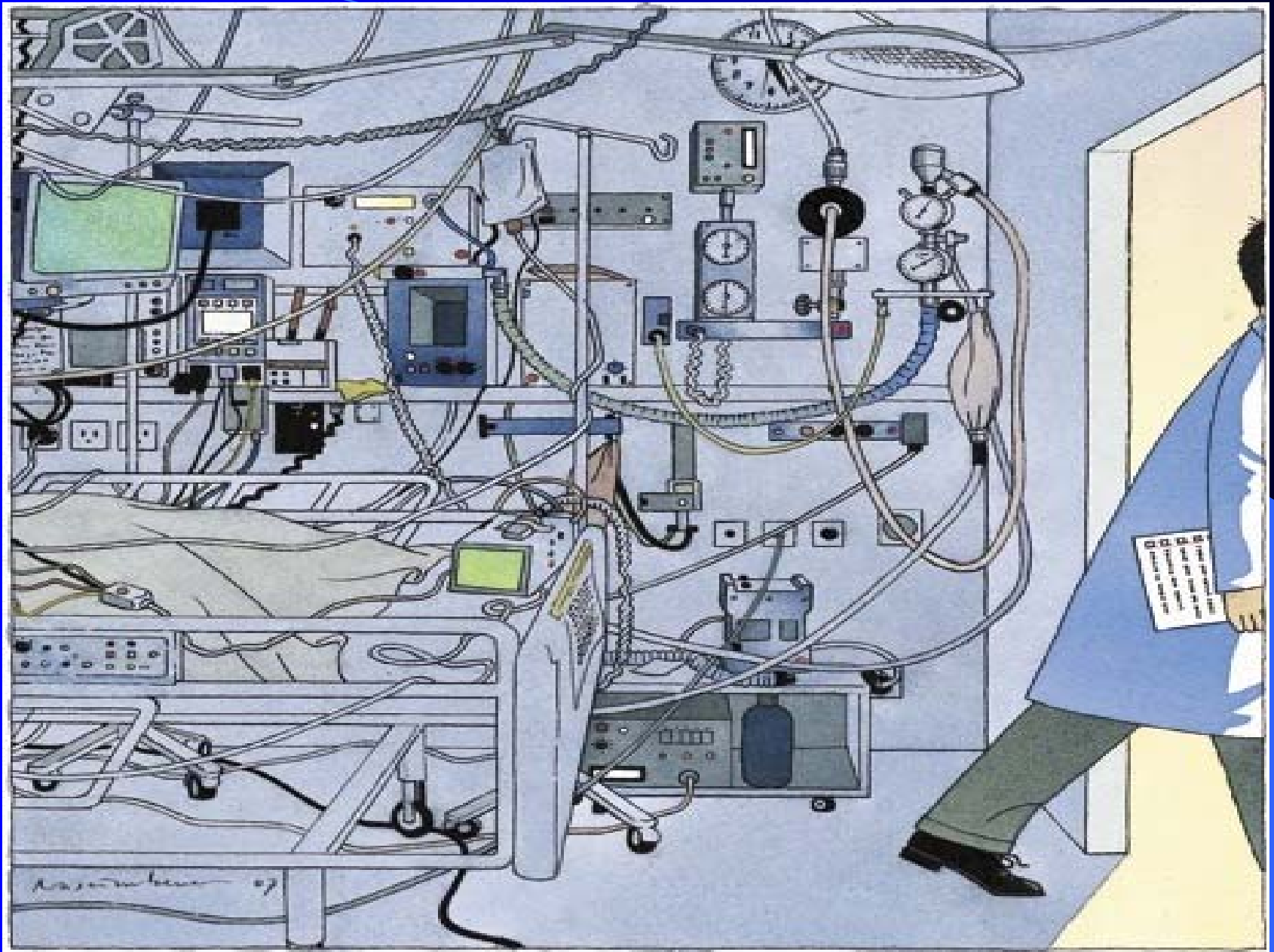


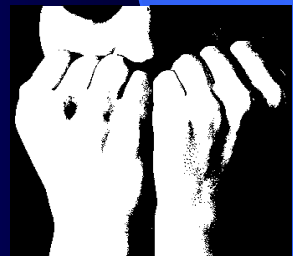
**Positive Pedagogy: Supporting learners' anxiety towards the development of clinical confidence: a prospective evaluation of learners' experiences on a Cardiothoracic Intensive Care Unit.**

