

Sigma's 30th International Nursing Research Congress

One and Done? How Much Exposure to Experiential Learning Strategies is Enough?

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Purpose:

The purpose of this qualitative study was to explore the experiences of LPN graduates with experiential learning strategies and determine if experiential learning strategies enhanced their preparedness for their transition from student to practitioner and critical-thinking skills in the clinical setting upon graduation. In addition, it is sought to determine if the way that experiential learning strategies are introduced to the participants effected how they learned or retained the concepts.

Methods:

The supportive theory for this study was Kolb's theory of experiential learning. Kolb's theory of experiential learning requires: an experience, reflection, create conclusions, and practicing learned concepts. Data were collected using semi-structured, open-ended interview questions in this qualitative study. The sample included LPN graduates who had experience with experiential learning strategies in their nursing programs. The interviews were audio-recorded and transcribed. The data was entered into Atlas.ti, software for coding and analysis.

Results:

The results of the study revealed that experiential learning strategies, especially those that are repeated were reported to be beneficial for these LPNs by increasing confidence and improving clinical skills and critical thinking. They agreed that watching a video, seeing a demonstration and then having adequate time to practice was ideal to improve upon their proficiency. Some participants mentioned that they were able to draw upon the memories of the demonstration of those skills in nursing school so that they were able to perform the skills successfully as a part of their professional practice. All participants stated that they were also able to apply what they learned from the experiential learning strategies to their clinical practice.

Conclusion:

Future research is needed to determine if experiential learning strategies are being utilized in LPN programs to maximize these reported positive outcomes. Additional research is needed to determine the best method of instruction for procedural tasks that require multiple steps and how best to integrate experiential learning strategies into the classroom.

Title:

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Keywords:

Education, Experiential Learning and Licensed Practical Nurses

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Abstract Summary:

How do we know that we have shown a student or clinician how to properly perform a task? How do we know that learning has taken place? How many steps are too many? This presentation will discuss the view from the learners' side and give suggestions for successful future instruction.

Content Outline:

Introduction: Experiential learning has been proven as an excellent method of improving knowledge retention, clinical skills, critical thinking, and confidence in registered nursing students, but practices with licensed practical nursing students has not been thoroughly investigate. in addition, how these strategies are implemented with students has not been examined thoroughly. (1 minute)

Main Point 1: Typically experiential strategies are presented with one experience (4 minutes)

Supportive Statement: students are given a simulation scenario once

Supportive statement: students are shown how to perform a clinical task once and then asked to perform return demonstration

Main Point 2: Most learners find repeated exposure to experiential strategies to be beneficial (4 minutes)

Supportive Statement: the interviewees stated on the rare occasions when the tasks were broken down into smaller tasks and they had adequate practice that they felt increased confidence with that skill

Supportive Statement: when the interviewees were able to redo a simulated case they felt that the patient outcome was better and they were able to better demonstrate their understanding of the concepts

Main Point 3: There are a variety of strategies that can be used to increase exposure to experiential learning strategies (4 minutes)

Supportive Statement: Based on the data collected from the interviewees and scholarly sources repeated exposures are one method to improve the way we teach clinical skills to nursing students

Supportive Statement: Interdisciplinary activities that include scope of practice when performing tasks are also deemed as helpful.

Conclusion: Repeated exposure is necessary for proper understanding of clinical skills. If a simulated experience is necessary the learners should be able to participate in the activity more than once. (2 minutes)

5 minutes for Audience Questions

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Author Summary: Keondra Rustan serves as clinical educator, informaticist, and simulation developer at Eisenhower Health. She has experience as a staff nurse as well as a staff educator and nurse faculty member. She is responsible for training faculty/staff and ensuring that new technologies are integrated properly at her facility.