

Preparing Students for Clinical Practice: The students' perspective

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Research Context

- Within the Bachelor of Nursing Programme at Wintec in New Zealand





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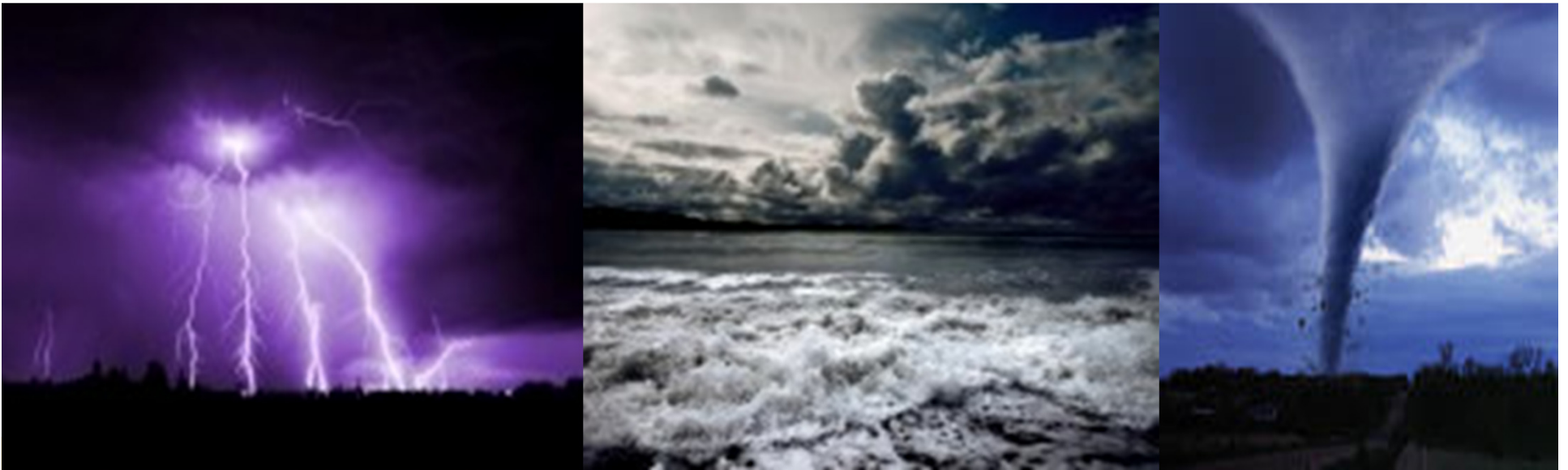
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Introduction

- The Perfect Storm (Hinshaw, 2008)



Simulated Practice Programme

Simulation	Day One	Day Two	Day Three	Day Four
	Patient admission The unconscious / bedridden patient	A day in the ward Patient Manual Handling/ Personal Hygiene	A day in the ward Multi-Disciplinary Meeting discharge planning	Patient Discharge and Referrals
Simulation Plus	Day One	Day Two	Day Three	Day Four
	Admission Process Documentation Time Management Introduction to Medication Management:	Elimination Fluid Balance Medication Management cont'd	Collaborative Care Referral Process Simulated Patient Experience	Discharge Process Case Study Audits