Allan Seraj RN Practice Education Charge Nurse  
Sara Collingridge Sister-ICU  
Petra Carroll Senior Staff Nurse Practice Education





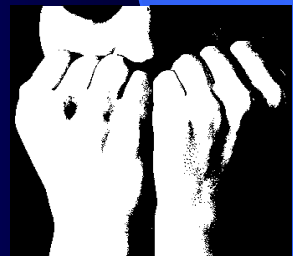
**Anxious learners in a complex  
learning experience combine to  
create a challenging  
environment in which to teach  
successfully**



# The effect of Anxiety on learners...

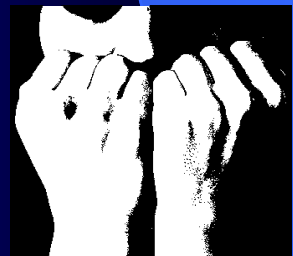
- Blocks normal thought processes
- Favours a passive approach rather than interaction with the material/experience
- Associated with a general sense of incompetence
- Anxious learners have little inspiration for learning the material

Fallows, S. (1999). *Inspiring Students: Case studies on teaching required courses*. London: Kogan Page.



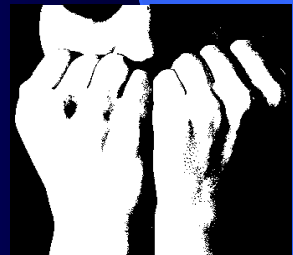
# Method

- **Four year period**
- **Learners & Students**
- **Likeur Scale (1- 10)**
- **Structured Competencies & Academic Programme, Committed Bedside teaching, Workbooks...**

