**STUDENT JOURNEY PL 3 - PL 4** **abroad**

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| **GENERAL DETAILS** | |
| **Name** |  |
| **Student number** |  |
| **Address** |  |
| **Place of residence** |  |
| **Date of birth** |  |
| **Telephone number** |  |
| **Email address** |  |
| **PL 2 of 3** |  |
| **PL period duration:** | From ... to ... |
| **Study counsellor** |  |
| **Student advisor** |  |
| **WORK PLACEMENT DETAILS** | |
| **Work placement** |  |
| **Department/team** |  |
| **Work placement address** |  |
| **Work placement telephone number** |  |
| **Team leader / head of department + email address / tel. no.** |  |
| **Work field expert(s) + email address / tel. no.** |  |
| **Practical learning lecturer  + email address / tel. no.** |  |
|  |  |

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# Practical learning plan

## Section 1, brief introduction of yourself

* Who are you and where are you from? (See your own socialisation report, parts of which you may be able to use here).
* What experience do you have in healthcare?
* What work placements have you done, where did you do them, what were the particulars and to what extent were you successful in these work placements?
* Important things to report (disability, illness, matters that should be taken into account)

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## Section 2, your work placement at a glance:

* How do you view the healthcare setting and category?
* How would you like to spend your first weeks at the work placement?
* What expectations do you have of the work placement and what can be expected of you?
* What is your learning style? Take the test and explain based on self-knowledge.
* How can the supervisor best support you in your practical learning?

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## Section 3, what I bring to my work placement:

* What attention points from school, possibly included in your Personal Development Plan (PDP), will you incorporate into your personal learning objectives?
* Any points of attention from previous PL periods, aimed at professional functioning and personal development.
* What was the end status of your previous work placement? Briefly describe the setting and the tasks you performed there. What knowledge and skills have you gained that you will bring to this work placement (on a professional and personal level)? What level did you achieve, what feedback was given in relation to the CanMeds roles?

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## Section 4, personal learning objectives:

* Formulate at least 1 or 2 personal learning objectives based on your PDP or feedback from school or a previous work placement using the format below.

Attention point:

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| *In this work placement, I would like to focus on*: |

Concrete learning objective:

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| *The RUMBA or SMART criteria applied:* |

Clarification of elements of the learning objective:

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| *Clarification of concepts:* |

My starting situation:

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| *Up to now, I have been working on the following (during work placements, studies and other relevant situations):* |

Learning activities:

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| *In order to achieve this learning objective, I will work on increasing my knowledge and skills as follows[[1]](#footnote-1):* |

Request for guidance:

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| *From my supervisor/supervisors I expect:* |

Test:

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| *In justification and substantiation, think about your own actions, EBP and reflection.*   1. *My justification in practice will consist of:*   *2) I will substantiate my results based on the following evidence:* |

## Section 5, translation of roles and competencies:

* Translate the CanMeds practical learning roles into the current context of your work placement location and what you need to develop in terms of knowledge and skills, based on the work placement level.
* In this 'Student Journey', you process what learning objectives you have − and what learning activities you will undertake to achieve them − for each period until the next learning circle meeting and progress interview.

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| **Caregiver** |
| **Competency:** *Using clinical reasoning, the nurse identifies the need for nursing care in physical, psychological, functional and social areas, indicates and provides this care in complex situations, following the nursing process, based on evidence-based practice.* |
| **Behavioural criteria PL3:**   * You identify the care needs of a care recipient based on clinical reasoning * You apply the nursing process to a care recipient and substantiate this from various sources of evidence |
| **Behavioural criteria PL4:**   * Based on clinical reasoning, you identify the need for nursing care in physical, psychological, functional and social areas, indicate and provide this care in complex situations, following the nursing process, based on evidence-based practice |
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| **Competency:** *The nurse reinforces (as far as possible) the self-management of people in their social context. In doing so, the nurse focuses on shared decision-making with the care recipient and their loved ones, taking into account diversity in personal characteristics, ethnic, cultural and philosophical backgrounds, and ideological beliefs.* |
| **Behavioural criteria PL3:**   * You recognise how the social context of the care recipient can affect their self-management * You encourage the care recipient to self-manage |
| **Behavioural criteria PL4:**   * You strengthen (as far as possible) the self-management of people in their social context. You focus on shared decision-making with the care recipient and their loved ones, taking into account diversity in personal characteristics, ethnic, cultural and philosophical backgrounds, and ideological beliefs |
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| **Competency:** *The nurse indicates and performs (restricted) nursing treatments based on independent authority or functional independence as described in the BIG Act.* |
| **Behavioural criteria PL3:**   * You assess the complexity of care, determine and provide the care needed   You perform high-risk and restricted procedures in which you argue when and why you deviate from a protocol |
| **Behavioural criteria PL4:**   * You indicate and perform (restricted) nursing treatments based on independent authority or functional independence as described in the BIG Act |
| **Clarification of terms appropriate to the context of the work placement location:** |
| **Starting situation and feedback from school and previous work placement(s)** |
| **How do you see the role reflected at your work placement location and what do you still have to develop in this respect?**  (Appropriate to the profile of your PL period, see competency chart). |

