Teaching and Learning Activities for Lab and Clinical Experiences

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Goals in clinical/laboratory nursing education....

• Critical thinking
• Creative thinking
• Life-long learning
• Teamwork
• Problem solving
• Active learning
• Passing NCLEX
• Become good nurses....to take care of us!!!

Clinical/Laboratory Teaching Strategies

• Fostering independence
• Tense environment
• Encouraging critical thinking in 8-10 students
• Balancing evaluating with teaching
• Maintaining organization and control of clinical / laboratory experiences
• Creating valuable conferences/lab experiences
1. One Minute Care Plan
   - 1-2 Nursing and medical diagnosis
   - Several outcomes for each (LTO, STO)
   - Several strategies for each outcome
   - Evaluation criteria and notes along the way
   - Discuss in post-conference or use pre-conference to focus care

2. Scavenger Hunt
   - Look for things
   - Use things
   - Of important areas
   - Case study Scavenger Hunt
   - Meet the people
   - Enlist the unit’s/agency’s/etc. support
   - Computer scavenger hunt
   - Make it brief and fun
   - Takes a while…. use over and over again

3. Grand Rounds
   - Confidentiality
   - HIPAA
   - Build on and improve the medical model
   - Enlist the patient’s AND family’s permission/assistance
   - Ask client’s their perceptions of priorities
4. Clinical /Lab Questioning
   • TRUE ART!!
   • Brainstorm...What do you ask your students to determine if they are
     – Prepared
     – Knowledgeable
     – Meeting objectives
     – Safe

5. Field Trips

6. V-8 post-conferences
   – Clinical ah-hahs
   – Sharing of experiences
   – Student directed discussions--give them time to talk...

7. Using film clips to stimulate clinical discussion....
   • Thinking Questions
   • Post Conference
   • Relevant to issues confronted in the clinical area
   • Deal with difficult issues
8. Strategies to Develop Teamwork
   • With colleagues and clients
   • Cooperative games
   • Group writing assignments
   • First day—assign in pairs
   • Non-competitive games
   • Assign together in areas or districts
   • You pair the students!
   • “We don’t eat until everyone is done.”
   • “We don’t leave until everyone is done.”
   • Spirit of teamwork

Other conference ideas:

9. Pass the Problem
   – write patient medical Dx, nursing Dx, background on a sheet of paper
   – pass the paper to each group member—each adds ideas for client outcomes and strategies

10. Clinical Puzzle
    • Write a component of patient care on a puzzle piece (Assessment, lab data, history, diagnostics, medications, surgeries/procedures, discharge issues, family issues, developmental assessment, psychoemotional issues, etc.)
    • Give each student a puzzle piece
    • Have them all obtain data on the same patient
    • Have each student present that data in clinical post conference to put the “patient puzzle” together.
Clinical Teaching Strategies

• **11. Group concept mapping**
  – Map out the pathophysiology of burns in a pediatric client
  – The nursing process
  – Dehydration
  – Other ideas???

12. **Clinical Debate**

• Discuss a practice they see in the clinical area
• Discuss a controversial topic
• Placebo medication
• Nurse use of substances
• Restraints
• Delegation
• Cross-training/pulling
• Lack of informed consent
• Coercion
• Nursing uniforms

Clinical Teaching Strategies

• **13. Documentation**
  Case Study-to learn how to use flow sheets...

*Make up a case, assessments, clinical information, interventions, and outcomes.*

*Have students fill in a flow sheet in pairs*  
*Makes documentation MUCH easier!*
14. Group work in a clinical group
• Vary pairs, trios, groups
• Rearrange all members
• Use post-conferences to reinforce problem solving and critical thinking
• Use post-conferences to build teamwork and collaboration, not competition and dread

Other clinical strategies:
• 15. Student-led seminars-10 minutes! -- nursing care of diagnoses -- encourage creativity
  – Videos
  – Interviews
  – Skits
  – Newsletters
  – Food
  – Index card questions

16. Let’s Be Real
• How does all this apply to the real world -- bring in clinical situations
  Ex. “What is it like to care for 3-5 patients???”
  Ex. “How does a nurse juggle several priorities at once??”
17. Day in the life of a patient with...
18. Equipment labs as conferences
19. Lab strategies—to augment clinical experiences

- Simulation Labs
- Patient actors
- Lab self-learning bins
- Computer/CD resources
- Peer teaching
- Increase level of independent learning
- Leadership from upper level students
- Creating learning lab/resource centers
- Importance of psychomotor skills
- Using a skills texts/checklists to their maximum effectiveness

20. Find the error...

- The “Unsafe Room”—detect the patient safety hazards
- Use these rooms to discuss growth and development
- Great clinical orientation
- Mandatory education

21. Peer teaching/team leadership

- Encourage students to assist each other
- Use different levels to provide instruction
- Have TL evaluate students and students evaluate TL
- Encourage leadership, decision making, delegation, supervision, and thinking
22. Mental Practice/Imagery

- Have students use imagery to mentally practice the steps of a procedure
- Close your eyes
- Imagine yourself setting up for and beginning the skill
- See yourself providing the care
- Picture yourself completing the skill
- How does the client look when you are done?

23. Active Reading

- Have students bring skills book to the bedside or lab area to learn about the skill
- Have peers assist each other to “guide the way” with book in hand
- Get the students to “use the book”
- Skills checklists—at times difficult for students to “sift through”
- Post-conference with procedures, standards, or texts
- Use the internet to discover evidence based practices

24. Clinical Didactic Connect

- Use the book
- Make sure you communicate with other faculty
- Correlate theory with practice
- Hold students accountable
- Preparation

Conclusion: **Parting with a quote:**

*By learning you will teach,*

*by teaching you will learn...*

*Latin proverb*