Title: Connecting Nursing Education Across Clinical Environments

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References:


Abstract Summary: Nurse educators can use several strategies to address the perceived versus actual gap between on-campus learning lab and off-campus clinical practice. This presentation will provide Nursing educators with actual strategies used to address the gap and outcomes from the change in educational practice within the on-campus and off-campus learning environments.

Learning Activity:

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<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<td>Demonstrate understanding of the relationship between on-campus and off-campus learning environments</td>
<td>Using think, pair and share in collaboration with the presentation, the learner will verbalize strategies to address perceived, or actual, gaps existing between on-campus and off-campus learning environments.</td>
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<td>Verbalize new approaches to integrating on-campus and off-campus clinical learning experiences.</td>
<td>Using the presentation ideas, think, pair and share will be used to allow the learner to collaborate with others in exploring new, or different ways to address the perceived, or actual, gaps between on-campus and off-campus clinical learning environments.</td>
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Abstract Text: BACKGROUND:
Clinical education within Nursing occurs in several environments which may appear to be disconnected to the student. One example of this occurring is within the on-campus learning lab environment as compared to the off-campus learning environment of the clinical arena. There is a perceived versus actual gap between these two environments as demonstrated by student and clinical instructor feedback. This has the potential to create isolated and disconnected learning experiences for the students. This apparent, or real learning isolation and disconnection creates an artificial barrier that can lend itself to not facilitate the integration of knowledge and learning across clinical learning settings. To address this potential learning isolation, the creation of a learning environment where faculty members, or clinical instructors, actively guide student learning in both contexts will allow students to not only learn from one person, but see the physical connection of learning across both settings.

METHODS:

Faculty members and clinical instructors participated in teaching students in both the on-campus learning lab environment and the off-campus clinical learning environment. The faculty members and clinical instructors were able to identify strengths and gaps in student learning when the transition from on-campus to off-campus environments occurred. Additionally, some of the learning experiences from the on-campus setting were identified as not translating into the off-campus learning environment and were subsequently modified.

OUTCOMES:

Clinical learning experiences within the on-campus learning lab environment were modified to become more congruent with practice in the off-campus clinical learning environment. Students demonstrated improved patient care practices, as evaluated by the clinical faculty who taught in both contexts as a result of the changes implemented.

RECOMMENDATIONS:

Nursing educators in the academic setting should partner with nursing educators from the practice setting in order to make a conscious effort to create on-campus learning lab environments and contexts which more closely represent actual practice in the off-campus clinical environment.