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| **Communicator** |
| **Competency:** *the nurse communicates with the care recipient and their informal network in a person-to-person and professional manner, ensuring optimum information exchange.* |
| **Behavioural criteria PL3:**   * You reflect on the effect of conversation techniques used * You recognise bottlenecks in communication with care recipients and their loved ones and deal with difficult situations   You employ technological capabilities to promote professional and person-oriented communication with care recipients and their loved ones |
| **Behavioural criteria PL4:**   * You communicate with the care recipient and their informal network in a person-oriented and professional manner, ensuring optimum information exchange |
| **Clarification of terms appropriate to the context of the work placement location:** |
| **Starting situation and feedback from school and previous work placement(s)** |
| **How do you see the role reflected at your work placement location and what do you still have to develop in this respect?**  (Appropriate to the profile of your PL period, see competency chart). |

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| **Collaboration partner** |
| **Competency:** *The nurse establishes a relationship of trust, collaborates effectively on the principle of shared decision-making with the care recipient and their loved ones, and supports them in self-management.* |
| **Behavioural criteria PL3:**   * You establish and evaluate a positive critical collaborative relationship with care recipients and their loved ones   You apply shared decision-making |
| **Behavioural criteria PL4:**   * You establish a relationship of trust, collaborate effectively on the principle of shared decision-making with the care recipient and their loved ones, and support them in self-management |
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| **Competency:** *The nurse collaborates both within and outside their own organisation with other professionals or agencies in which the nurse, as an autonomous professional, contributes to the quality and continuity of care.* |
| **Behavioural criteria PL3:**   * In the collaborative process, you consider the different perspectives and interests of colleagues, care recipients, their loved ones and other professionals inside and outside the institution. * You can weigh, substantiate and put forward your own opinions at both the individual and team level * You receive feedback and integrate it into your actions * You provide feedback to colleagues on their actions and professional behaviour   You can report, consult and refer efficiently and effectively, and inform colleagues and other involved caregivers of the outcomes of (multidisciplinary) consultations |
| **Behavioural criteria PL4:**   * You work both within and outside your own organisation with other professionals or agencies in which you contribute to the quality and continuity of care as an autonomous professional |
| **Clarification of terms appropriate to the context of the work placement location:** |
| **Starting situation and feedback from school and previous work placement(s)** |
| **How do you see the role reflected at your work placement location and what do you still have to develop in this respect?**  (Appropriate to the profile of your PL period, see competency chart). |

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| **The reflective EBP professional** |
| **Competency:** *The nurse acts based on a continuous research capacity, leading to reflection, evidence-based practice (EBP) and innovation of professional practice.* |
| **Behavioural criteria PL3:**   * You are able to understand, assess and use found scientific articles to support your actions * You integrate EBP into practice   You are able to analyse or go through an implementation process |
| **Behavioural criteria PL4:**   * You act based on a continuous research capacity, leading to reflection, evidence-based practice (EBP) and innovation of professional practice |
|  |
| **Competency:** *The nurse continuously works to promote and develop the nursing profession, their own expertise and that of immediate (future) colleagues by actively seeking and sharing (various forms of) knowledge on an ongoing basis and, where appropriate, participating in practice-based research.* |
| **Behavioural criteria PL3:**   * You make evidence-based improvement proposals * You actively share knowledge and experience, and motivate others to do the same   You facilitate others in their development and create a stimulating learning environment |
| **Behavioural criteria PL4:**   * You continuously work to promote and develop the nursing profession, your own expertise and that of your immediate (future) colleagues by ***coaching (prospective) nurses***, actively seeking and sharing (various forms of) knowledge on an ongoing basis and, where appropriate, participating in practice-based research |
|  |
| **Competency:** *The nurse continually and methodically reflects on their own actions in collaboration with the care recipient and other caregivers, involving substantive, process-oriented and moral-ethical aspects of their choices and decisions.* |
| **Behavioural criteria PL3:**   * You argue your own position on ethical questions and issues of meaning * You are able to self-consciously, methodically and critically reflect on your personal and professional development   You apply self-regulation |
| **Behavioural criteria PL4:**   * You reflect continuously and methodically on your own actions in collaboration with the care recipient and other caregivers, involving substantive, process-oriented and moral-ethical aspects of your choices and decisions |
| **Clarification of terms appropriate to the context of the work placement location:** |
| **Starting situation and feedback from school and previous work placement(s)** |
| **How do you see the role reflected at your work placement location and what do you still have to develop in this respect?**  (Appropriate to the profile of your PL period, see competency chart). |

