



**Supporting Students in Clinical Practice**



# ODP at SHU

**SHEFFIELD HALLAM UNIVERSITY**  
**BSc (Hons)**  
**OPERATING DEPARTMENT PRACTICE**  
**YEAR 1 (LEVEL 4)**  
**CLINICAL PORTFOLIO**

**SHEFFIELD HALLAM UNIVERSITY**  
**BSc (Hons) ODP**  
**YEAR 2 (LEVEL 5)**  
**CLINICAL PORTFOLIO**

**SHEFFIELD HALLAM UNIVERSITY**  
**OPERATING DEPARTMENT PRACTICE**  
**BSc (Hons)**  
**YEAR 3 (LEVEL 6)**  
**CLINICAL PORTFOLIO**

## PebblePad

- You need to ensure you have a PebblePad account to access the SHU ODP student workspaces. If you do not have an account please speak with your CPC and an account will need to be created by the university.
- If you have an existing account but cannot see the SHU ODP student workspaces, please speak with your CPC as you will need to be added by the university.
- The student is required to share their workbook with you so you are able to access it. Please ensure your student has done this at the start of the placement block.
- There are areas of the workbook with differing access requirements which will change depending on your access.
- There are sections where only the student can edit the information and areas that only you as assessor can edit. **Please make sure you are using your login to edit the assessor field as they are time/name stamped on each alteration. Do not share your login with anyone.**
- For more information and guidance on PebblePad please access the support page below  
<https://sites.google.com/my.shu.ac.uk/hwbtelhowtopebblepad/home>

If you are having problems with accessing or completing pebblepad please contact your CPC.

# Clinical Supervision

Title	Role	Requirement/qualification
Practice Supervisor	Supports learners in practice placement: <ul style="list-style-type: none"> <li>• Serves as a role model for safe and effective practice working within the remit of their standard/code of conduct</li> <li>• Must demonstrate proficiency within their scope of practice</li> <li>• Provides formative feedback</li> <li>• Completes formative assessment documentation</li> <li>• Implements local hospital policy</li> </ul>	Registered practitioner who has successfully completed preceptorship programme <ul style="list-style-type: none"> <li>• Have an understanding of the proficiencies and learning outcomes of the programme</li> <li>• Attendance at local preparation/update sessions</li> <li>• Can provide evidence of CPD</li> </ul>
Practice Educator	<i>In addition to the above:</i> <ul style="list-style-type: none"> <li>• Performs summative assessment</li> <li>• Must implement HEI assessment regulations</li> <li>• Supervises two ODP learners within a two-year time period to remain on the 'live—register</li> </ul>	In addition to the above, holds or is working towards at least one of the following: <ul style="list-style-type: none"> <li>• Mentorship qualification at level 6 or above (credit or non-credit bearing)</li> <li>• Post Graduate Certificate in Education</li> <li>• Completed the Scottish National Approach to Mentor Preparation</li> <li>• Completed a HEI Practice Educator preparation / training programme AND has completed level 6 modules</li> </ul>
Lead Practice Educator (or CPC)	<i>In addition to the above:</i> <ul style="list-style-type: none"> <li>• Has overall responsibility for learners in placements</li> <li>• Manages learner's placement allocation and Practice Educator allocation</li> <li>• Monitors learner's attendance and reports this to the HEI</li> <li>• Apprises HEI staff of the progress of learners in practice placement</li> <li>• Organise placement teaching sessions</li> <li>• Holds current Practice Educator data (e.g. attendance at update sessions) and upkeeps the register of 'live' Practice Educators</li> <li>• Attends ODP education meetings</li> </ul>	In addition to the above: <ul style="list-style-type: none"> <li>• Has a minimum of three years post-registration experience</li> <li>• Possess or is working towards a relevant first degree</li> </ul>

## I know I am a practice supervisor so what can I sign?

### Practice supervisor

You can sign the ODP proficiencies within the paperwork, conduct formative assessments and complete the introduction to clinical area.

You **cannot** conduct end of year summative assessments, mid-point reviews or sign the gateway progression statements.

You should be involved in the planning for students learning opportunities and provide written feedback to student and practice educators to support the completion of learning agreements, mid-point reviews and any required action plans.

You are required to keep up to date with the proficiency requirements and the learning outcomes for the programme. Must hold a professional registration.

*Assistant practitioners are unable to complete any of the documentation and should only be involved in supervising students alongside a registered practitioner.*

## I know I am a practice educator so what can I sign?

### Practice educators

You can sign **all** aspects of the ODP paperwork and the progression statement at the end of the gateways.

You **can** do end of year assessments.

You should be involved in the planning for students learning opportunities and the completing of learning agreements, mid-point reviews and any required action plans.

If you complete the progression statement with the student you must sign **all** progression boxes (at the bottom of each proficiency) as the second, or counter signature and by doing so you are declaring that the student has gained signatures for all competencies and is competent for the completion of the gateway.