Study Aim

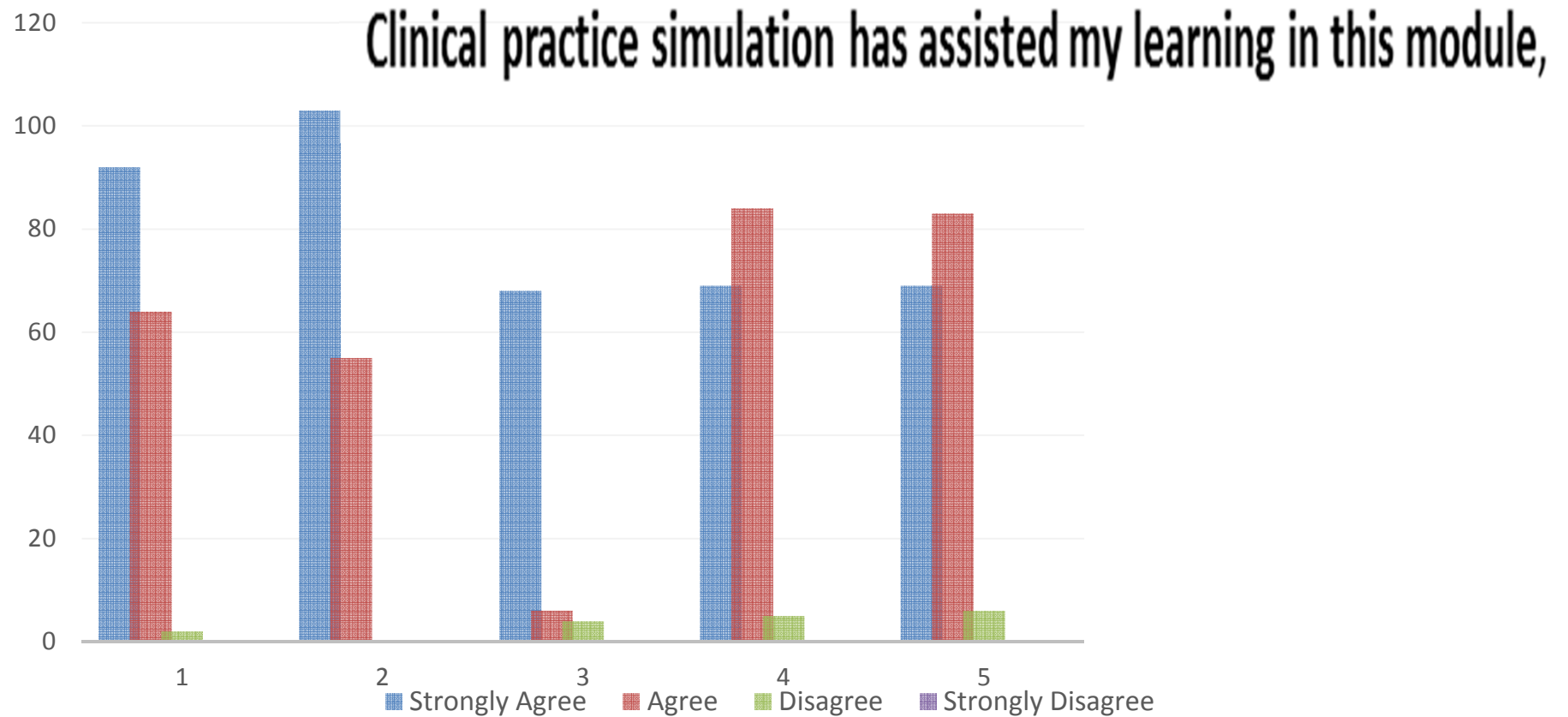
- To evaluate the quality of the simulation programme from the students' perspective in terms of their learning and overall experience.