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| **Health promoter** |
| **Competency:** *The nurse promotes the health of the care recipient or groups of care recipients by organising and applying appropriate forms of prevention that also focus on promoting self-management and the use of the care recipient's own network.* |
| **Behavioural criteria PL3:**   * You analyse the behaviours underlying the high-risk lifestyle * You use methodologies and models to change behaviour while encouraging self-management   You carry out health-promoting and/or preventive interventions, making use of the care recipient's social network (if possible) |
| **Behavioural criteria PL4:**   * You promote the health of the care recipient or groups of care recipients by organising and applying appropriate forms of prevention that also focus on promoting self-management and the use of the care recipient's own network |
| **Clarification of terms appropriate to the context of the work placement location:** |
| **Starting situation and feedback from school and previous work placement(s)** |
| **How do you see the role reflected at your work placement location and what do you still have to develop in this respect?**  (Appropriate to the profile of your PL period, see competency chart). |

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| **Organiser** |
| **Competency:** *The nurse demonstrates leadership in nursing practice and in working with others, weighing various interests with the best interests of the care recipient at the forefront of their mind.* |
| **Behavioural criteria PL3:**   * You represent the interests of the care recipient and the organisation * You analyse the information needs of colleagues and fill in missing information   You make informed decisions about tasks, policies and the deployment of resources |
| **Behavioural criteria PL4:**   * You demonstrate leadership in nursing practice and in working with others, weighing various interests with the best interests of the care recipient at the forefront of your mind |
|  |
| **Competency:** *The nurse plans and coordinates care around the care recipient or group of care recipients.* |
| **Behavioural criteria PL3:**   * You convey the care recipient's request for help to other disciplines and agencies and organise care with them, thereby influencing the care provided   You coordinate care in a nursing situation and identify areas for improvement |
| **Behavioural criteria PL4:**   * You plan and coordinate care around the care recipient or group of care recipients |
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| **Competency:** *The nurse takes responsibility for the safety of care recipients and staff within the organisation.* |
| **Behavioural criteria PL3:**   * You name the factors that affect the safety of care recipients and staff and actively influence these factors |
| **Behavioural criteria PL4:**   * You take responsibility for the safety of care recipients and staff within the organisation. |
| **Clarification of terms appropriate to the context of the work placement location:** |
| **Starting situation and feedback from school and previous work placement(s)** |
| **How do you see the role reflected at your work placement location and what do you still have to develop in this respect?**  (Appropriate to the profile of your PL period, see competency chart). |

