

2022 MCH Preceptor Webinars



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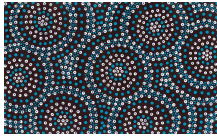
Adult Learning and Preceptor Skills



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Acknowledgment of Country



Gathering by Anthony Bean.

This piece contains several concentric circles getting larger as they move from their centre; these depict meeting places. These meeting places are often overlapping and interact with each other representing how in society different groups of people will come together, interact and grow with new ideas if given the chance.

I acknowledge Australia's first peoples as the traditional owners and custodians of the land on which we work and deliver our services to families and their children.

I pay respect to the Wurundjeri people of the Kulin nation, on whose land we are meeting.

I pay my respect to these people, their cultures and to their elders both past, present and emerging.

I appreciate your commitment to, and connection with, the land, community and particularly families and their young children.

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MCH Education in Victoria

- 3 Universities in Victoria
- Graduate Diploma level
- Opportunities to continue on to Master degrees
- Nursing and Midwifery registration prerequisite
- 1 yr. full time, 18mths & 2 yrs. part time offered

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The Learning Environment



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Who are our students?



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Diverse backgrounds

Minimum requirements:

- Registered nurse division 1 (general) and midwife

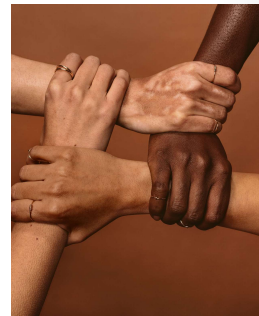
Background:

- Predominantly university qualified
- SCN, Labour ward, antenatal, postnatal, MBU
- Lactation consultants / Immunisation nurses
- Post grad quals in Paediatrics, Accident & Emergency, NICU
- School nurses
- Domiciliary midwifery or Hospital in the Home
- Antenatal care for at-risk adolescent mums

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Diverse backgrounds

- Metropolitan Melbourne
- Rural, remote or interstate
- CALD and ATSI
- Young and old (24 – 60 yrs)
- Parents of young children
- Carers of elderly parents



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When Students graduate



- Competent MCH practitioners
- Assessed on:
 - VAMCHN competency standards (2010)
- Aligned with:
 - NMBA guidelines (2021)
 - MCAFHNA standards (2017)
- Knowledge, skills and attitudes
- Able to relieve you for the next holiday

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The theory behind it all

- **Underlying principles**
 - Primary Health Care, Family Centred Care, Infant Mental Health, Trauma Informed Practice, Early Intervention, Teaching and Learning,
 - Professional standards
- **Evidence**
 - Evidence informed
- **Why do placement?**
 - Role modelling
 - Linking theory and practice
 - Supervised Practice (safe learning)

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MCH skill development

In stages

- Physical assessment
- Health promotion
 - Mother Child
 - Family and community
- Development
- Screening
- Families with additional challenges
- Working with diverse communities



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Over the Period of their Studies

Students will

- **Develop**
 - Critical thinking and problem solving skills
 - Specialized clinical proficiency
 - Effective communication skills.
- **Be able to**
 - Make high level independent judgements
 - Plan, implement and evaluate practice in MCH
 - Function effectively as a member of a multidisciplinary team.

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Communication

- Respectful
- Sensitive
- Family centred
- Culturally safe
- Relationships focused
- Partnerships
 - With individuals, families, communities
 - With other professionals
 - Early Childhood Educators
 - PHC
- Within families

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Communication

- How do you introduce students to parents?
- What do you do to encourage families to accept students?
- Other ideas?
- Please share any new ideas with us.

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Sample Notice

MCH Post Grad Student XXX University

Please welcome **Louise Smith** who is working with me today. Louise is a Registered Nurse and Midwife doing extra study to become a MCH Nurse.

Please let me know if you would like to speak with me alone. Thank you,

Pattie Preceptor



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Promoting learning

What things help you learn?



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What helps learning?

- Positive atmosphere
- Clear & friendly explanations
- Time to ask questions
- Friendly environment
- Feeling accepted & welcome
- Observing others' techniques
- Approachable teacher
- Planned review time
- Feedback – constructive, balanced

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What makes a good preceptor?



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What makes a good teacher?

- Explains things well
- Knowledgeable
- Listens
- Interested
- Interesting
- Fair
- Supportive
- Patient
- Encouraging
- Flexible
- Constructive feedback



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Learning styles



Auditory
30% of Population



Visual
65% of Population

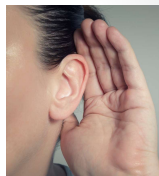


Kinesthetics
5% of Population

(Smith, 2018; Shreffler et al., 2019)

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Learning styles



Auditory learners

Learn best by hearing.

- Will remember what you tell them.
- Prefer to listen to a recording than read a book.
- Often recognised by the words they use, e.g., 'It doesn't *sound* right to me' or 'He wasn't *tuned in* when I was talking'.

(Smith, 2018; Shreffler et al., 2019)

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Learning styles



Visual learners

- Absorb most information through their eyes, either reading or watching.
- Would prefer you to give them a piece of paper rather than read it to them.

Often use phrases such as:

'I just can't see that working'...

'Picture this'...

'I wonder'...

(Smith, 2018; Shreffler et al., 2019)

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Learning styles



Kinaesthetic learners

- Like to do or touch things.
- Prefer to be hands on than hearing or reading about it.
- Use phrases like:
 - 'It didn't feel right', or
 - 'I couldn't handle it'.