The CODP requires that you maintain your mentorship qualification by attending regular updates. These should be available in your department, but requests can be made to your link lecturer to come and deliver an update. Alternatively you may wish to attend a nursing mentor update as this will cover key aspects of supervision, however the specifics of the ODP paperwork may not be considered.

# Effective Supervision

What are the responsibilities of an effective Practice Supervisor/Educator?

- Student support within clinical practice
- Role models
- Enabling the link from theory to practice
- Pastoral care
- Signposting to HEI, student services, etc
- Completion of documentation
- Challenge students if necessary
- Tripartite meetings if necessary
- Action planning

What are the characteristics of an effective Practice Supervisor/Educator?

- Patience
- Enthusiasm
- Respect
- Knowledge
- Sense of Humour

# Poor Supervision

	<b>Toxic Practice Supervisors/Educators</b>
<b>DUMPERS</b>	<ul style="list-style-type: none"><li>• Not available or accessible</li><li>• Throw people into new roles</li><li>• Leave them to 'sink or swim' strategies</li></ul>
<b>BLOCKERS</b>	<p>Avoid meeting others needs by:</p> <ul style="list-style-type: none"><li>• Refusing requests (the Refuser)</li><li>• Controlling through withholding information (the Withholder)</li><li>• Arresting development by over supervising (the Hoverer)</li></ul>
<b>DESTROYERS/ CRITICISERS</b>	<p>Set out to destroy others by:</p> <ul style="list-style-type: none"><li>• Subtle attacks to undermine confidence (the Underminer)</li><li>• Open approaches of verbal attack and argument to deliberately destroy confidence (the Belittler)</li><li>• Constant put downs and questioning of abilities (the Nagger).</li></ul> <p>Darling (1986)</p>



## The Learning Cycle



## Understanding Learning Styles

- 4 core styles VARK - Visual, Aural, Read/write, Kinesthetic. However, there are many variations
- Understanding the learning styles of your student can help determine the type of support the student needs.
- Preferred learning styles can be linked to a person's behaviour and attitudes. For example if their needs are not met.

(Fleming and Mills, 1992)

## To support other learning you should...

- Support others to achieve their personal and professional goals
- Link the learning into the requirements of the student programme
- Use a range of methods and assessments
- Break the learning into simple steps and give prompt feedback on each step, encouraging reflection and improvement
- The student should be an active participant, not an observer
- Learning should occur within a meaningful context

## For Students With Additional Needs

- Students may have a support plan - for academic work and/or for placement learning, if they have a disability registered with the university.
- Reasonable adjustments for practice should be accommodated where possible
- Responsibility of the student to disclose their support plan and additional needs to the practice educators

## Supporting Students With a Variety of Needs

- Have a positive attitude towards enabling students to learn without compromising standards.
- Promote equality of opportunity to learn (making reasonable adjustments) whilst maintaining standards for practice assessment.
- Create positive environment for disclosure.
- Eliminate harassment, victimisation and discrimination on basis of disability.
- Facilitate inclusion, remember you are not their carer, know who to refer them to for support
- Contact the students course lead or personal tutor for further support as required

## Initial Interview

- Initial interviews are a vital step in supporting students in practice and should be completed in the first week of each placement block.
- In the interview you and the student should discuss and agree your goals and expectations for the placement.
- The student should also be encouraged to disclose any training needs or areas they would like to focus on.
- This should be documented and signed by both the educator and student.
- This is then the agreed standard that all stakeholders will work to.
- Regular catch ups should occur with the student and educator to ensure the expectations are being upheld and the student is progressing.

## Mid-Point Review

- This is to review how the student has progressed from the initial interview and should be completed mid way through the placement block.
- You should be reviewing the goals and expectations set in the initial interview.
- If the student has achieved or is on target to achieve the original goals then more can be arrange.
- If the student has failed to meet expectations then explanation as to why and an action plan for how they can achieve the expectations should be discussed and documented.
- No new information should be raised at this point.
- If required a Cause for Concern form should be discussed and completed with the CPC and student (see cause for concern section)

# Feedback

Who will deliver the feedback?

What feedback will be given?

Plan collaboratively

Provide time for reflection

Be assertive

## Constructive Feedback

Compromise

Clear objective

Specific

Sensitive

How is the feedback given - written, verbal?

Where will the feedback be given?

## Constructive feedback should be...

- **Descriptive rather than evaluative** – describe what the student said or did and the impact that had on you or others, but do not make judgements
- **Focus on behaviours not personality**– things that the student can improve on. The purpose of feedback is to learn, so suggest practical ways to rectify any shortcomings
- **Well timed** – formative assessment / summative assessment
- **Clearly and quickly stated** – get to the point without being brutal. Avoid beating around the bush or getting bogged down in self-justification. Ensure the student understands the feedback by asking them questions and summarising
- **Sufficient and appropriate** – ensure that your feedback is useful to the student, can they take it to their next placement?