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| **The professional and quality promoter** |
| **Competency:** *The nurse monitors, measures and screens the provision of care both at the individual care level and at the level of your unit in which you work to ensure or improve high quality of care.* |
| **Behavioural criteria PL3:**   * You review nursing work processes against quality criteria and guidelines * You contribute to improving the quality of care * You are familiar with laws and regulations relevant to quality assurance |
| **Behavioural criteria PL4:**   * You monitor, measure and screen the provision of care both at the individual care level and at the level of the unit in which you work to ensure or improve high quality of care |
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| **Competency:** *The nurse contributes to quality systems within the organisation and is involved in the local application and implementation of standards, guidelines, protocols and care technology, identifies where they are lacking and contributes to their development.* |
| **Behavioural criteria PL3:**   * You reason and justify when you deviate from a guideline, protocol or standard * You adopt a critical attitude toward the quality of colleagues' actions and provide constructive feedback to them * You initiate or participate in quality projects * You have insight into how quality assurance is organised within your context |
| **Behavioural criteria PL4:**   * You contribute to quality systems within the organisation and are involved in the local application and implementation of standards, guidelines, protocols and healthcare technology, identifying where they are lacking and contributing to their development. |
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| **Competency:** *The nurse contributes positively and actively to the perception and development of nursing from a historical, institutional and societal perspective.* |
| **Behavioural criteria PL3:**   * You translate the professional code and values into concrete observable behaviour * You develop your own vision of what you define as proper nursing * You account for your points of view based on professional, political and social frameworks * You research and discuss within the team how to integrate new developments into the primary process |
| **Behavioural criteria PL4:**   * You contribute positively and actively to the perception and development of nursing from a historical, institutional and societal perspective. |
| **Clarification of terms appropriate to the context of the work placement location:** |
| **Starting situation and feedback from school and previous work placement(s)** |
| **How do you see the role reflected at your work placement location and what do you still have to develop in this respect?**  (Appropriate to the profile of your PL period, see competency chart). |

# Learning Circle 1

**DATE: .. / .. / ....**

***Purpose: You get to know each other and understand how to work with your student journey reporting, practical learning plan and evidence, supported by effective feedback.***

## Preparation

* Formulate learning questions about your practical learning plan and the process of portfolio review based on the information on Stagepleinzorg
* Study and read the guide [How to ask for feedback](https://fontys.nl/Onderzoek/Technology-enhanced-assessment/Projecten/Feedback-handreikingen.htm)
* What feedback from previous PL periods will you take into this practical learning period?

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## Learning circle reporting

* Describe how you worked with your learning questions during this meeting.

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*Peer and lecturer feedback*

* What (peer) feedback did you receive during this learning circle?

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*Peer feedback provided by yourself*

* What peer feedback did you provide?
* In what ways did you pay attention to the recipient of this feedback and did it connect with the learning needs of your fellow student? How did you check this?
* To what extent have you paid attention to feed up and feed forward?

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## Planning

* What learning goals do you have for the coming weeks? Concretise this into learning activities.
* What support do you need for this?

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# Learning Circle 2

**DATE: .. / .. / ....**

**Purpose: You will develop your practical learning plan based on feedback from peers and lecturer.**

## Preparation

* What learning activities have you used over the past few weeks to learn about your work placement location?
* What activities/situations do you recognise at your work placement location from the CanMEDS roles and competencies?
* Get started on the practical learning plan following the format. What feedback have you received so far in practice on your practical learning plan?
* Look at the profile description, CanMEDS roles and competencies of this practical learning period. Where are you now in your development?
* What learning activities from previous PL periods will you bring to this practical learning period?
* What learning questions would you like to discuss during this learning circle?

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## Learning circle reporting

* Describe how you worked with your learning questions during this meeting.

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*Peer and lecturer feedback*

* What (peer) feedback did you receive during this learning circle?

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*Peer feedback provided by yourself*

* What peer feedback did you provide?
* In what ways did you pay attention to the recipient of this feedback and did it connect with the learning needs of your fellow student? How did you check this?
* To what extent have you paid attention to feed up and feed forward?

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## Planning

* What learning goals do you have for the coming weeks? Concretise this into learning activities.
* What support do you need for this?

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# Progress interview 1

**DATE: .. / .. / ....**

## Preparation

* Complete your practical learning plan.
* Looking at the profile description of your practical learning period, describe in a few sentences where you would like to be at the end.
* What learning activities have you already used in the first few weeks?
* In what ways did you work on your personal learning goals?
* What feedback have you received from work supervisors, fellow students, clients and lecturers in recent weeks?
* Formulate (feedback) questions that you have now. Ask your questions concretely using POWER, CLOSER, SPARR, SUPER. Create hyperlinks to pieces of evidence if necessary.

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## Progress interview reporting

* In what ways were the topics you wanted to discuss raised?

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*Work field expert feedback*

* What feedback have you received from the field of work on your practical learning plan, nursing practice and the justification of your actions?
* From the field of work, please confirm and/or supplement.

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*Peer feedback*

* What feedback have you received from your peers?
* From peers, please confirm and/or supplement.

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*Practical learning lecturer feedback*

* What feedback did you receive from your lecturer on your own actions, reflective ability and use of evidence-based practice (EBP)?
* From your lecturer, please confirm and/or supplement.

