

Enhancing Clinical Experience through Experiential Learning



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Penelope N. Pattalitan, EdD, MSN, FNP, BC, RN, BC
Chamberlain College of Nursing

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Disclosure of Conflict of Interest

- Dr. Penelope Pattalitan has no perceived vested interest that relate to this presentation.
- The presenter is the employee of Chamberlain College of Nursing, Miramar.

Learning Objectives

- Identify the challenges in transitioning to professional practice.
- Describe the experiential learning initiatives to assist the Baccalaureate undergraduate nursing students in transitioning to professional practice.



Challenges in Practice Settings

- New graduates feel that professional practice is unfamiliar experience, anxiety provoking and they felt unprepared for their first on the job experience (Steen, Rainguber, Gould, & Hill, 2011).
- Transitional period is one of the challenging roles which evoke insecurity and feeling unprepared (Johanson, 2013).



Facing the Challenges in Practice Settings

- Clinical reasoning is the ability to reason as clinical situation changes and capture patient's trends and trajectories (Benner, 1982).
- Socialization to the organization and work environment can improve competency among new graduates (Remillard, 2013).
- Proper socialization such as stress management, and connecting theory to practice may contribute to professional role. Preparing new graduates for stresses related to the profession can be integrated to the nursing curriculum (Johanson, 2013).
- Learning through experience is attaining knowledge, confidence and skills to practice independently (Spiva, et al., 2013).

