Challenges in Nursing Education

- Advances in Health Care technology
- Nursing Curriculum: Necessary knowledge and skill acquisition
- Theory Practice Gap: Discrepancy between the theoretical content taught in the classroom and the ability to apply the knowledge to actual patient situations
Challenges in Nursing Education

- **Theory**: provides the basic understanding of the patient situation to enable the nurse to describe, to explain and to justify the necessary nursing actions.
- **Students are required to apply this classroom knowledge to patient situations to expand clinical confidence and clinical judgment.**
- **Nurse educators, clinicians and nursing students believe that the theory taught in the classroom is not easily applied to the clinical setting.**
Nursing Knowledge

- Transformation of Nursing Education
  - Every classroom encounter should contribute to a student’s “clinical imagination”
  - Students experience a separation of classroom and clinical teaching
  - Theory practice gap needs to be eliminated so that students can actively think and apply classroom knowledge to clinical situations
Nursing Knowledge

- End Result of Transformation of Nursing Education:
  - Integration of classroom and clinical components
  - Integration of knowledge, ethical issues and clinical skills
  - Development of clinical judgment, clinical confidence and clinical imagination
Reflection: occurs when the practitioner is mindful of self in regards to a particular experience and can view oneself within the experience to confront, to understand and to identify contradictions between one’s vision and actual practice.  Johns, 2007
Reflection

- Learning through patient experiences to obtain insight and perceptions of practice
- Reflection-in-action: spontaneous and immediate to the situation
- Reflection-on-action: to assess and evaluate the outcomes after the action has occurred
- Reflection-for-action: guides the practitioner for future action
Model of Clinical Judgment in Nursing
Tanner, 2006

- Framework to incorporate reflective practice to guide students through patient situations in an effort to develop and expand nursing clinical judgment

- Review of 200 studies

- Developed 5 conclusions
5 Conclusions

- Clinical judgments were significantly influenced by past experiences.
- Clinical judgment was dependent on the nurses knowing of the patient.
- Clinical judgments were influenced by the culture of the specific nursing care unit.
- Nurses utilized many reasoning patterns based on the situation.
- Reflection was critical for the development of clinical judgment.
Use of Reflection on Nursing Education

- Limited quantitative studies evaluating the benefit of reflection
- Several qualitative studies support the use of reflection
- Conflict persists regarding
  - Framework for implementation
  - Benefit to professional practice
  - Impact on the development of clinical judgment
Structured Reflective Practice Seminar Sessions

- **Introduction**: HPI, CC, PHM, Family/Social History, Allergies
- **Background**: Describe formal knowledge and previous nursing experience with a similar patient presentation
- **Noticing**: Additional information needed, first impressions
- **Responding**: Nursing interventions, goals, collaborative efforts
- **Reflection-in-Action**: discuss what happened, patient responses and outcomes
- **Reflection-on-Action and Clinical Learning**
Reflection on Action
Clinical Learning

- Review the pathophysiology related to the patient situation
- Discuss the specific interventions: diagnostic studies, labs, medication interventions and management and nursing interventions
- Discuss what occurred as a result of nursing actions
- Describe what interventions you would do differently if faced with a similar situation in the future
- Discuss emotion and/or ethical issues
Identified Themes Related to Perceived Development of Clinical Judgment

- **Application of Acquired Knowledge**
  - Merger of classroom knowledge with clinical experiences
  - Application to specific patient situations
  - Bridging of theory and practice

- **Perceived increased Patient Care Experiences**
  - Learning from peers
  - Apply other student patient experiences to their own clinical judgment development

- **Situated Teaching and Prioritizing**

Glynn, 2012
Identified Themes Related to the Perceived Development of Clinical Confidence

- **Reassurance**
  - Camaraderie
  - Safe Environment to discuss patient/student issues

- **Perceived Improved Communication with the Health Care Team**
  - Narrative reflection improved presentation skill

- **Realization of the depth of the Science of Nursing**
  - Vastness of patient situations, conditions, treatments and outcomes

Glynn, 2012
Educational Implications
Transformation of Nursing Education

- Understanding of clinical situations
- Active discussions of actual patient care experiences utilizing narrative structured reflective sessions
- “Situated teaching” to provide students an opportunity to reflect on their actions in a structured safe classroom environment
- Consistent application throughout curriculum
- Educate nursing educators in reflective practice
Unexpected Instructional Benefits

- Provided the opportunity to review students’ assignments at the clinical sites
- Provided an evaluation of the students’ knowledge of patient conditions
- Identified current treatment options employed at the clinical facilities
- Provided the opportunity to assess the effectiveness of the classroom education and application of nursing theory to patient situations

Glynn, 2012
References