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## Planning

* What learning goals do you have for the coming period as a result of your own reflection and (peer) feedback received?
* What will be your next step in your development?
* What learning activities will you undertake in the coming weeks and how will you approach this?
* What support do you need for this and from whom?
* What questions remain for the next (learning circle) meeting?

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# Learning Circle 3

**DATE: .. / .. / ....**

**Purpose: You take stock of your development to date using the student journey reporting and underlying evidence.**

## Preparation

* In what ways have you illustrated your development during the first work placement weeks in relation to the profile description, CanMEDS roles and competencies? Where do you stand now?
* What development do you see regarding your personal learning goals?
* Using the document 'Evidence frameworks for practical learning portfolio', review how powerful your evidence is (VRAAKT, ZelCom and the evidence schedule).
* Gather feedback on your development and evidence. Ask good feedback questions using the methods in the feedback guide (POWER, CLOSER, SPARR, SUPER). Create hyperlinks to pieces of evidence if necessary.
* What learning questions would you like to discuss during this learning circle?

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## Learning circle reporting

* In what ways did you work with your learning questions during this meeting?
* What did you learn from this meeting?

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*Peer and lecturer feedback*

* What (peer) feedback did you receive during this learning circle?

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*Peer feedback provided by yourself*

* What peer feedback did you provide?
* In what ways did you pay attention to the recipient of this feedback and did it connect with the learning needs of your fellow student? How did you check this?
* To what extent have you paid attention to feed up and feed forward?

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## Planning

* Decide what learning goals you have for the coming weeks and concretise these into learning activities.
* What support do you need for this?

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# Progress interview 2

**DATE: .. / .. / ....**

## Preparation

* What learning activities have you undertaken in the past few weeks?
* What feedback have you received in recent weeks?
* How did you work on your personal learning goals?
* Where are you now in your development regarding your PL profile and the CanMeds roles/competencies?
* What learning activities do you think could help develop your evidence?
* Formulate (feedback) questions, for example, using POWER, CLOSER, SPARR, SUPER.
* Create hyperlinks to pieces of evidence if necessary.

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## Progress interview reporting

* In what ways were the topics you wanted to discuss raised?

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*Work field expert feedback*

* What feedback have you received from the field of work on your nursing practice and the justification for your actions?
* From the field of work, please confirm and/or supplement.

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*Peer feedback*

* What feedback have you received from your peers?
* From peers, please confirm and/or supplement.

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*Practical learning lecturer feedback*

* What feedback did you receive from your lecturer on your own actions, reflective ability and use of evidence-based practice (EBP)?
* From your lecturer, please confirm and/or supplement.

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## Planning

* What learning goals do you have for the coming period as a result of your own reflection and (peer) feedback received?
* What will be your next step in your development?
* What learning activities will you undertake in the coming weeks and how will you approach this?
* What support do you need for this and from whom?
* What questions remain for the next (learning circle) meeting?

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# Learning Circle 4

**DATE: .. / .. / ....**

**Goal: You will account for the evidence and student journey using VRAAKT, the evidence schedule and Zelcom.**

## Preparation

* How have you worked on your development and how is this demonstrated? Check where you stand in your development looking at the profile description, CanMEDS roles and competencies.
* What development do you see regarding your personal learning goals?
* Reason to what extent your elaborations of the student journey and evidence meet the VRAAKT criteria, Zelcom and the evidence schedule.
* Gather feedback on your development and evidence. Ask good feedback questions using the methods in the feedback guide (POWER, CLOSER, SPARR, SUPER). Create hyperlinks to pieces of evidence if necessary.
* What learning questions would you like to discuss during this learning circle?

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## Learning circle reporting

* In what ways did you work with your learning questions during this meeting?
* What did you learn from this meeting?

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*Peer and lecturer feedback*

* What (peer) feedback did you receive during this learning circle?

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*Peer feedback provided by yourself*

* What peer feedback did you provide?
* In what ways did you pay attention to the recipient of this feedback and did it connect with the learning needs of your fellow student? How did you check this?
* To what extent have you paid attention to feed up and feed forward?

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## Planning

* Based on your own reflection and (peer) feedback received, determine your learning goals for the coming weeks and concretise these into learning activities.
* What support do you need for this?

