



***Launching our replacements:  
introducing clinical practice  
development to undergraduate  
nursing students***

# 7 Principles of Good Practice in Undergraduate Education

- > Chickering & Gamson (1987) espoused 7 principles of good practice in undergraduate education:
  - Encourage contacts between students and faculty
  - Develop reciprocity and cooperation amongst students
  - Use active learning techniques
  - Give prompt feedback
  - Emphasise time on task
  - Communicate high expectations
  - Respect diverse talents and ways of learning

# Flinders University Vision

*At the centre of the strategic plan is a vision for Flinders University as a medium-sized university to be:*

***“characterised by a distinctive high quality undergraduate program”*** , (Flinders future focus 2012-2016, p.4).

**Vision and purpose statement** – *We aim to transform the lives of individuals and communities, and to find ethical and innovative solutions to make a **positive difference** to society’s most challenging problems* (Flinders future focus 2012-2016, p.4).



One entry to  
our clinical  
environments

# Kolb's Experiential Learning Theory (1984)

Learning is:

“the process whereby knowledge is created through the combination of grasping and transformation of experience” (Kolb et al, 1984).

# Kolb's Experiential Learning Theory (1984)

The theory has 4 distinct stages in the cycle of experiential learning:

- Concrete Experience -Having the experience (Feeling)
- Reflective Observation -Reflecting on the experience (Watching)
- Abstract Conceptualisation - Learning from the experience (Thinking)
- Active Experimentation-Trying out what has been learnt (Doing)

# Kolb's Learning styles (1984)

- 4 distinct learning styles have been theorised from the learning philosophy:
  - The converger – preference for thinking and doing (AC/AE)
  - The diverger – preference for feeling and watching (CE/RO)
  - The assimilator – preference for thinking and watching (AC/RO)
  - The accommodator – preference for feeling and doing (CE/AE)

# Transformative Learning Perspectives

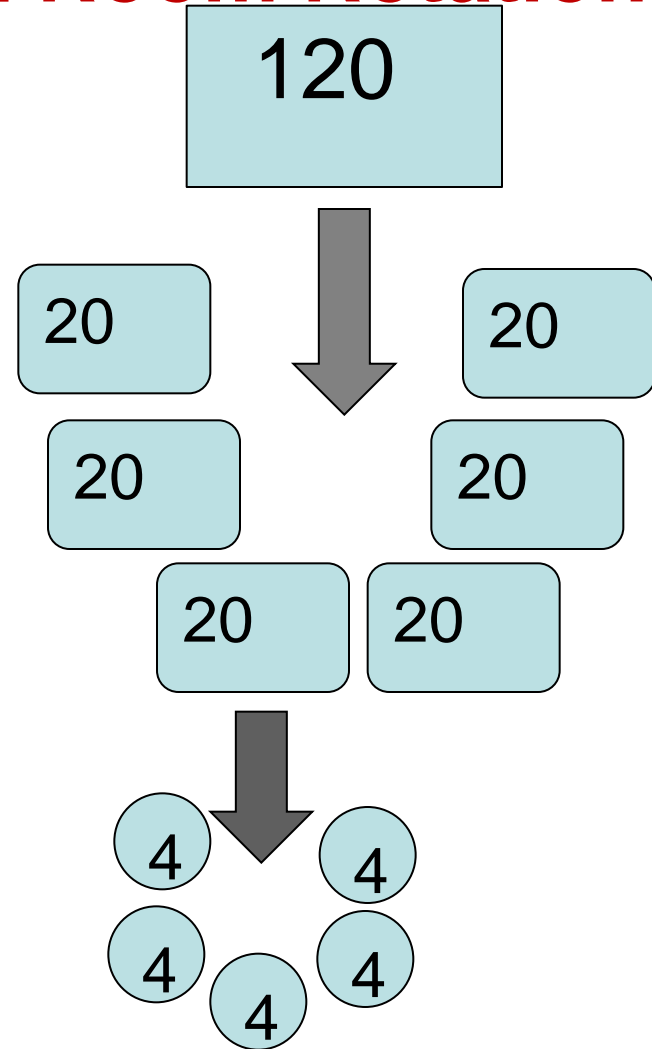
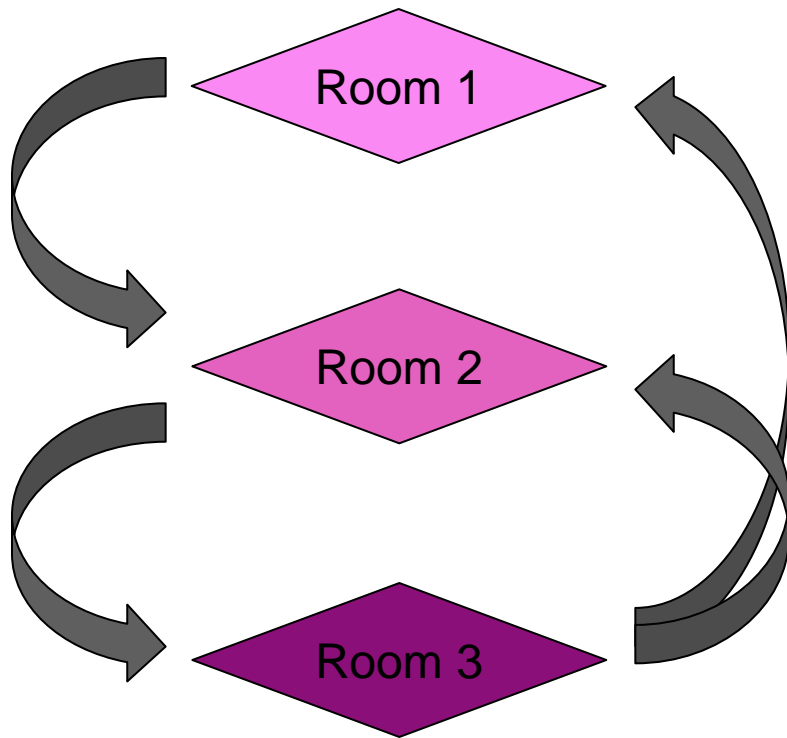
- Transformative learning is voluntary
- Under the direction of the learner
- Based on making meaning out of experience
- Collaborative (especially through dialog or discourse)
- Empowering (Cranton, 2010)