## CONCERNED ABOUT A STUDENTS PROGRESSION?

CONFRONT THE ISSUE AND ACT AS EARLY AS POSSIBLE

### Stage 1

Any issues need to be highlighted, discussed and documented with the student as soon as they arise. An action plan should be arranged and documented if required. This discussion needs to be done by the Practice Supervisor or Educator.

### Stage 2

If there is no improvement with the issue then the CPC should be informed as early as possible. The CPC should arrange a meeting and an action plan must be completed and documented.

### Stage 3

If the issue continues further a Cause for Concern form should be completed and returned to the university. A tripartite meeting will be arranged to discuss the issues and arrange a plan to manage the situation. This ideally should be highlighted and documented at the mid-stage review.

Stage 3 cannot occur on the last week of placement block.  
Issues need to be highlighted as early as possible!



# Cause for Concern

## A Cause for Concern form should be initiated in cases of:

<p><b>Lack of ability to accurately perform practical skills</b></p>	<p>The student is unable to accurately perform practical tasks to meet the required standards for the particular stage of the course.</p>
<p><b>Lack of ability to demonstrate or apply theory and knowledge to practice</b></p>	<p>The student is struggling to understand relevant knowledge involved in a particular aspect of the role of the ODP; Or, the student is having difficulty/underperforming or is unable to apply theoretical knowledge to practice. (Must be considered in line with meeting the required standards for the particular stage of the course)</p>
<p><b>Lack of professionalism / professional conduct</b></p>	<p>The student consistently acts outside of professional boundaries For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, use of offensive language, difficult relationships with staff, and so on.</p>
<p><b>Lack of progress</b></p>	<p>A student is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the particular stage of the course. Such cases may be resolvable if action is taken early enough</p>
<p><b>Other</b></p>	<p>Any other aspect which gives the mentor cause for concern. Mentor must specify.</p>

## Why do we fail to fail?

- Awarding a fail meant additional work plus educators have to deal with the resentment of the student
- Educators lacked confidence in assessing, had poor preparation for their role, do not know the student very well or if they did, not have sufficient assessment evidence and the student was given benefit of the doubt
- Educators and/or the system are manipulated by students to avoid failure
- Inadequate support from colleagues and education staff to fail students; mentors feeling pressurised to pass
- Considered difficult to fail students in their third year; equally difficult to fail students in their first year

## Avoiding Failure to Fail

- Passing students who should have failed does not protect the interests of the public and puts the patients who will be under their care at risk.
- Failing to tell students that they have not reached the required standards also has consequences for the profession.

## Managing “failing” students

- Early Action Planning
- Constant communication with student
- Early escalation to the CPC's
- Progress reviews/action plan review
- Feedback to Feed Forward – utilize S.M.A.R.T
- Tripartite with the university

**Action plans are not negative – these can be used to show development in all students and help provide support to student and educator**

Please Note:

You cannot fail a student without the University being involved

## How to alleviate student stress on clinical placement

### Induction is crucial!

- Welcome students
- Introduce students to staff and to the clinical placement area
- Work collaboratively to create clear goals
- Have realistic expectations - for the student and the educator
- Timely evaluations, feedback and reviews of progress.
- Give the student clear study opportunities / reflection time
- Ensure the students' personal wellbeing whilst on placement
- Understand/utilise support mechanisms for students who struggle

## Motivating Students

- A student who, whilst not actually failing, shows disinterest and limited motivation to learn can be difficult to manage.
- What are the tell tale signs of a student who may have an ambivalent attitude to learning whilst on placement?
  - Being reactive, not proactive
  - Withdrawn and not communicating
  - Not pitching in
  - Poor body language
  - Clock watching
- What issues might cause the student to lack motivation or come across as ambivalent?

## Reason why students may lack motivation

Reasons	Options for management
Fatigue	Vary shift patterns, ensure breaks
Distraction	Know academic assessment schedule, Be aware of personal circumstances
Transition	Be patient, utilise student support service
Avoidance	Ensure induction into the team, gain trust, get them involved
Boredom	Challenge student, set goals
Wrong course	Advise, discuss the future

CONFRONT THE ISSUE AND ACT AS EARLY AS POSSIBLE

## Influences on The Learning Environment

- The leadership style of the clinical manager
- Being part of the team
- The amount of support offered to the student
- The degree of challenge offered to the student
- The learning opportunities
- Resources for access to theory
- The opportunities provided for reflective discussion
- The culture within the area

## Key Messages

- Be open with the learner, provide appropriate developmental feedback
- Time management. Don't leave things to the last minute
- Keep good records, document everything!
- Communicate with the CPC's & University. We can't help if we don't know!
- Follow the guidance provided
- Support the learner, keep them informed
- Do not feel under pressure to sign anything!
- Learning should be relevant, engaging, active and encourage the learners to reflect and think



## Key Contacts

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Thank you.....

.....for your continued support of our students