



The experience of Australian Bachelor of Nursing students undertaking a clinically-focused, service learning placement in the Solomon Islands.

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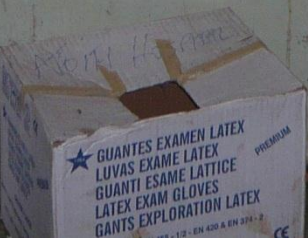


→ HOOK ROOM

Free Reading



PLEASE!
DO NOT THROW SYRINGES
Needles of any sort, ^{or other sharp} objects, sharps
Puncture shells, used with ^{or} this viral
Box - Very unsafe - dangerous, untidy
Please drop your needles in perforated boxes
Chlorine poured in your hands
Thankyou J.C.





Background

- ❖ Personal desire to facilitate passion through service learning trips
- ❖ Naturally selected cohort of interested participants
- ❖ Alignment of values with Avondale's mission
- ❖ Need for extra clinical placements into the future



Methodology

- ❖ Qualitative design - Hermeneutic phenomenology based on Gadamer (1960)
- ❖ 7 participants
- ❖ Data collection – semi structured interviews 2-3 weeks on their return



Setting

- ❖ Remote, 70 bed hospital
- ❖ Male/female
- ❖ Maternity
- ❖ Paediatric
- ❖ TB/isolation ward
- ❖ Various outpatient clinics
- ❖ Emergency Department
- ❖ Operating Theatre (2 days/week)



Results – 6 themes

- ❖ Collaboration; working side by side
- ❖ Emerging confidence
- ❖ Appreciation
- ❖ Adaptability and creativity
- ❖ Ignited passion for increased faith
- ❖ Cultural considerations



Collaboration; working side by side

“The relationship we built with the nurses was great....Talking to them during the shift and when we’d see each other outside of the hospital because it’s such a small community, you’d smile and see how they were doing, and as well we’d see them at Church, and pray together...we’d see how much the hospital is a concern to them in their life.” (Dee).



Emerging confidence

“Clinically, I had to learn how to think outside the box. I learnt to improvise. I learned that things don’t always run by the text book and that you have to be flexible, you have to be able to be versatile and you have to really work with the situation and the equipment that they have got....” (Leo)



Appreciation

“I learned that I was meant to do nursing. I learned that I have emotional strength and that I can see things that are hard to deal with. ... because I hadn’t been exposed to certain things like that before” (Lara)

“I think we are very spoiled here in the western world ... it’s not until you experience something like a trip like this that you realise that you’ve got to stand back and smell the roses when you come home” (Leo)



Adaptability and creativity

“You take things for granted back here [Australia] when we do clinicals, but there- everything was new, everything was different and I really learned a heap about how to make ends meet when you didn’t know where the ends were.” (Lara)



Ignited passion for increased faith

“Sometimes it isn’t [a] huge thing, it’s just filling up a water jug or its giving someone a smile, or whatever, but for that moment, you’re actually making their quality of life better, for that moment I can walk off my shift and actually say God worked through me today. I guess that’s what I actually want.” (Lara)



Cultural considerations

“So we were all taken aback at first ...the sheets were dirty, the pillow was mouldy, and except for hand washing, there is absolutely nothing you can do, so we learned to go back to the basics. I said to myself...Ok let's listen to lung sounds and see what's happening; let's do a head to toe assessment.” (Mindy)



Conclusions

- ❖ Outcome was a perceived positive learning experience by students
- ❖ Changed behavioural practices
- ❖ Improved communication



Limitations

- ❖ Can not be generalised
- ❖ Increased cost
- ❖ Higher risk
- ❖ Increased organisational effort
- ❖ Need for willing facilitators



Implications

- ❖ Further investigation of the options and work towards gaining accreditation for such learning experiences within Australian nurse registration is necessary.



Questions?



Contact

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