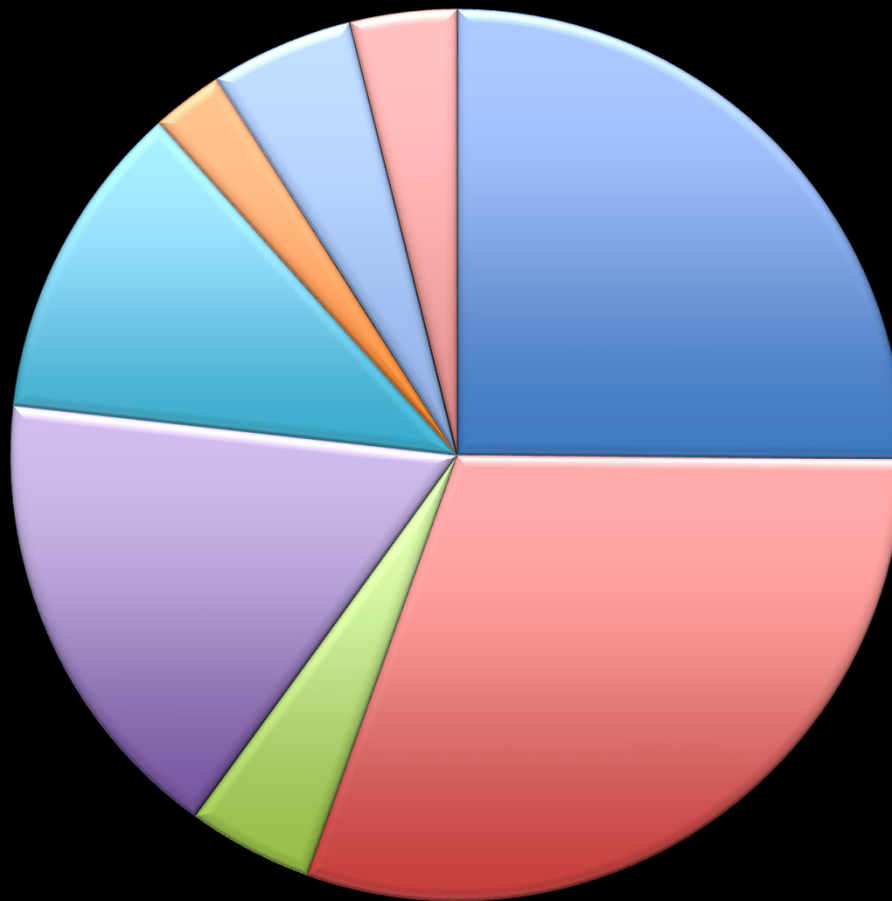
Method/Methodology

- Descriptive study design.
- Kolb's experiential learning theory provided a theoretical framework.
- 158 Self selecting participants
- Questionnaire, two parts:

Part 1 Results



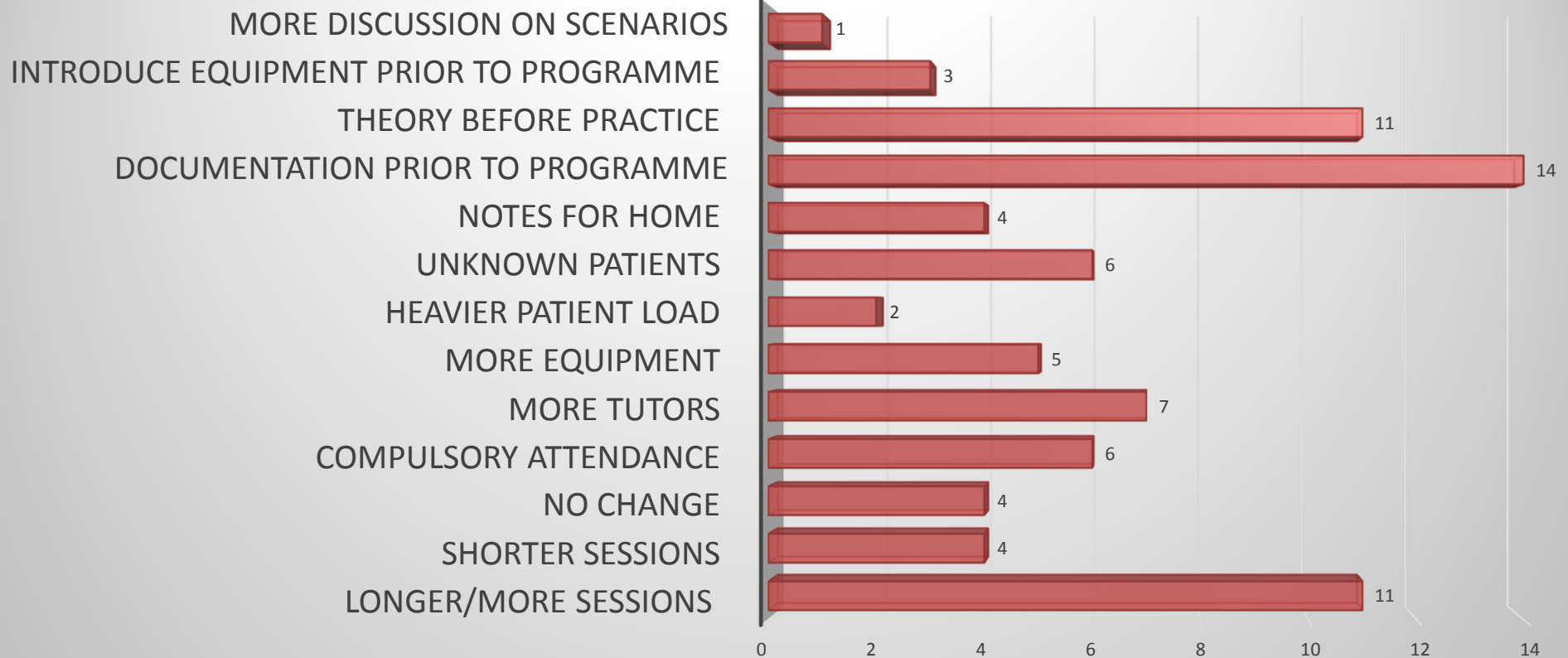
Part 2: Which sessions did you enjoy the most?



