Objectives

• Identify diverse student-centered opportunities for learning
• Explore experiential learning (EL) as an interaction between teacher and learner
• Explain how experiential learning is utilized in a nursing course
• Discuss evaluation methods in experiential learning

Experiential Learning Model

• “Revolutionizing clinical education is no longer an option.” (Tanner, 2002; Benner, 2010)
• Standardize experiential learning activities across all campuses
• Decrease footprint within traditional clinical agencies
• Provide most diverse student-centered learning opportunities for future nurses
Overview – Why at Chamberlain?

• Incongruence with employer expectations
• Need to ensure clinical competence and confidence
• Required domains (ie, IOM patient safety, communication, teamwork, etc.) must be integrated throughout program with multiple opportunities for application
• Integrative final clinical experience supports synthesis for strong NCLEX results in improved transition into practice

Experiential Learning Model
Graduates Need to Be Better Prepared for Practice

• Incongruence with employer expectations
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Generally thought to be a supervised experience involving patients that takes place in a health care agency in which the student has the opportunity to:

• Apply classroom knowledge
• Develops competency in assessment and skills
• Practice communication and thinking critically
• Makes clinical decisions
• Function as member of multidisciplinary health team

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Experiential Learning Can Work
Experiential (Active) Learning Model

- Experiential learning: is an interactive process between the teacher and learner whereby the individual engages in:
  - Direct experiences in a structured environment, actively seeks information, reflects on experiences encountered, and
  - Derives meaning (active learning) through discourse with others that is transferable to other situations.
- Faculty directed experiential learning takes place in/through direct patient care settings, learning laboratories, simulation activities, virtual learning opportunities, and course outcome based (discretionary) learning activities.

Experiential Learning Model
Deliberate Practice

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Direct Patient Care
Direct Supervision
Scheduled activity within the realm of a health care agency whereby the student engages in direct interaction & provision of care to one or more patients including:
- Acute care settings, chronic or rehabilitative settings, long-term or extended care facilities
- Community agencies & health care settings in other facilities; i.e. school nurse office, day care for special needs children, health fair and immunization clinics
- Direct supervision by faculty or preceptor
Nursing Laboratories and Simulation
Direct Supervision

- Health Assessment Laboratories
  - Replicates traditional exam rooms & provides opportunities to practice assessment skills
- Nursing Skills Laboratories
  - Provide the necessary equipment and supplies to develop proficiency in psychomotor skills to direct patient care experiences and/or care experiences
- Simulation
  - Use of high-fidelity human simulator(s) and sophisticated technology to replicate actual care environments allowing students to exercise assessment, intervention, communication, critical thinking, & critical judgment skills in a safe environment

Nursing Laboratories and Simulation
Direct Supervision

- Learning and practice of new skills, i.e. starting and IV, rare clinical experiences
- Scheduled performance of approved patient care scenarios involving high fidelity simulator
- Scheduled simulation scenarios not dependent on high fidelity equipment, i.e. care of groups of patients and delegation
- Implementation of standardized patients
- Direct supervision by faculty

Facilitates Learning

- Principles of good education (Chickering & Gamson, 1989)
- Teaching Strategies: higher order learning
- Principles for choosing learning activities: Developing thinking, clinical reasoning, judgment, and reflective skills
- Creating positive learning environments
Facilitates Learner Development and Socialization

- Affective domain
- Promote learner development
- Learner socialization
- Socialization activities

Virtual Experiences
Faculty Directed – Learning Cycle Components in Place

- Virtual learning is characterized by an online format that explicitly represents an environment inherent to a profession or situation in which interactions take place and learning is achieved.
  - The environment provides the necessary resources and content to guide learning experiences.
  - Students are active participants, interacting individually or collaboratively, to assimilate knowledge transferable to real life situations.
- Evolve Elsevier Case Studies, ATI Scenario’s, SimChart, Second Life Communities, Virtual Simulations (vSim)

Alternative Learning Activities

- Encompasses all types of clinical activities—allows faculty and Dean to determine appropriate activity based on available internal and community resources.
- Can be all in one area or hours distributed to best meet identified learning outcomes.
- Includes:
  - Direct Patient Care
  - Laboratory Experiences
  - Simulation Experiences
  - Observational Experiences
  - Course outcome based learning activities (as defined by faculty)
  - Virtual Experiences
Alternative Learning Activities

Examples

- Community support group meetings for mental health nursing
- Professional meetings & symposiums
- Community service projects
- Childhood screening activities in non-healthcare environments, i.e. school nurse office
- Community disaster training programs
- Autopsies / Funeral home care of the body after death
- Professional lectures pertinent to outcomes of course
- Planned by faculty/preceptor; faculty supervised

Experiential Learning Model

Evaluation Process

What are we trying to measure:

- Clinical judgment
- Clinical reasoning
- Competence
- Leadership skills
- Delegation & collaboration
- Confidence
Continuous Improvement

- Video tape
- Need more core measure paperwork
- Evaluation of student's progress
- Research
- Publish
- Continue to share success stories
- Increase technology
- Always “tweaking”
- Allow student’s to evaluate and provide feedback
- Start early in the program
- Other

Lesson’s Learned

Experiential Learning Group Exercise

Questions:
- What do you think of when you hear the term Experiential Learning?
- What are some examples of EL that you have been directly involved with?
- What do you perceive as barriers to effective EL opportunities?
- If you had a magic wand and could create the optimal experiential learning environment, what processes and tools would be present?
Questions?

References