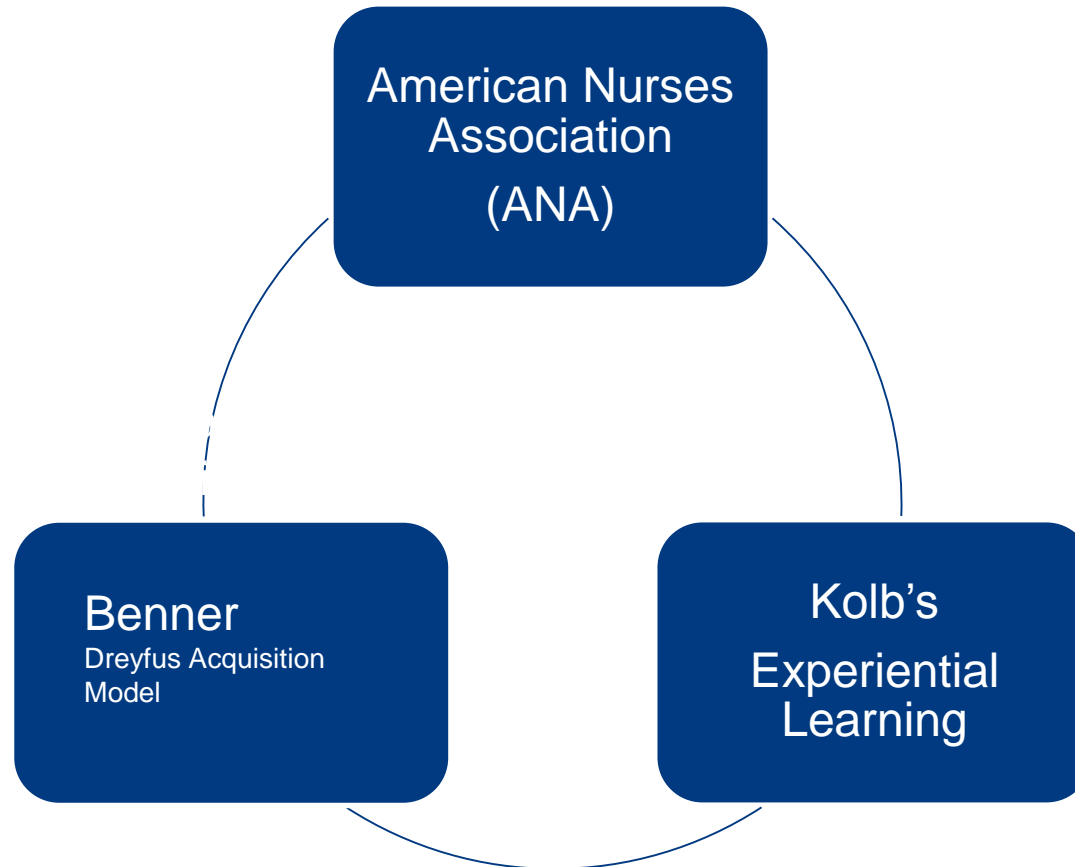


Experiential Learning

- Experiential Learning helps increase critical thinking, enhances performance, and increased preparation to nursing practice. It allows students to sharpen their skills in a safe environment (Berragan, L. & Grindrod, E., 2014).
- Experiential learning helps produce positive patient outcomes and a means to integrate theory into practice. It promotes self-confidence and enhances competency skills in nursing (Clem, J., Mennicke, A., & Beasley, C., 2014).

