



Feedback they can use.

Connect coaching, questioning, reflection, and feedback through the next practice opportunity.

A familiar learning gap

A nurse needed a reminder to reassess after an intervention. You provided the required supervision and completed the necessary care together. Later, in a safe moment, you return to the learning.

An illustrative conversation

OBSERVE & CLARIFY

“You needed a reminder to reassess after that intervention. At this stage, we’re working toward you identifying the reassessment plan and carrying it out with the agreed supervision.”

Describe the performance and make the expected standard clear.

ASK & REFLECT

“Talk me through what you were thinking after you completed it.”

Learner: “I was focused on finishing the next task. I wasn’t sure when to check back.”

The answer identifies what to teach. Do not keep questioning when an explanation is needed.

COACH & PRACTICE

“Let’s work through this together: what response are we expecting, when should we reassess, and what findings would mean you need help?” Explain your reasoning and use the relevant local guidance.

Teach the missing connection. Have the learner explain their plan, then provide supervised practice.

PLAN THE NEXT TRY

“At the next relevant opportunity, talk me through your reassessment plan before we proceed. I’ll stay involved, and we’ll review what happened afterward.”

Specify the opportunity, support, and review. Observe the next performance with the agreed supervision.

This is an example to adapt, not a script to complete. Move between questions, explanation, demonstration, and practice according to what the nurse needs.

The next attempt matters.

At a later supervised opportunity, the nurse identifies the reassessment timing without a reminder. They still need help interpreting the findings.

Recognize progress. Identify the remaining need.

“This time, you planned the reassessment without a reminder. That is progress. You still needed support interpreting what you found. Let’s work through those findings together.”

Let the next performance guide your teaching.

If the change is visible

Name the action worth repeating. Check whether it carries into another relevant situation before changing supervision through the existing orientation process.

If the same gap remains

Clarify where it breaks down: understanding, applying the plan, or completing it. Adjust teaching or practice; repeating the same correction may not address the need. Involve the educator for recurrent or serious concerns.

If your teaching needs to change

Ask, “What would help you apply this next time?” Listen to feedback about your explanation, pace, or support. Keep the clinical expectation clear.

References

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