

Critical analysis of an assessment process

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Critical Analysis of an Assessment Process The articulated that hand washing practices are effective means of preventing spread of disease causing microorganisms, viruses and bacteria, which cause food borne illnesses. He purported that they are not visible by humans, but it is transferred from one individual to another through food and food equipment. As a mentor, I believe that hand washing practice is one of the most efficient infection management measure for preventing healthcare associated infections. However, compliances rates on recommended hand hygiene practices have been demanding. Hand washing is a key factor in promoting adherence to hygiene based practices. With proper hand washing practices the spread of bacteria and viruses can be eradicated and controlled thus minimizing risk of contracting food borne illnesses. The student believed that it is common sense for every individual to conduct such practices but it is never the case. The student lacks some of the essential information regarding hand washing practices and I had to chip in to teach the practice through the eight domains of mentoring. Establishing effective working relationship: We established effective working relationship through creation of a rapport. Our relationship was to be based on mutual respect and trust. I ensured the student of uttermost confidentiality to enable the student to open up and talk his heart out. I also had to demonstrate understanding of hand washing practices in practice settings. Did this to enable the student create more trust in me and enable him to open up so that I could address the underlying factors. I offered ongoing support through use of similar situational examples of diseases such as cholera that is food borne. This was conducted to make sure the student will transit from one learning environment to the other

(Amanan et al, 2002). According to Ensher, (2003) facilitation of learning involves first asking the students on questions pertaining to what I thought he was familiar with. I inquired from the student on some of the possible diseases that are associated with poor hand washing practices, and what are the possible symptoms of the disease. I then guided the student on how to conduct hand washing practices through example to enable him integrate academic experiences and practice. We then reflected on the learning experience the student had been through to enhance his future learning practices. We also used some of the subjects in the patient centre as an experiment to observe how well they conduct hand washing and the possible relations of their disease and lack of proper hygiene practices. Assessment and accountability: To foster the student's personal growth and development I supported the student's practices showing him how the situations are assessed as I provided comprehensive feedback on the questions he brought forward. The student had previously experienced some food related illness that he thought was as a result of contaminated meals. He believed that most of his colleagues had been through the same and he purported that there was a relation between hygiene and food handling practices. I had to create a self belief in the student to enhance his performance and capabilities. I offered to aid the student in his practices by ensuring he had met the NMC standards for safe and effective future practices (Zachary, 2000). Evaluation of learning: I tried to identify the need and experiences that are appropriate to the student through brainstorming on the experiences that are appropriate to his learning needs. I encouraged the student on the essence proper hand washing practices and contribute to his

personal development. Create an environment for learning: I tried to generate a learning atmosphere through creation of a rapport where the student would feel free. I also used a range of direct illustrations through a number of examples and analysis. I decided to use some of the patients in handy and use them as examples. I also identified the other aspects of learning that we could enhance and sought the appropriate changes that I would enhance. Context of practice: I ensured the students is versed with how he is expected to carry himself as a professional and how he can replicate the information he had learnt and how he would influence others into better hand washing practices. Evidence based practice: I used previous research works to create a learning background for the student as illustrated example on how to carry out the practice. I then asked the student to replicate what he had learned from the practice and in what situations he would apply the practice (Freedman, 2008). Leadership: Having learnt of the strengths and weaknesses of the student regarding hygiene practices, I chose those areas that needed further clarification. In relation to his learning needs we came up with a procedure on how we would ensure continuous progress through practice roles. I conducted assessments to assess how well he had become versed with the knowledge we had learnt (Hansman, 2002). The student was supported during the learning process through building a rapport and creating a suitable environment where the student was free to ask questions (Jossi, 2007). As a mentor, I acted as a case study where the student was supposed to observe and replicate what he had learnt. The performance and progress of the student was also monitored through assessing how effective the information learned was. The student was also

offered support through behavioral appraisal and networking (King, 2006). Meeting both academic and professional studies is a big ask to most of the students (Ensher, 2008). The dilemma chips in when the student has thorough knowledge but he is unable to put it into practice. Most are the times that the students have all the required knowledge but putting it into practice becomes a major drawback. References Amanan, A., Phillips, R., Davis, B., Silen, W., & Reede, Y. (2002). Mentoring in medicine: keys to satisfaction. *Am J Med* 2002; 112: 336-41. Ensher, E., Heun, C., & Blanchard, A. (2003)online mentoring and computer aided communication. New directions in research. *Journal of vocational behavior*, 63, 264-288. Freedman, S. (2008). *Effective Mentoring*. World library and information congress: 74th IFLA General Conference and Council 10-14 August 2008. Hansman, C. (2002). *Critical perspectives on mentoring: trends and issues*. Columbus: clearinghouse. Jossi, F. (2007). *Mentoring in changing times: training and development*. New York: Harper & row. King, E. American Council on Education. (2006). *working their way through college: student employment and its impact on the college experience*. Retrieved June 14, 2010, from <http://www.acenet.edu/AM/Template.cfm?template=/CM/ContentDisplay.cfm&ContentFileID=161> Piaget, J. (2001). *The mechanisms of perception*. New York: Rutledge Keagan Paul. Zachary, L. (2000). *The mentors guide: facilitating effective learning relationships*. San Francisco: Jossey-Bass.