time).

BMC Medical Education

RESEARCH ARTICLE   **Open Access**

An electronic portfolio for quantitative assessment of surgical skills in undergraduate medical education

Serafín Sánchez Gómez[1,2*], Elisa María Cabot and Tomás Francisco Herrero Salado[1]

Abstract

Background: We evaluated a newly designe... ...tative evaluation of surgical skills. Medical students at the Uni... ...is for evaluation of their performance in undergraduate surgi...

Methods: Our new web-based e-Portfolio w... ...nd skills targets. Students recorded each activity on a form, a... ... self-assessed their practical knowledge using qualitative c... ...plexity (basic/advanced) and participation (observer... ...d to each activity, and the values of all activities were s... ...tomatically displayed quantitative feedback. We perform... ... f the e-Portfolio and quantitative evaluation of the targets ac...

Results: Thirty-seven of 112 students (33%) used the e-Portfolio, of which 87% reported that they understood the methodology of the portfolio. All students reported an improved understanding of their learning objectives resulting from the numerical visualization of progress, all students reported that the quantitative feedback encouraged their learning, and 79% of students felt that their teachers were more available because they were using the e-Portfolio. Only 51.3% of students reported that the reflective aspects of learning were useful. Individual students achieved a maximum of 65% of the total targets and 87% of the skills targets. The mean total score was 345 ± 38 points. For basic skills, 92% of students achieved the maximum score for participation as an independent operator, and all achieved the maximum scores for participation as an observer and assistant. For complex skills, 62% of students achieved the maximum score for participation as an independent operator, and 98% achieved the maximum scores for participation as an observer or assistant.

Conclusions: Medical students reported that use of an electronic portfolio that provided quantitative feedback on their progress was useful when the number and complexity of targets were appropriate, but not when the portfolio offered only formative evaluations based on reflection. Students felt that use of the e-Portfolio guided their learning process by indicating knowledge gaps to themselves and teachers.

Keywords: Electronic portfolio, Surgical subjects, Self-guided learning, Self-assessment, Evaluative portfolio

Tipologie di Portfolio
Portfoli certificativi – attestazione documentale delle competenze acquisite secondo modalità di certificazione analitica
Portfoli formativi – caratterizzati da una finalità di riflessione e sviluppo del processo formativo e dei suoi risultati.

Feed-back vs valutazione

FEED-BACK formativo

- Favorisce la valutazione della discrepanza tra ciò che si sa fare e ciò che si dovrebbe fare
- Favorisce la consapevolezza sui propri limiti o errori
- Attiva il soggetto
- Concentra l'energia su determinati obiettivi
- Contestualizza la relazione di apprendimento e ne definisce i confini

VALUTAZIONE certificativa

- Fornisce una decisione sulla performance
- Fornisce un giudizio su ciò che il discente ha appreso rispetto agli outcome attesi
- Permette il paragone con gli altri discenti o con un risultato standard

Ci Ci Stuart, Mentoring, Learning and Assessment in Clinical Practice, Churchill Livingstone, 2013

Teacher beliefs about feedback within an assessment for learning environment: Endorsement of improved learning over student well-being

Gavin T.L. Brown[*], Lois R. Harris, Jennifer Harnett

School of Learning, Development, and Professional Practice, The University of Auckland, Private Bag 92019, Auckland 1142, New Zealand

HIGHLIGHTS

► *Teachers' Conceptions of Feedback* inventory validated with 518 New Zealand teachers.
► 9 Belief and 4 practices factors were invariant for primary and secondary teachers.
► 5 Beliefs predicted feedback practices, with small to medium effects.
► Teachers endorsed feedback for learning progress rather than well-being.
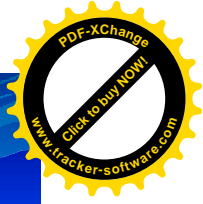► Espoused conceptions of feedback were consistent with assessment for learning policy.

ARTICLE INFO

ABSTRACT

Teachers' understandings of feedback probably influence the type and quality of feedback that they provide. The beliefs of 518 New Zealand practicing teachers about feedback were evaluated with the *Teachers' Conceptions of Feedback* (TCoF) inventory and related to practices these teachers considered to be feedback. Nine feedback factors and four practices factors were found and models were statistically invariant between primary and secondary teachers. New Zealand teachers' understandings of feedback were strongly focused on improving learning instead of enhancing student well-being. Similar factors are expected in other contexts, though agreement rates should reflect local policy priorities and cultural values.
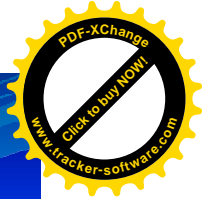
Il giudizio clinico

Competenza complessa che può essere sviluppata attraverso la simulazione clinica seguita da debriefing significativo

(Mariani et al., 2013; Cantrell, 2008).

Clinical judgment

Simmons (2010) defined clinical reasoning as a "complex cognitive process that uses formal and informal thinking strategies to gather and analyse patient information, evaluate the significance of Reflective debriefing to promote novice nurses' clinical judgment after high-fidelity clinical simulation: a pilot test.

