

Strength-based Student-led Presentations in Clinical Reflection Seminars: An Exemplary Clinical Group

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BACKGROUND

- Clinical reflection seminars play an important role in bridging learning gaps and support students' learning experiences in clinics; however, students stated that clinical reflection seminars lack content, disconnected with their learning needs and were not efficiently run
- Based on the strength-based care theory, the activity of student-led presentation in clinical seminars were designed, implemented and evaluated in order to improve the learning and teaching experiences of clinical seminars

PHILOSOPHY: STRENGTH-BASED LEARNING

1. All learners have strengths and weaknesses
2. Focusing on strengths empowers learners, while overstressing weaknesses can defeat learners
3. Learners' strengths can be used to meet each other's learning needs
4. Strengths-based teaching promotes a safe and motivated learning environment
5. Strengths are constructive elements which lead to everyone's success in the learning process

OBJECTIVE

(a) To apply strength-based theory in nursing clinical reflection seminars (b) To describe the process and overview of the strength-based student-led presentations in the seminars (c) To assess the benefits of strength-based student-led presentations using a narrative survey at the end of semester.

DESCRIPTION

The learning activity includes six steps: every student **(a)** chooses a meaningful topic based on their strengths **(b)** negotiate within the group about their topic and others' learning needs **(c)** prepare an evidence-based presentation **(d)** use different approaches to deliver the presentation **(e)** leads the group to practise NCLEX questions related to the presentation, and **(f)** the group members credit the presenter by writing a "Thank You" card.

STRENGTH-BASED CONTENTS

Table 1. Presentation Topics

Presentation topic	Why I chose to do so? Learners stated:
Orthopedics	"I was placed at the orthopedic floor for my second semester. I had a fantastic preceptor who focused deeply on my learning plan. I learned a lot and I wanted to share my experience and my knowledge with this presentation."
Sexually Transmitted Infections	"It was related to my Sexual Health Clinic placement, enhanced my knowledge, and contributed to my learning plan and clinical portfolio. I wanted to offer a glimpse into the RN scope within the sexual health field."
Diabetes	"In my clinical, I was facilitating many diabetes prevention peer leader training workshops with my preceptor. I also believe that diabetes is a chronic disease that spans across all nursing environments (acute and community)."
Oncology Nursing	"I chose this topic because I had a clinical placement on an inpatient leukemia unit and others in the group had no exposure to elements of nursing in oncology: assessment, treatment, etc. so I wanted to share. Other students had expressed interest in learning about this topic."
Psychiatric Nursing and Depression	"I chose psychiatric nursing because I suffer from depression and anxiety and thought it would be beneficial to learn details about these disorders." "It is because psychology aspects or psychiatric illnesses are seen in many cases of patients, and education on this topic needs to be increased."
Maternity and Newborn Care	"I chose to present this topic because obstetrics and Newborn Nursing is close to my heart and a subject that many students in our class will not be exposed to in our clinical placements...(I am) speaking about something I have a passion for."
ECG Interpretation	"It correlates to a topic related to my future practice (ER/Trauma). Very complicated topic in Nursing/ not an addressed skill in nursing."

STRENGTH-BASED APPROACHES



Figure 1. Keywords used to describe activity by learners

Strategies for Strength-based Learning Activity:

- a.PPT presentation to disseminate knowledge
- b.NCLEX questions embedded to enhance licensing examination skills
- c.Nursing skill demonstration to promote nursing techniques
- d.Showcase clinical nursing supplies to connect classroom with clinic,
- e.Case study to simulate clinical story
- f.Written handout to enforce important nursing knowledge
- g.Group discussion to share opinions

BENEFITS

Benefits derived from individual presentations:

- Application of knowledge gained in practicum
- Knowledge gained from further research beyond what was experienced in practicum
- Reflection on previous learning experiences
- Helped to fill in knowledge gaps of the learner
- Satisfaction from peer uptake of information
- Improved presentation skills

Benefits derived from participating in peers' presentations:

- Gained knowledge about areas of practice that the learners have no exposure to
- Learned about group dynamics and how to work well in a team
- Increased confidence in ability to write NCLEX
- Further enhanced learners' knowledge about their peers
- Learned different styles of presentation
- Allowed learners to use critical thinking skills

DISCUSSION

Why strength-based learning works:

- We focus on strengths rather than weaknesses.
- We satisfy our own needs rather than complete assignments.
- We credit each other's contributions rather than criticize each other.
- We are proud of ourselves rather than feeling incompetent.
- We are motivated rather than being defeated.