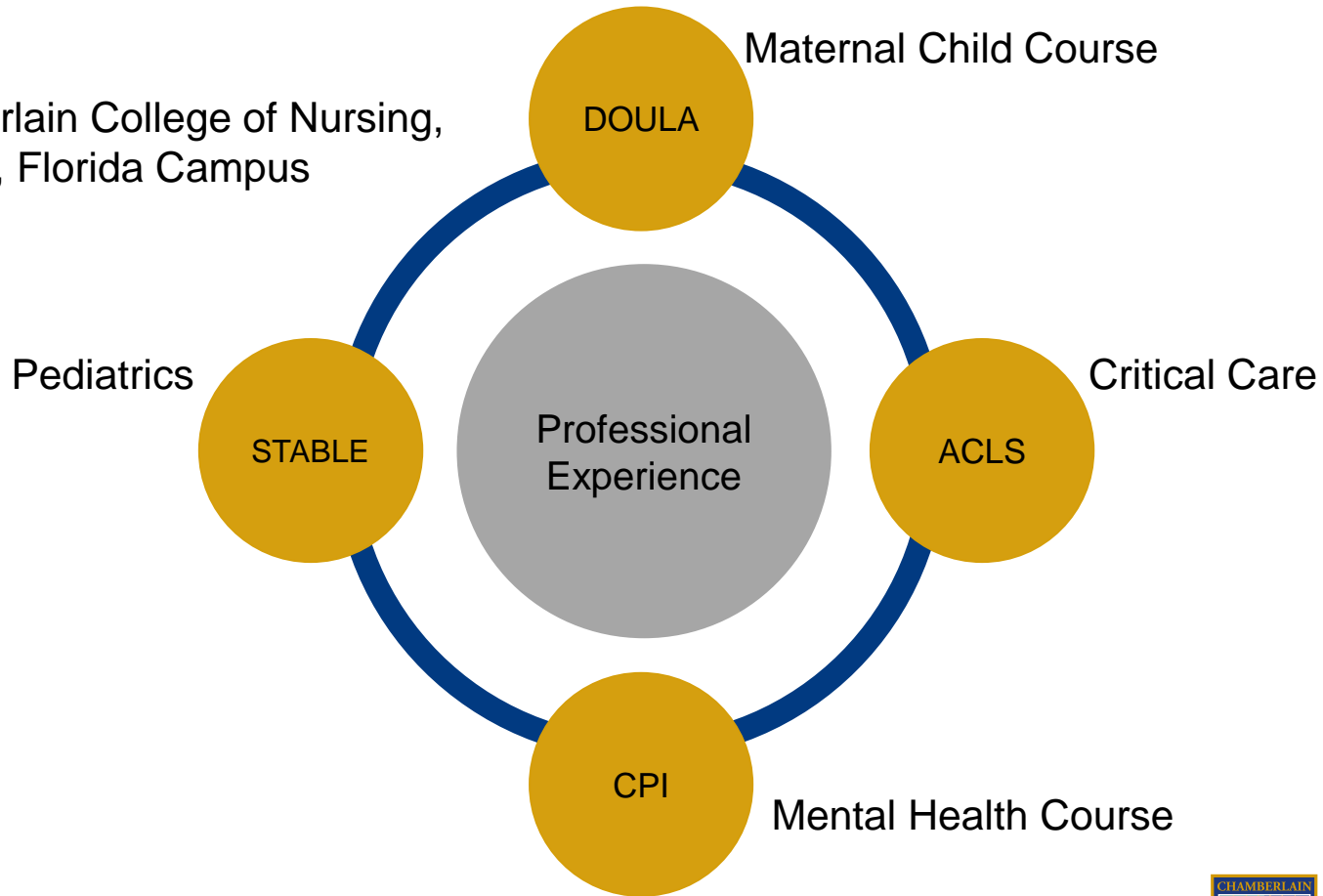


Structural Framework: Transitioning to Professional Practice



Chamberlain College of Nursing Miramar Campus: Experiential Learning

Chamberlain College of Nursing,
Miramar, Florida Campus



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STABLE – Six Assessment & Care Modules (Sugar, Temperature, Airway, Blood pressure, Lab work and Emotional support)

S.T.A.B.L.E. is the most widely distributed and implemented neonatal education program to focus exclusively on the post-resuscitation/pre-transport stabilization care of sick infants. This course will enhance the students' ability to demonstrate effective clinical decision-making concerning the nursing care of newborn.



Birthing DOULA Certification

- This is designed to help participants become expert labor support providers.
- Students in Maternal Child Course
- DONA International



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Advanced Cardiac Life Support (ACLS)

Advanced Cardiac Life Support Course is designed to prepare a variety of healthcare professionals to identify several life threatening arrhythmias and to provide CPR, Automated External Defibrillator (AED), defibrillation, advanced airway, first and second line medications during emergencies in a safe, timely and effective manner.

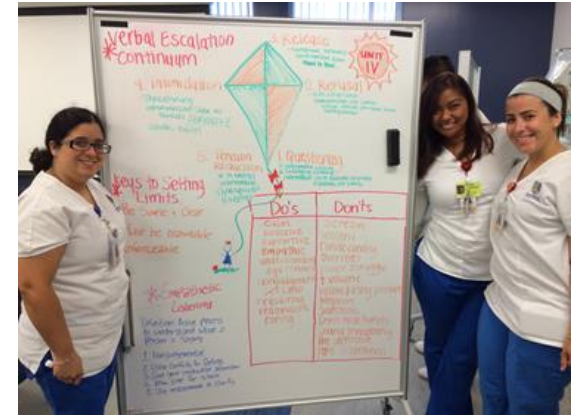


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Crisis Prevention Intervention (CPI)

Course Overview: A program focusing on the safe management of disruptive and assaultive behavior.

Inclusion: Students in mental health course; open to all individuals, particularly those working in highly stressful areas of employment.



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Miramar Campus- Students' Feedback from the Experiential Learning

Questions	STABLE	DOULA	ACLS	CPI
	Most Likely	Most Likely	Most Likely	Most Likely
I find the certification training to be helpful in understanding the concepts in my course.	91%	97%	98%	95%
The certification training enhances my confidence and competence prior to clinical practice.	88%	100%	98%	92%
The certification training added clinical knowledge and experience to help me prepare for my NCLEX exam.	97%	97%	92%	95%
The certification training will give me better opportunity for hiring.	91%	100%	96%	92%
The timing of certification offering during specialty course is appropriate.	90%	100%	96%	94%
I feel more comfortable, empowered and knowledgeable in using critical thinking and decision-making in patient care after the certification course.	87%	100%	100%	98%

Sample Size: STABLE- 77; DOULA-36; ACLS-76; CPI- 70



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Miramar Campus- Students' Feedback from the Experiential Learning

