



AN INNOVATIVE  
STRATEGY FOR  
PROMOTING  
STUDENT  
EXPERIENCES IN  
NURSING  
PRACTICE AND  
PROFESSIONAL  
GROWTH

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# DISCLOSURES

Drs. Carrie E. MacLeod and Lynne Sheppard have  
no actual or potential conflict of interest in  
relation to this presentation.



# THE DILEMMA

- increasing enrollment, larger class sizes and the national shortage of clinical sites for students (AACN, 2016)
- demand to create innovative and effective strategies in order to meet the needs of these students while simultaneously adhering to state board requirements

Summer  
preceptorship



“Promoting Nursing  
Practice and  
Professional  
Growth”



# DIDACTIC

- Emphasized both personal and professional development
  - Covey's *"The 7 Habits of Highly Effective People"* (Covey, 2013)
  - Advanced Communication
  - Change Theory (Kotter & Rthbeger, 2005)
  - Emotional Intelligence (Goleman, 2005; Lynn, 2005; Woods, 2014)
- Learner-centered teaching & authentic learning principles
  - Assigned readings & homework assignments
  - Class reviewed concept highlights, discussed & applied to life experiences
  - Reflective journaling
  - Individualized project and presentation

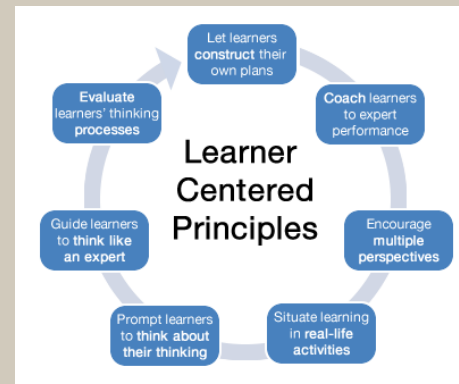
## Authentic Learning:

*"Students engaged in ideas, concepts, skills, and activities that mean something to them and that lead both to a deeper understanding and to the ability to put ideas to work."*

- Robert L. Fried



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# CLINICAL LEARNING

- Fostering autonomy and building professional relationships
- Clinical Experiences
  - mentoring 2<sup>nd</sup> or 3<sup>rd</sup> year nursing students in the clinical setting
  - shadowing nursing administrators, nurse educators and advanced practice nurses
  - participating in interdisciplinary rounds
  - coordinating a health fair for school-aged children
- Clinical issue needs-based assessment and presentation
- Assisted in simulation and skills labs for sophomore student nurses



# DATA COLLECTION

- Student Course Evaluations
- Student Final Journal
- Student Questionnaire
- Clinical Faculty Feedback Questionnaire



# THEMATIC ANALYSIS: BEING PART OF THE CHANGE

"I am more knowledgeable about how to not only conduct change if necessary but also how to be a valuable member of the change process."

"I learned that after a change has taken place, we need to foster the environment for more change rather than becoming set in new ways."

"I feel more prepared to enter the workplace with an open-minded perspective and more flexibility when it comes to change."



# THEMATIC ANALYSIS: FOSTERING COMMUNICATION

“I can understand how people differ in communication. I find that I am more understanding in conversation.”

“I learned how to really listen without trying to form a response, how to reflect the other person’s feelings and let them know I understand.”

“I am able to see more clearly how the style in which I communicate can be a problem sometimes.”





# THEMATIC ANALYSIS: RESPECTING TEAM INTERDEPENDENCE

“I took away that being patient, valuing differences and using empathetic listening leads to more cohesive teamwork and better outcomes.”

“The habit of interdependence is about the idea that it is not my way or your way, but a better way to do something.”

“It is easy to let the loudest person in the work take over, I learned to speak up for myself and the other people in the room who have great ideas.”



# THEMATIC ANALYSIS: CARING FOR MYSELF TO CARE FOR OTHERS

“I will keep searching for activities that help me renew myself mentally, physically, spiritually and emotionally so that I can keep growing to become a truly effective person.”

“I have a lot to work on in my life, but I also don’t give my self enough credit for the person I am today.”

“You cannot give to others when you have nothing left to give.”



**KEEP  
CALM  
AND  
PRACTICE  
SELF-CARE**

# FACULTY FEEDBACK

“ I thought the whole experience was worthwhile...She was a superb resource for all of the students.”



“Because this clinical group consisted of juniors who often have a “deer-in-the-headlights” look and often need someone just to reassure them often”, ...the senior student) “helped provide that extra support.”

“I LOVED having a Senior. I had the students review meds with her before they gave them with me and it cut down on so much time. I was able to do a lot more dressing changes and meds when I had her because of this. The students had another leader to turn to which was excellent.”



# FACULTY FEEDBACK



“I only wish she or another equally strong and bright senior student could have been there every day”

“Each of them was a great extra set of ears/eyes and they actually helped me look at my current students a bit differently.” ... (the senior students) “would share how nervous the students were when the students in general would try to hide that from me.”

## Incredibly positive clinical student comments.

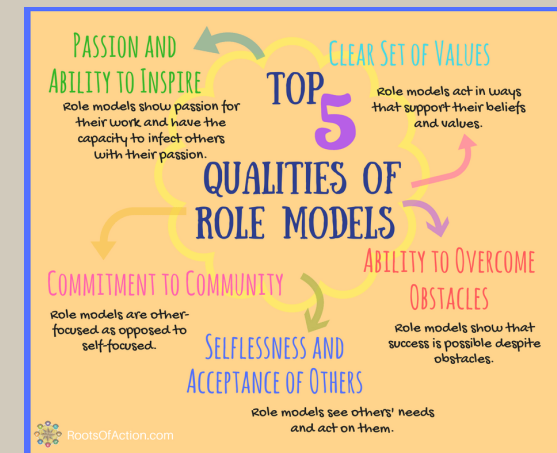
- “Focused on how nice it was to have another person to review labs, documentation and medications before they came to me to present their patients.”
- “Found it reassuring that students actually do survive junior year.”
- “Remarked how it was nice to see how much a preceptorship impacts a student’s clinical knowledge.”

“The students were tremendously helpful during all the labs...great experience for them.”



# CONCLUSIONS

- This innovative academic and clinical experience enhanced student awareness of:
  - Self within the workplace
  - The change process
  - Effective communication
- Participants' positive role modeling and support may have significant effect toward enhancing younger nursing students' level of clinical confidence



# IMPLICATIONS FOR FUTURE PRACTICE

- These qualitative research results provided a strong foundation for the continuation and expansion of this course
- Potential to contribute to increased student recognition of nurses' responsibility and role in the promotion of a healthy work environment



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