

A. Name of the webinar: Documenting Deficiencies in Clinical: Attitude, Behavior, Competency

B. Provide a concise overview of the webinar. Hendricks and Luparell (n.d.) discussed the importance of documenting in clinical, especially when it comes to documenting deficiencies that you as an educator note. The webinar pointed out how important and crucial documenting it, but that it takes time because you want to be accurate and as objective as you can be. An educator often questions whether they are also being too subjective and worry about how students will respond to the feedback we want to give to help them improve, grow and be successful. You want to ensure that the right message is sent to the student.

Several tools and strategies to help deliver feedback to students were discussed in the webinar. These included using checklists and focusing more on performance feedback versus clinical paperwork. Hendricks and Luparell (n.d.) also discussed how attitudes and behaviors are more difficult to change and provide feedback on. One strategy they pointed out was to show and explain to students what attitudes and behaviors are expected, such as referencing the ANA Code of Ethics and ANA Position Statement.

All of this leads to an educator's principles of best practice, which included providing frequent feedback, focusing on behavior and not traits, allowing for privacy for feedback and balancing positive and constructive feedback. Documentation is challenging and time consuming but very important in our roles as educators and for the growth and success of students (Hendricks & Puparell, n.d.).

C. Briefly define salient points of the presentation that stood out to you. There are various issues that can come into play when not documenting fully, such as support from administration and legal issues. Written documentation is necessary especially if there are any issues as the documentation then needs to convey the seriousness of any issues. By providing written documentation to the students, this can help ensure understanding, but to ensure that, time needs to be taken to review it with students (Hendricks & Luparell, n.d.).

One example given in the webinar in regards feedback was what should be given during physical assessments. You want to ensure you are giving verbal feedback to the student to help guide the assessment, but it is also important to provide written documentation so that the student can reference it and identify ways to improve. Performance feedback should be given priority, and the feedback given needs to not be overly general but instead specific. Having good documentation that is written can also help identify any patterns you may see in students or in areas that the students are not making any attempt to improve (Hendricks & Luparell, n.d.).

D. What are further questions (if any) that you have regarding this topic that you have after viewing this presentation? What strategies are there to help a nurse educator find a balance to provide written feedback to learners in clinical settings? The webinar listed the checklist, which I thought would be very helpful, but with the pace in clinical settings at times, I am curious what other tactics may be useful or that others have found beneficial to balance that time.

E. Describe how the topic of this webinar will or will not be relevant or applicable to your role as a future nurse educator. I feel this is very relevant to be as a future nurse educator as I hope to teach more in the clinical setting with students. I struggled with some of the points made in this webinar with feedback and how to give it properly in the clinical setting as well as timely when I taught last spring. I very much related to how there was an emphasis on clinical paperwork, and as a future instructor in the clinical setting, I want to apply these strategies from the webinar to make that more balanced with giving feedback with each clinical session.

F. Other comments: (optional) None

References

Hendricks, S., & Luparell, S. (n.d.). Documenting deficiencies in clinical: Attitude, behavior, competency [Webinar]. In *NurseTim Incorporated*. Retrieved from <https://nursetim.com/dashboard/webinar/9ECOZ0GzcG0=>