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# Progress interview 3

**DATE: .. / .. / ....**

## Preparation

* What learning activities have you undertaken in the past few weeks?
* What feedback have you received in recent weeks?
* How did you work on your personal learning goals?
* Where are you now in your development regarding the CanMeds roles/competencies?
* To what extent do you see societal developments reflected in your nursing practice?
* What learning activities do you still need to undertake before your decision moment?
* Formulate (feedback) questions, for example, using POWER, CLOSER, SPARR, SUPER.
* Create hyperlinks to pieces of evidence if necessary.

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## Progress interview reporting

* In what ways were the topics you wanted to discuss raised?

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*Work field expert feedback*

* What feedback have you received from the field of work on your nursing practice and the justification for your actions?
* From the field of work, please confirm and/or supplement.

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*Peer feedback*

* What feedback have you received from your peers?
* From peers, please confirm and/or supplement.

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*Practical learning lecturer feedback*

* What feedback did you receive from your lecturer on your own actions, reflective ability and use of evidence-based practice (EBP)?
* From your lecturer, please confirm and/or supplement.

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## Planning

* What learning goals do you have for the coming period as a result of your own reflection and (peer) feedback received?
* What will be your next step toward the decision moment?
* What learning activities will you undertake during the remaining weeks and how will you approach this?
* What support do you need for this and from whom?
* What questions remain for the next (learning circle) meeting?
* What appointments have you made regarding the delivery of your justification for the decision moment?

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# Learning Circle 5

**DATE: .. / .. / ....**

**Purpose: You will describe how your nursing practice relates to social developments and gain insight into preparing for the decision moment.**

## Preparation

* How have you worked on your development and how is this demonstrated? Check where you are in your development looking at the profile description, CanMEDS roles and competencies. Examine which components have not yet been adequately addressed.
* What social developments do you see regarding the nursing profession and how do you see this reflected in your actions?
* How did you work on your personal learning goals and what is the result?
* In preparation for your decision moment: check the extent to which your elaborations of the student journey and evidence meet the VRAAK criteria, Zelcom and the evidence schedule.
* Gather feedback on your development and evidence. Ask good feedback questions using the methods in the feedback guide (POWER, CLOSER, SPARR, SUPER). Create hyperlinks to pieces of evidence if necessary.
* What final plea do you see before you now?
* What learning questions would you like to discuss during this learning circle?

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## Learning circle reporting

* In what ways did you work with your learning questions during this meeting?
* What did you learn from this meeting?
* On what components do you still need to focus to get to the final level of your practical learning period?

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*Peer and lecturer feedback*

* What (peer) feedback did you receive during this learning circle?

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*Peer feedback provided by yourself*

* What peer feedback did you provide?
* In what ways did you pay attention to the recipient of this feedback and did it connect with the learning needs of your fellow student? How did you check this?
* To what extent have you paid attention to feed up and feed forward?

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## Planning

* Reflect on the five learning circle meetings in terms of your learning process, tasks and self-regulation.
* What learning goals do you have for the remaining weeks based on your own reflection and (peer) feedback received and how will you work on them?
* What support do you need for this?

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# Decision moment

**Date: .. / .. / ....**

**Decision** PL1  PL2  PL3  PL4

**Persons involved (name, role)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To what extent do I meet the requirements from the FMG CanMEDS roles for practical learning?   
(see competency charts on *Stagepleinzorg*)

**AT expected level  BELOW expected level**

**At PL4**, I rate myself with the score (1 - 10): \_\_\_\_\_\_\_\_\_

## Student preparation; PLEA

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| *Written, or reference your audiovisual plea here* |

## Preparation by PEERS (if any)

To what extent does the student function **at or below the expected level** based on the FMG CanMEDS roles for practical learning?

**Feedback/feed up/feed forward regarding performance:**

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**Peer name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Work field expert(s)

To what extent does the student function **at or below the expected level** based on the FMG CanMEDS roles for practical learning? (See the competency charts on *Stagepleinzorg*.)

**Feedback/feed up/feed forward regarding performance:**

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**Name of work field expert(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Practical learning lecturer

To what extent does the student function **at or below the expected level** based on the FMG CanMEDS roles for practical learning? (See the competency maps on Stagepleinzorg.)

**Feedback/feed up/feed forward regarding performance:**

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**Name of practical learning lecturer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Completion

## Concise reporting of decision moment by student

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## Authenticity check by work field expert

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: .. / .. / ....**

1. Tip: consider the Kolb learning cycle, which consists of: Experience, Observe, Conceptualise, Experiment  [↑](#footnote-ref-1)