(Smith, 2018; Shreffler et al., 2019)

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Adult learning principles

- Adults are internally motivated and self-directed.
- Adults bring their life experiences and knowledge to learning experiences.
- Adults are goal orientated.
- Adults are relevancy orientated.
- Adults are practical.
- Adults learners like to be respected.

(Knowles et al., 2015)

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Adult learning

- Facilitates independence
- Recognises barriers to learning
- Incorporates reflective practice

(Knowles et al., 2015)

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Definitions

A preceptor :

- Is a skilled & knowledgeable practitioner
- Provides support & guidance to a novice by working with them for a set period, usually formalised
- A professional role model who supervises experiential learning
- Usually chosen by the employer to work with a novice.
(Rohrlach & Crowe 2008)

A mentor is:

- An experienced professional who facilitates the learning and growth of a novice
- Not necessarily in a direct supervisory role
- Usually chosen by the individual

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Role of preceptors

- Support active learning
 - Relate clinical and theory
- Guide reflection
 - Questioning
- Provide timely feedback
 - Ongoing, but especially midpoint, and at the end

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Teaching and learning strategies



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Strategies for adult learning

- Active Learning
- Reflection
- Enhancing learning through questioning
- Teachable moments
- Scaffolding
- Feedback

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Active Learning

- Enables deeper learning
- More likely to understand and apply concepts
- Supports ongoing education as a practitioner

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Reflection

- Schön (1983)
 - Reflection in action
 - Reflection on action
- Consider
 - Reflection *before* action
 - Goal setting
 - Learning outcomes



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Promoting adult learning

- Enhancing learning through questioning



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Questions to promote learning

Application

- How would you carry out...?
- What would you need to consider in ...?
- What explanation would you give the mother to ...?

Analysis

- What does the mother seem to believe about ...?
- What are your reasons for ...?
- What did the mother say in the consultation that indicated ...?

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Questions to Promote Learning

Synthesis

- Given that the mother is worried, what do you plan to do in order to?
- Think of a way you could talk the mother through her issues around?
- In undertaking facilitation of a group, suggest a method to ensure?

Evaluation

- For what reasons do you think your plan is the best way to go?
- What was the basis for your decision to.....?
- In your opinion, what is the most appropriate way to?

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Teachable Moments

Capture the small moments to:

- Teach something to your student or
- Explore or extend their understanding
- When appropriate, ask the student to talk out loud about what they are doing/observing
- Give a commentary on what you are observing in a head to toe examination.
- Ask questions



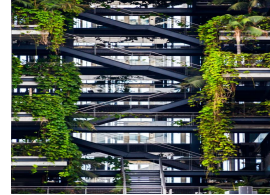
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Scaffolding (Vygotsky)

Supporting learning that is presently outside the student's area of knowledge.

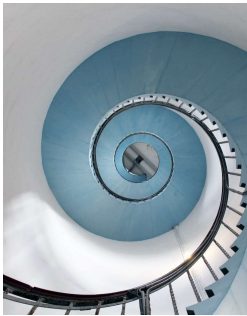
- Giving prompts, links, and structures.
- Model activity while thinking out loud
- Fade when appropriate.



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Scaffolding Process

- Student observes
- Practise with direct/close supervision
- Practise with support
- Practise with minimal support
- Complete solo
- Add a new skill/activity & repeat



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Consultation & Documentation Progression

- Physical assessment & measurements
- Intro to computer to record notes
- Screening tests
- Health Promotion & Education
- Focus on Documentation & Writing notes
- Time management



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Placements starts on Day 1

- | | |
|------------------|---|
| Days 1-3 | <ul style="list-style-type: none"> • Physical assess & measurements • Intro to computer to record notes |
| Days 4-10 | <ul style="list-style-type: none"> • Screening tests • Health Promotion & education |
| 10 days + | <ul style="list-style-type: none"> • Part & Full consultations with support • Time management |
| 20 Days + | <ul style="list-style-type: none"> • Focus on documentation & writing notes |
| 30 Days + | <ul style="list-style-type: none"> • Full consultations with minimal support |
| 35 Days + | <ul style="list-style-type: none"> • Independent consultations |
| 40 Days+ | <ul style="list-style-type: none"> • Completion of consolidating block |

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Teaching and Learning Strategy (STEER)

- | | |
|------------------|--|
| SPOT | Identify what student already knows
Identify what you want them to learn |
| TAILOR | Encourage setting learning objectives
Create opportunities to learn |
| EXPLAIN | Explain, introduce, demonstrate |
| ENCOURAGE | Give regular feedback
Monitor learning & r/v learning obj |
| REVIEW | Evaluate student's achievements
Evaluate preceptorship process
Reflect ongoing processes |

(Murray, 2001)

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Clinical Practice

Enables students to

- Gain an understanding of and expertise in the role
- Develop a resource network

Students will

- Experience the diversity of the role
- Develop clinical competence in accordance with NMBA and MCH professional standards.
- Consolidate knowledge and skills
- Understand documentation and policy requirements

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Managing Issues in Clinical Placement

- The Universities depend on preceptors to advise early if any **Red Flags** are noted with students.
- Early identification and notification ensure a learning plan can be implemented for additional clinical assistance or theory components that can assist the student.
- We are only a phone call or email away from giving assistance when required.
- Watch **Video 3 Giving Feedback** this is part of this Preceptor Package on the MAV website.

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Thank you

We appreciate your time in watching this presentation.

Your feedback will help us meet the needs of the present and future preceptors for the Maternal and Child Health workforce.

Please consider sending back your evaluation of the presentation for future updates for preceptors.

The evaluation form is attached to this presentation or with the video links for this series.



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