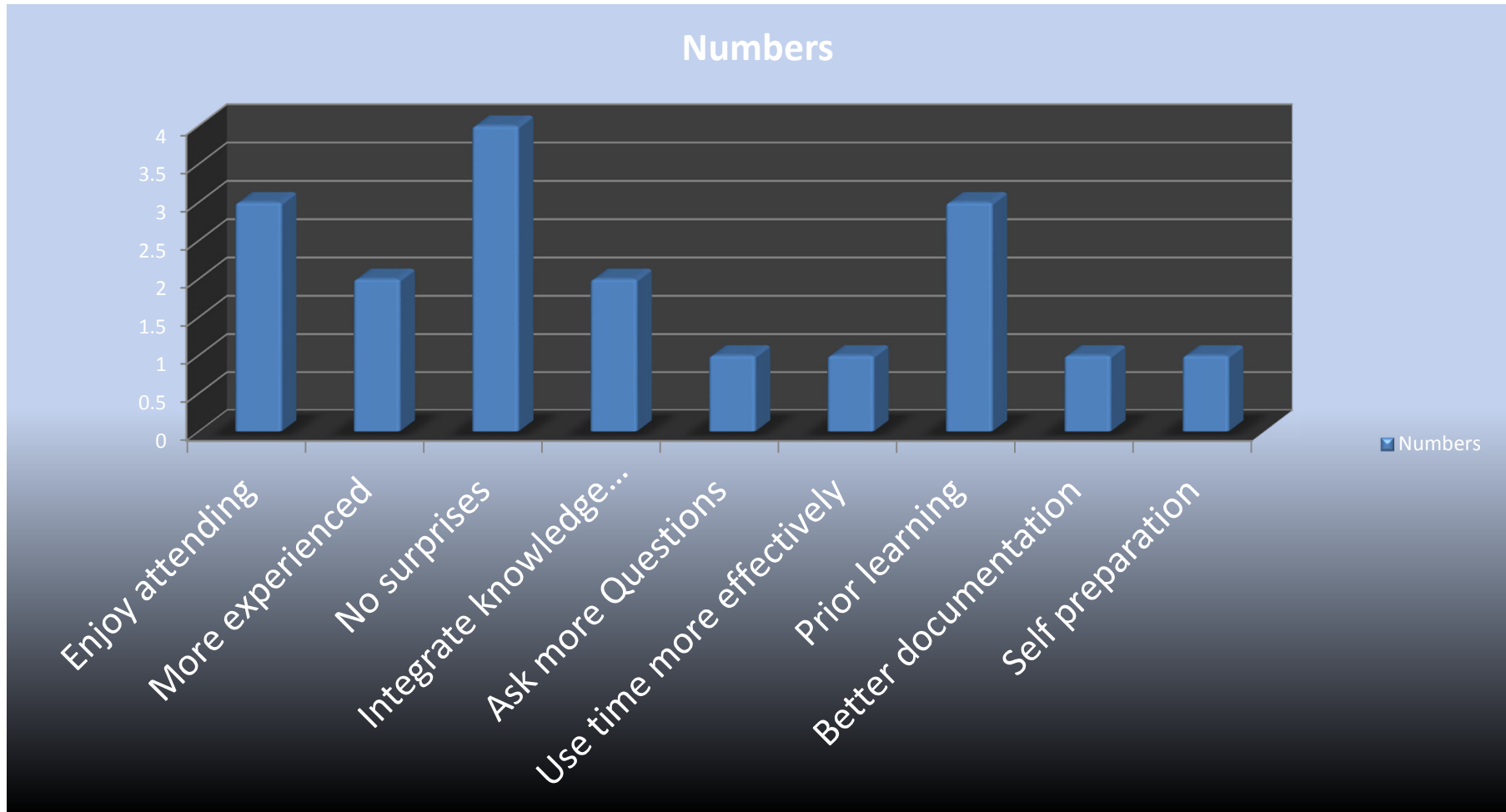
- All sessions
- Practical
- Documentation
- Professional process
- Multi Disciplinary meeting
- Equipment
- Patient experience
- Manual handling

For future simulated practice in this module I would.....

