

FOR FURTHER INFORMATION

Personal and professional development

Personal and professional development is an essential aspect of the profession. The Nursing and Midwifery Council recommends that nurses revalidate every three years. This process recognises that the nurse practices safely and effectively within the boundaries of professional practice. The nurse champions their own continuous learning to develop skills and knowledge and is encouraged by the employer. Areas of personal and professional development occur within the following pillars: clinical practice, education, research, and leadership and management.

Patient Education

The primary role for the nurse with the intent to foster healthy lifestyle behaviours in people who have experienced a stroke or Transient Ischaemic Attack. Patient education requires the application of health-related knowledge, behaviour change, learning theories and social determinants of health. The teaching and learning processes (assessment, diagnosis, planning, implementation and evaluation) are applied.

Teaching

Helping learners acquire knowledge and skills in a variety of settings. Teaching should follow a metacognitive approach (i.e. focused on self-assessment and reflection on what worked well and what warrants improvement). The teacher/instructor applies theories, models and methodologies of learning. Examples of these practices can include:

- BOPPPS (Bridge-in, Objective/Outcome, Pre-assessment, Participatory learning, Post-assessment, Summary/Closure)
- Bloom's taxonomy
- Kolb's cycle
- Active learning techniques (eg. discussions, think-pair-share, simulations, role play, case studies, individual or group tasks/presentations, peer review amongst learners, etc)

Effective teaching includes many elements: content-knowledge and people knowledge; course planning and management; lesson planning; effective communication skills; creativity; problem-solving skills; and knowledge of self as a teacher

The teacher/instructor regularly updates their teaching portfolio. A teaching portfolio should include a teaching philosophy, reflection on how their teaching facilitates student learning and evidence of teaching activities.

Course design

Design or re-design of a course that the teacher/instructor is (or will be) teaching. The teacher/instructor understands concepts of course design and has the skills and tools to successfully design a course for traditional, online or blended classroom teaching. The teacher/instructor has a grasp of various learning activities and technologies that can be incorporated into a course.

Positive Learning Environment

A welcomed and friendly environment, led by principles of effective communication and mutual respect for diversity, that motivates learners and is learner-centred.

Providing feedback

Successful feedback describes actions or behaviours that the learner can do something about. This feedback can be verbal or non-verbal (written), informal or formal.

Verbal feedback should be: constructive; specific; descriptive; focused on the learner's behaviour instead of what their actions suggest; solicited; timely, and checked for understanding to ensure clear communication. When giving feedback follow the recommendations below:

- 1) focus first on the positive
- 2) refer to what the learner did
- 3) refer to what you observed
- 4) Avoid judgemental terms such as "good" or "bad"
- 5) Provide suggestions for improvement

Non-verbal (written) feedback provides both teacher/instructor and learner with an opportunity for reflection. Feedback forms can be used to acquire non-verbal feedback from learners.

Receiving feedback

Feedback received by the teacher/instructor from the learners, describing their learning process with the teacher/instructor teaching. This feedback can be verbal or non-verbal. Feedback helps the teacher/instructor to affirm their teaching methods and increase confidence; identify areas of teaching that require improvement; and guide reflection for personal and professional development

Facilitate Learning

Helping learners develop the intellectual tools to form connections between concepts and obtain knowledge. This process is enhanced when the learner is motivated and when the instructor acknowledges and challenges the learner's prior knowledge and uses this as a foundational basis.

Self-directed learning

The learner identifies their own learning needs and learning objectives, implementing the actions required to achieve the learning outcomes and improve knowledge

Academic Assessment

A form of feedback that allows the learner to understand if learning is occurring. Academic assessment can be formative or summative.

Formative assessment – ongoing assessments to understand the learners’ intellectual development stage and adjust teaching accordingly.

Summative assessment – final assessment against an expected standard to evaluate the learners’ level of understanding

Workforce development

Practitioners may be involved in developing stroke educational programs and workforce development plans and strategies

References

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