Webinar 2: Using Strategies to Optimize Clinical Learning Experiences:
Identifying the Tools of the Artist

Slide Outline

1. Welcome

- A four-part webinar series presented by the Council on Nursing Education of the New York State Nurses Association.
- This program is funded by a grant from the New York State Department of Health - Health Workforce Retraining Initiative

2. Acknowledgements

Council on Nursing Education

- Marilyn Klainberg, EdD, RN (Chairperson)
- Karen "Toby" Haghenbeck, PhD, FNP-BC, RN-BC, CCRN
- Margaret (Peggy) Chase, EdD, RN
- Joanne Lapidus-Graham, EdD, RN, CPNP, CNE
- Linda Snell, DNS, RN, WHNP-BC

NYSNA Education, Practice & Research Staff

- Ann Purchase, MS, RN, Associate Director
- Lesley Cashman-Peck, MS Ed, Instructional Design Coordinator
- Kate Murphy, AA, Program/Instructional Design Associate
- Jessica James, Administrative Assistant

Our artist

- Karen Cashman, Roxbury, CT

3. Purpose/Goals

- Develop Competence as a Nurse Educator

Education designed to:

- Assist nurse clinicians to transition from a clinical practice role to a clinical faculty role
- Educate clinical faculty about the process of socialization into an academic environment
- Provide practical teaching/learning and assessment strategies to facilitate learning with a clinical group of adult learners

4. **Living the Metaphor: A 4-part webinar series**

   1. *Transitioning to the new role of clinical nurse educator: Beginning with a blank canvas*
   2. *Using strategies to optimize clinical learning experiences: Identifying the tools of the artist*
   3. *Applying curricular concepts to clinical learning experiences: Connecting with the art*
   4. *Assessing and evaluating your clinical nursing student and your practice: Reflecting on your art*

5. **Objectives for Webinar 2**

   1. Determine the clinical faculty's role for setting up the clinical experience for students
   2. Describe the process of creating a learning environment
   3. Discuss the process of managing students in the clinical area

6. **Faculty Presenter**

   Karen Toby Haghenbeck, PhD, FNP-BC, RN-BC, CCRN

   Assistant Professor & Director, Undergraduate Nursing Program,
   Pace University Lienhard School of Nursing
   Member, Council on Nursing Education, New York State Nurses Association

7. **Review**

   - ✓ Know the syllabus
   - ✓ Know the curriculum
   - ✓ Know your responsibilities
   - ✓ Plan the experience
   - ✓ Identify supports
   - ✓ Identify weekly goals
   - ✓ Foster learning

8. **Adding Color**

   (Painting)

9. **CNED's Top FAQ List**

   1. What are my responsibilities?

   2. How many students will I have and what is their level?

   3. What is the practice area to which I will be assigned?

10. **Top FAQ List, cont'd**

    4. How often should I communicate with students and how?

    5. How are student evaluations and faculty evaluations conducted?

    6. What needs to be reported to the Chair/Dean?

11. Top FAQ List, cont'd

7.   What are your policies and procedures?

8.   What are the requirements for student/faculty technology use?

9.   What is the faculty policy for dealing with inappropriate situations?

12. Tell Us…

Are students functioning under your license?
(Poll)

13. Top FAQ List, cont'd

10. Are students functioning under my license?

11. What textbooks are the students using?

12. What assignments do they have for the clinical area?

13. Should I give them extra assignments?

14. "New" Traditional Student

Identify students' needs with course coordinator
  ➢ *Marginal student*
  ➢ *Exceptional student*
  ➢ *Difficult/defiant student*

Inappropriate behavior
  ➢ *Violating confidentiality*
  ➢ *Talking about self with patient*

Students with disabilities

15. Connecting with Students

  ➢ Meet and greet before clinical starts (if appropriate)
  ➢ Be personable
  ➢ Explain expectations
      o   Be clear and concise
      o   Provide handout
  ➢ Explain guidelines
      o   Time to arrive, time for pre and post conference
      o   Time for breaks, lunch
      o   Number of hours "on duty"

16. Creating Perspective

(Painting)

17. Clinical Day

❖ Where will you meet on first day?
❖ Where will you be able to hold pre and post conference?
  o Cafeteria?
  o What about patient confidentiality?