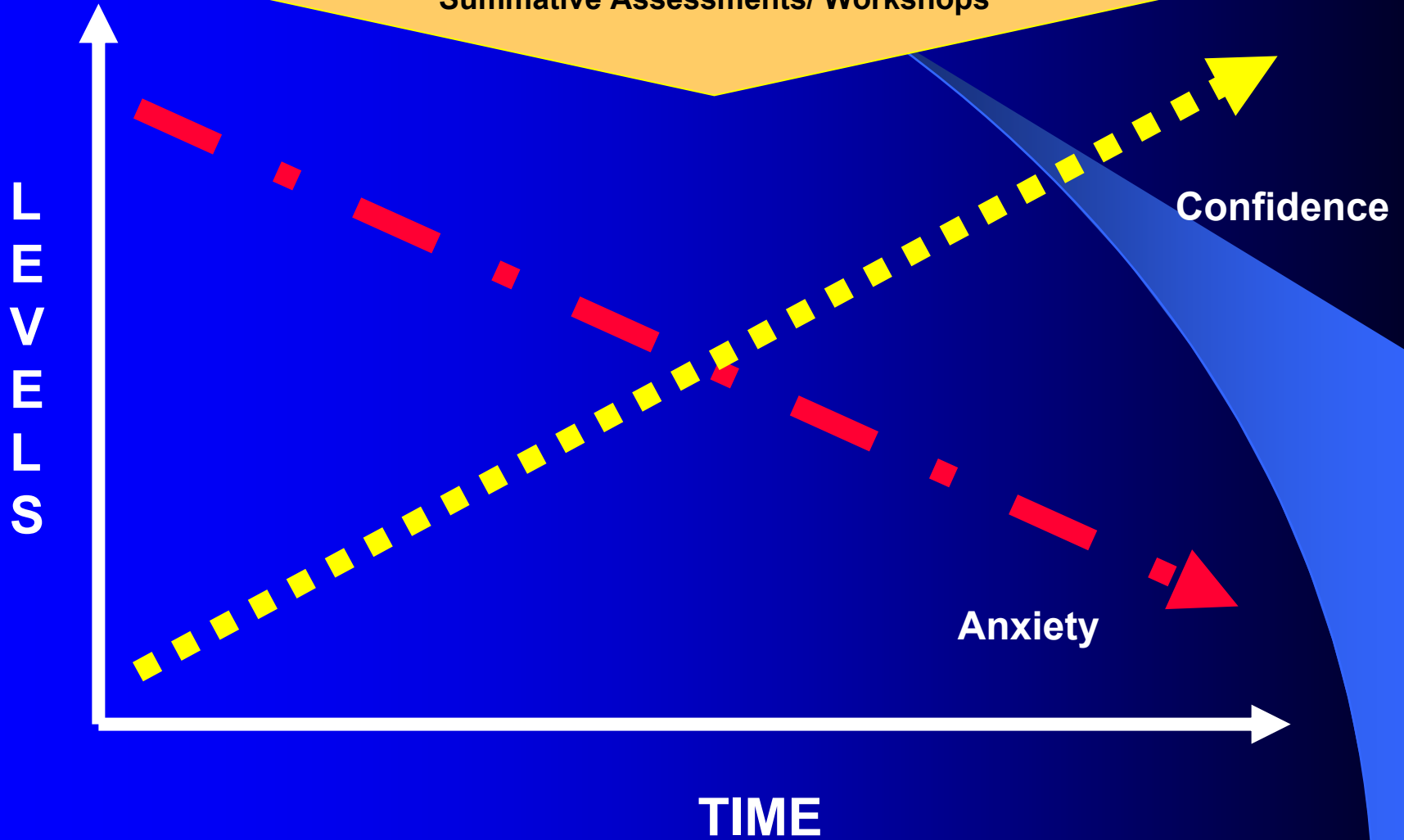


# Pedagogy on the Clinical Setting

- **Mentoring**
- **Bedside Supervision**
- **Microteaching**
- **Study Days**

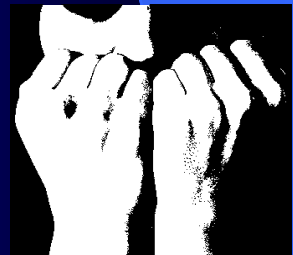


Mentoring  
Purposeful Orientation  
Coaching  
Bedside Supervision  
Competencies  
Summative Assessments/ Workshops



# Our Response...

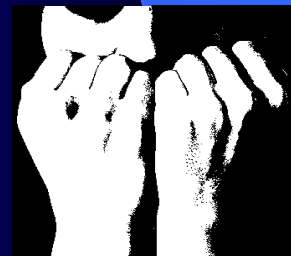
- Cultivate the learner's imagination and problem-solving skills.
- Encourage the students to be active learners, not receivers of doses of information.
- Learn to use mistakes as tools.
- Cultivate an environment of giving 'Developmental Feedback'
- Never settle for getting something RIGHT!
- The use of clinically focused summative assessments and workshops significantly contribute to the development of learners' clinical confidence and reduce anxiety.



# Discussion & Clinical Application:

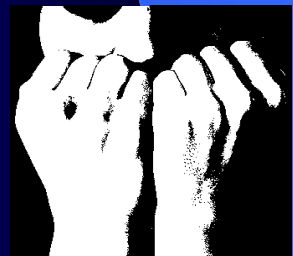
A teaching approach based on active learning principles and designed to create a dynamic and effective learning environment will:

- Help learners focus on the material, rather than on their anxiety
- Help learners overcome the passive approach to the subject.
- Help anxious learners reduce their sense of incompetence.
- Be a source of inspiration for the learners to engage with the subject matter.



# **In Conclusion**

**Go beyond the didactic model of a rigid system and move towards a model that would encourage active involvement in learning within a complex clinical environment**



# References

- Fallows, S. (1999). *Inspiring Students: Case studies on teaching required courses*. London: Kogan Page.
- Murray, H. G. (1997). Effective teaching behaviours in the college classroom. In R. P. Perry & J. C. Smart (Eds.) *Effective teaching in higher education: Research and practice* (pp. 171-204). New York: Agathon Press.
- Roth, J.K, (Ed.). (1997). *Inspiring Teaching: Carnegie Professors of the Year Speak*. Bolton: Anker.
- <http://www.bcahc.ca>