Tanner (2006), in a model based on a substantial review of the literature, defined the result of this cognitive process, the clinical judgment, as "an interpretation or conclusion about a patient's needs, concerns, or health problems, and/or the decision to take action (or not), use or modify standard approaches, or improvise new ones as deemed appropriate by the patient's response" (p. 204).

Clinical Judgment

In the clinical judgment model (Tanner, 2006) nurses' knowledge and values have a major influence on their clinical decision-making. They notice changes worthy of attention in patients' conditions when they compare their perception of unique experiences with their expectations of similar situations drawn on experiential and formal knowledge.

Then, they interpret and understand data collected through a variety of cognitive processes, from analytical to intuitive.
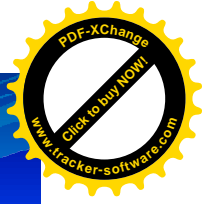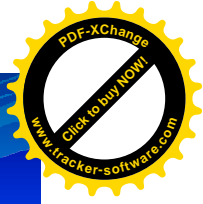
Contratto formativo

Accordo negoziato tra due o più soggetti finalizzato all'acquisizione di competenze

Obiettivi di tirocinio

Strumento utilizzato in ambito formativo , come forma strutturata di sostegno all'apprendimento

Contratto formativo
Tappe metodologiche

- Definizione precisa delle condizioni necessarie all'attuazione del contratto

- Analisi esplorativa della situazione

- Formulazione chiara degli obiettivi, dei metodi di apprendimento e di valutazione

- Negoziazione di ogni elemento dell'apprendimento previsto

- Esplicitazione dell'impegno reciproco.

So how do you feel about that? Assessing reflective practice

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School of Health Care Studies, University of Leeds, Baines Wing, P.O. Box 214, Leeds LS2 9UT, UK

Summary   Despite a lack of evidence base, reflective practice remains a central feature of education for many professional groups. In addition, current trends in learning, teaching and assessing require a robust alignment between learning outcomes and assessed course work [Active Learning Higher Educat. 2 (2002) 145)]. Varied definitions of what it means to be a 'reflective practitioner' and limited research make it difficult to know how and what to assess [Reflective Practice in Nursing, Blackwell Science].

Assessment of reflective practice frequently requires students to recount narratives about their practice and both formative feedback and assessment criteria make it clear that such narratives must demonstrate the students' application of appropriate and safe professional practice. This paper suggests that only three 'stories' are legitimate and identifies these as 'valedictory' 'condemnatory' and 'redemptive'

This conclusion drawn is that the imperative to do well academically discourages students from engaging in honest and open reflection. This being the case, it may be argued that the assessment of reflective practice is a potential barrier to the personal growth and integrity that programmes are trying to nurture.

Nurse Education Today

So how do you feel about that? Assessing reflective practice

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KEYWORDS
Assessing reflection;
Reflective practice;
Reflection as friction;
Truth-telling

Summary   Despite a lack of evidence base, reflective practice remains a central feature of education for many professional groups. In addition, current trends in learning, teaching and assessing require a robust alignment between learning outcomes and assessed course work [Active Learning Higher Educat. 2 (2002) 145)]. Varied definitions of what it means to be a 'reflective practitioner' and limited research make it difficult to know how and what to assess [Reflective Practice in Nursing, Blackwell Science].

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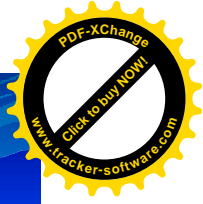
Hale M, Parfitt L, Rich T.

How diaries can improve the experience of intensive care patients. RCN 2010 Dec;17(8):14-8.

Abstract

Post-discharge intensive care unit (ICU) patients are often left with psychological problems and, while follow-up clinics and patient support groups are the best way to manage these problems, they are difficult to set up in the current economic climate. Staff in the ICU at Royal Gwent Hospital have started using patient diaries to reduce the risk of long-term psychological effects. Diary entries are made by nurses, other multidisciplinary ICU team members, and family members and friends to provide patients with complete narratives and visual records of their time in the unit.

La simulazione

Simulation has become an integral part of ndergraduate nursing education providing students with an opportunity to enhance clinical skill acquisition in a safe environment, practice clinical decision making and develop critical thinking skills through reflection and debriefing
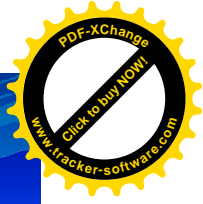
(Oberleitner et al., 2011; Sanford, 2010).

Il Processo di Simulazione

Tre fasi:

- il prebriefing o briefing,

- lo scenario simulato

- il debriefing

(Rhodes e Curran,2005).

La Simulazione

L'*International Nursing Association for Clinical Simulation and Learning* (INASCL, 2011) ha sviluppato, recentemente, gli standard di simulazione e degli obiettivi di apprendimento clinico degli stu denti partecipanti; tali standard indicano l'importanza di fornire informazioni chiare prima della simulazione attraverso

il pre-briefing e sottolineano che tali obiettivi dovrebbero essere adattati alle conoscenze ed alle esperienze degli studenti

(Meakim et al., 2013).