Compare and Contrast the Clinical Learning Experiences of Prelicensure Baccalaureate Nursing Students, in a Traditional Group Clinical, Preceptored Clinical and the DEU Model, Utilizing the CLES-T Evaluation Tool
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Introduction/Abstract
An examination of literature supports the value of the preceptored student to gain confidence, improve communication skills and develop critical reasoning skills while in the acute care setting. This nursing research study seeks an answer to the question; What is the students’ perception of the best way to educate nursing students in the acute care setting? This study compared three clinical education models to evaluate student perception of their clinical learning experiences.

Method
• A mix method utilizing both quantitative and qualitative data

Sample
• All Junior 1 and Junior 2 students with medical/surgical clinical experiences were asked to participate in this research on a voluntary basis. N=76

Assessment Data
• The CLES-T instrument was used with the addition of two questions

Conclusion
• Students will learn in any type of clinical acute care setting, but the preferred setting is working one on one with a registered nurse.
• The student will receive a realistic view of what the registered nurse is required to accomplish on a day to day basis.

References