❖ Where will the students hang their coats and put their books?

18. Professional Attitudes/Behaviors

Student attendance
  o Keep record of attendance/tardiness/illness

Students must be on time
  o Adhere to policies

ID badges must be obtained and worn
  o May send student home if ID not worn

  ✓ Students and faculty should also have school ID.

19. Student Narrative

Consider this…

Student L. lives a far distance from the clinical site.

Multiple modes of transportation are necessary.

Wakes at 4:30 am to get to clinical on time.

Comes to you and says:

"I can't possibly get to clinical at 6:45, but I can get there at 7:30."

20. Narrative Questions

✓ What information do you need to get?
✓ What information do you need to know?
✓ What do you do?
  (Verbal discussion)

21. Making an Assignment

- ❑ Know the types of patients in area/unit
- ❑ Review the course syllabus to make assignment consistent with objectives
- ❑ Prepare student in advance
- ❑ Contingency plans for change in patient condition/discharge/ low census

22. Preparing Students for Clinical

Beginning students need time to prepare…

  Provide information at least 1 day in advance.

Orient students to clinical unit

- o Start with scavenger hunt
- o Have students check equipment

Structure assignments

Be specific and clear

23. Preparing for Clinical

- ❖ What skills will student perform?
- ❖ Can you supervise the students with one patient each or assign 2 students to one patient?
- ❖ What about medication administration?
- ❖ What about off unit experiences?

24. Documentation

The nursing care plan

- o Are they required?
- o How many do they have to do?
- o What are the requirements/rubric?
- o Who grades it?

What about weekly documentation?

- o Weekly anecdotal/conference record
- o Counseling record

25. Adding Dimension
(Painting)

26. Anecdotal Notes vs. Counseling Record

- Purpose
- When are they done?
- What should be included?
    - o Date, time, situation
    - o Student response
- Where are they kept?
- Should the student see them?

27. Weekly Conference Records

- What were your objectives for today?
- What did you do to prepare for today?
- What skills did you learn today?
- What do you need to review or learn more about after your assignment today?
- Clinical faculty comments
- Student and faculty sign and date

28. Helping Students Learn & Apply

Short term versus long-term memory
Repeat what you need students to know
- o Ex: lab values, suctioning technique

How do learners learn?
- o Psychomotor domain
- o Affective domain
- o Cognitive domain

29. Uncomfortable Situations

Discrimination

- ✓ Female/male; ethnic groups
- ✓ Racial groups
- ✓ Age; disability
- ✓ What should you do?

Medication errors

- ✓ Facility policies
- ✓ School policies

30. More Uncomfortable Situations

Lack of knowledge

   ✓ Asking the right questions

Managing students

Don't let students stand around!
Encourage:
* Talking with patient
* Looking at chart

31. Incident Reports

Needle sticks/accidents

   ➢ What do you do?
   ➢ What is process at the facility?
   ➢ What is process at school?

32. Asking Inquiry ?s

Assessing clinical skills

   o What do you do if a student does not do a clinical skill the way you would like?
   o Be certain of what is in policy & procedures of the clinical facility

Providing clinical experiences

   o Be mindful and sensitive to patient needs and students awareness

33. Recap of Objectives

1. Determine the clinical faculty's role for setting up the clinical experience for students

2. Describe the process of creating a learning environment

3. Discuss the process of managing students in the clinical area

34. Questions?

(Open discussion)

35. THANK YOU

We hope you enjoyed today's presentation:

Using Strategies to Optimize Clinical Learning Experiences: Identifying the Tools of the Artist