STABLE	DOULA	ACLS	CPI
<ul style="list-style-type: none"> • The training was informative and it increased my knowledge. • I like that I was able to take the course before going to my clinicals. • Enjoyed every minute of it. • Enlightening and rewarding. • I look forward to practice the skills learned in class. • Concepts were easy to understand. • It was a fun experience. 	<ul style="list-style-type: none"> • I will definitely want DOULA at my birth. • I prepares me for clinical and personal life. • This was a great experience and I feel grateful to have participated. • Extremely interesting and helpful • Very fun training but filled with useful knowledge. 	<ul style="list-style-type: none"> • The training was to the point and boost my confidence in managing the medical emergencies. • I enjoyed the training and recommended to continue to offer to BSN students. • Excellent course • Enjoyed every minute of it. 	<ul style="list-style-type: none"> • It is a fun class. • The training equipped me with the knowledge and experience in managing disruptive and assaultive behavior.



Pre & Post Simulation Outcomes

Post Experiential Learning

- **Problem Identification:** ECG rhythm, abnormal findings, hemodynamic instability
- **Reporting:** ISBAR method
- **Interventions:** CV assessment, 12 lead ECG, drug administration, IV access, responses during life threatening situations, patient education and documentation
- **Prioritization:** problem identified and nursing actions



Pre & Post Simulation Outcomes

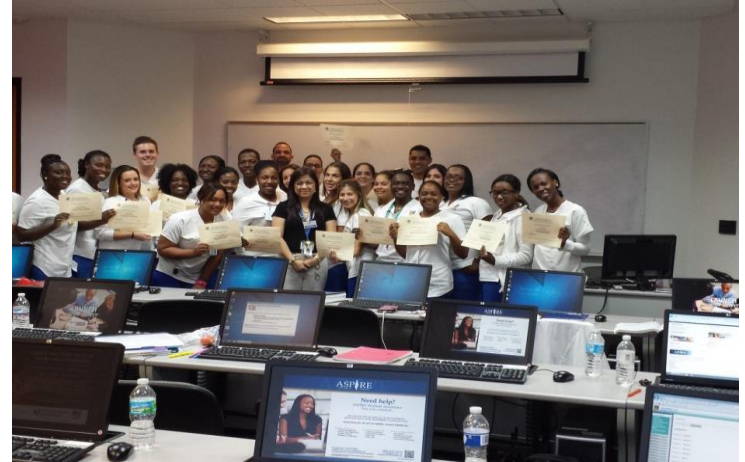
Post Experiential Learning

- **Anticipate:** frequent CV assessment, labs, pain and comfort management, anticipates need for patient education regarding condition, potential transfer to cath lab
- **Rationalize/Reasoning:** connecting problem with cause and effect, nursing actions and rationales for interventions
- **Evaluation:** responses to therapy, cardio-pulmonary status, perfusion status, comfort and coping mechanisms



Implications of Experiential Learning

- More safe and efficient care will be received by their patients.
- Our extraordinary nurses will be graduating with certifications and knowledge on CPI, STABLE, ACLS, and DOULA that will assist them to competently function as a professional nurse.
- Enhanced knowledge and experience.



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Summary

- Transitioning to professional practice is challenging but rewarding experience to help prepare the nursing graduates to professional practice.
- Nursing shortage is imminent but poses a challenge to nursing schools to produce more extraordinary nurses of the future who are equipped with the knowledge, skills, competencies, confidence, and preparation to provide safe and efficient care through immersion to the clinical practice, professional practice, and simulation experience.



Summary

- Students' socialization to the role of the nurse prepares them for future professional practice.
- Healthcare institutions hiring the new graduates must provide supportive measures to assist them to acculturate to the healthcare settings and role expectations.



Recommendations for Future Study

- Pre and Post simulation outcome evaluation with nursing students who had professional experience for each course.
- Larger sample for data collection.
- Trending and longer duration of study.
- System-wide campus to participate in the study.
- Reviewing SIM scenarios that will include evaluation of experiential learning.



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