

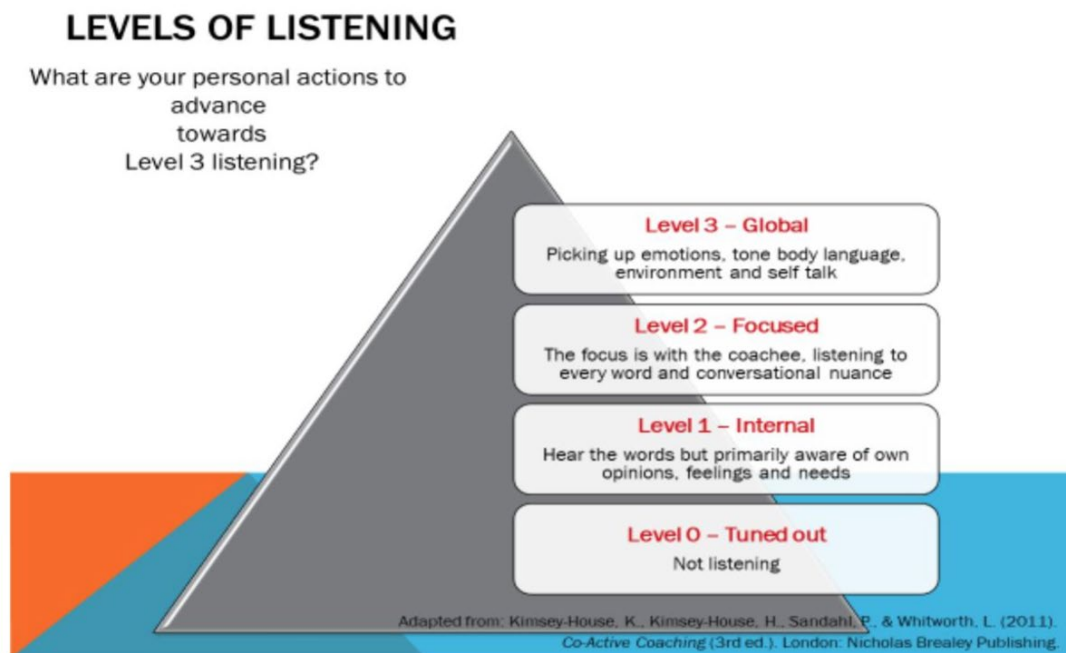
Session 4 Active Listening

This session focuses on active listening, starting with thinking about the different levels of listening. Firstly, click on the link or video to watch the video: <https://media.salford.ac.uk/Player/3jf63G2a>

Active Listening



The diagram below offers 3 levels of listening and as practice educator and /or practice supervisor, the aim is for you to consider your personal actions to advance towards Level 3.



Activity 1.

Consider the following questions Write the names of three people that you consider e.g. consider to be good listeners.

1. Have you written the name of anyone that you do not like?
2. Do the three people fit any one of these categories: liked by them, loved by them or respected by them?

Even if someone writes the name of the person whom they don't like that person will come in the group of people respected by the participant.

The point here is that those who are most influential to us have great listening skills!

The practice educator and /or practice supervisor who actively listens and pays attention to what the learner is saying has a powerful effect. The learner feels like they matter, that their words have value that their contribution is important, that perhaps they can speak freely and openly. Actively listening; listening without judging or interrupting improves the individuals thinking.

A useful resource is Nancy Kline's work: Kline N. (2015) More time to think. The power of independent thinking. London, Octopus publishing Group Ltd.

For you as the practice educator or practice supervisor, active listening will be a crucial skill to develop. This is because the practice supervisor or the practice/clinical educator is the health care professional who will spend most of the time within the practice learning environment with the learner, assisting them to meet their professional proficiencies and individual practice learning goals.

The first opportunity to truly practice active listening will be during the initial meeting when the learner commences their practice learning experience where the learner will talk about their self-assessment (personal goals) and identify what they want to achieve. Practice learning goals should be set by the learner themselves with the clinical/practice educator /supervisor actively listening as they talk about how they will go about formulating and achieving these. Through open questioning and active listening, you can facilitate the learner in developing a meaningful action plan for their practice learning experience.

Activity 2

Think about the last time someone listened to you in this way (actively listened). How did it make you feel?

Now think about the last time you tried to speak to someone who did not provide their undivided attention, perhaps they were called away mid-sentence, or they stopped to take a call. How did that make you feel?

After this session do review your knowledge, skills and behaviour and your learning needs. Look and map against any professional requirements such as the NMC practice educator/supervisor role requirements, linking to the NMC practice supervisor self-declaration.