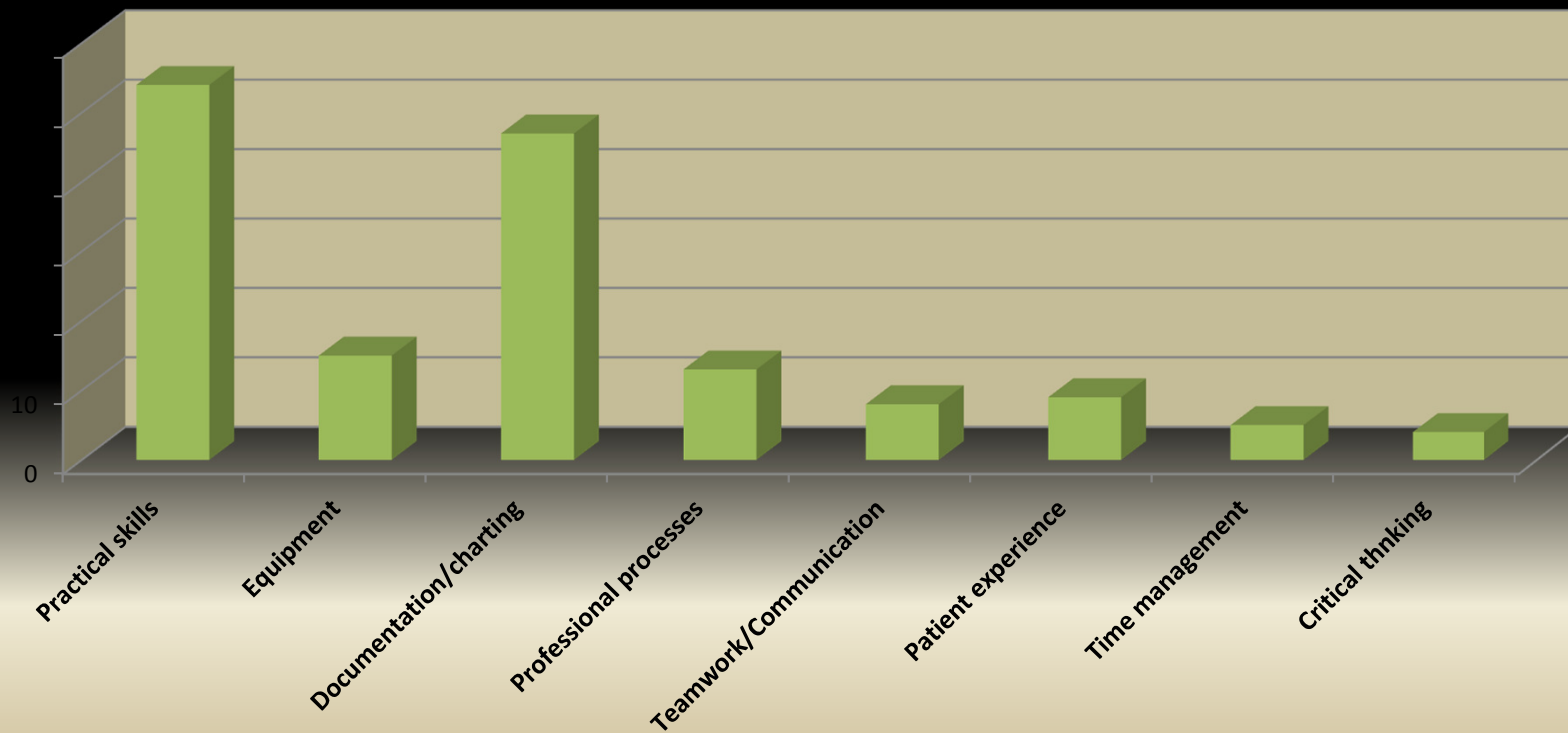
Chart Title



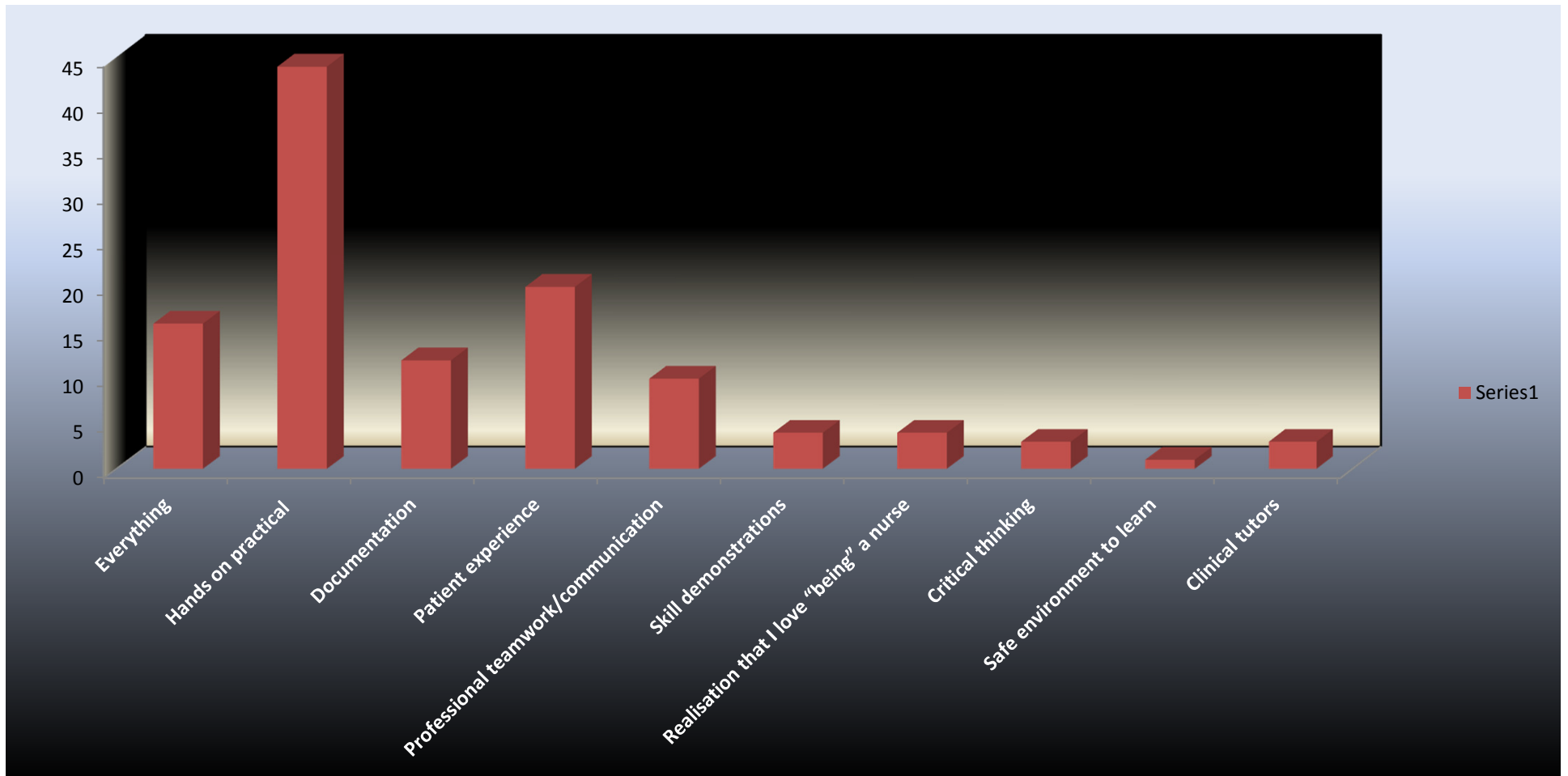
For Future Simulated Practice in this Module I Would.....the personal response



During the Weekly Sessions I learnt most about...



Favourite Part of Simulation



Overall Themes

- Hands on skill acquisition
- Student as patient
- Documentation/charting
- Professional teamwork/communication
- Realism
- Critical thinking/clinical decision making.



Hands on Skill Acquisition

- Safe supportive environment
- Peer learning
- *“...I did really well looking after.....and everyone else thought so too, they were asking me questions”*
- *“...feeling like a real nurse”*



Student as Patient

- Insight into the patient experience
- *“...I've never been a patient before and I just didn't think that the bed pan would be so hard and horrible to sit on”*
- *“...I had to act confused and the others laughed at me, that's so rude, I'd hate to be laughed at”.*



Documentation/Charting

- 45% of students said they learned most about documentation/charting
- *“...I would like to have seen the observation and medication charts and assessment documents prior to starting”*



Teamwork/Communication

- Students
- *“I hated it to start with and I thought it sucked that we couldn't work with our friends, we didn't even know each other and I didn't know what to do.....but they ended up being really cool and we worked together really well, I feel a bit better about working with people I don't know now”.*



Critical Thinking/Clinical Decision Making

- Debriefing DML tool
- No mention
- *“...just part of practice?of course”*.



Conclusion

The word 'Conclusion' is written in a bold, black, sans-serif font. A magnifying glass with a black handle and a silver rim is positioned over the word, with its lens centered over the letters 'cl'.

- Overall the simulated practice programme was well supported by students with 100% agreeing that the programme should continue.

Recommendations

- Age, gender and ethnicity of participants be noted.
- Students with previous practice be identified.
- A validated tool be used
- All students attend the workshop prior to practice
- Learning be quantified.

Any Questions