# Transformative Teaching Perspectives

- Transformative teaching applies the insights of critical theory to examine aspects of (nursing) culture, which have become naturalized, overlooked, and taken-for granted and about which individuals may have become resigned or disillusioned (McAllister, 2005)
- Empowering learners
- Fostering critical reflection and self-knowledge
- Supporting learners (Cranton, 2010)

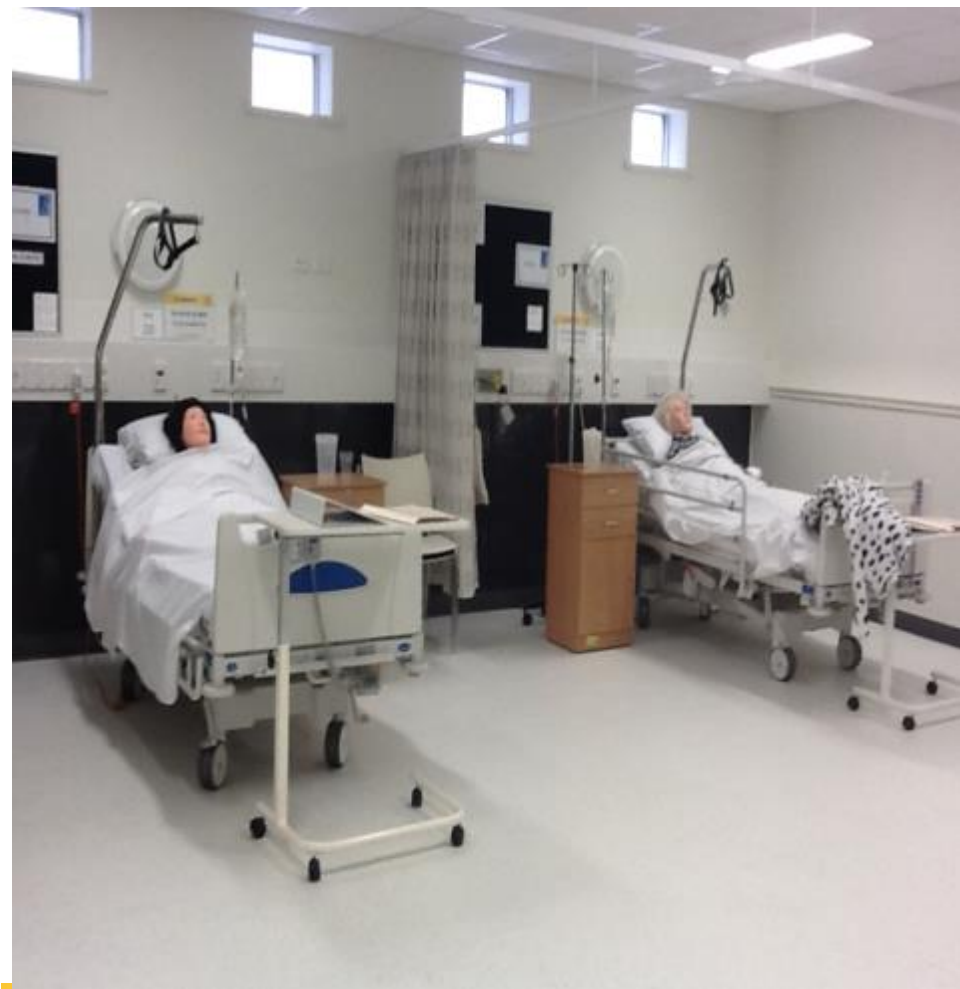
# Student Groups and Room Rotation



# Room and Patient set ups



# Room and Patient set ups



# Realistic Injuries and Activities



- Fractured limbs in back-slab and sling
- Facial injuries
- Intravenous therapy
- How do you work with a person's clothes?

# Realistic Injuries and Activities

- Nursing process utilised with critical thinking
- Communication
- Patient assessment – pain score
- Wound assessment
- Planning
- Implementation
- Evaluation



# Experiential Learning



- Patient assessment
- Communication
- Team work
- ISBAR

# Experiential learning



- Nothing like practice showering a mannequin in a commode chair and she won't sit up!



# Experiential Learning





**Adrenaline rush time!**

Nothing beats actual experience  
(even if only simulated)

# What happens when CPR fails?

Students participated in last rites processes

- placed the “person” in a shroud
- then body bag
- documented in the case notes



# Debriefing and discussion



A key feature of the entire experience



## Student and Tutor evaluations of the Innovation

# References

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- > Chickering, AW & Gamson, ZF 1987, 'Seven principles of good practice in Undergraduate education', AAHE Bulletin ED282491, Education Resources Information Centre, US Department of Education
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- > Kolb, D, Boyatzis, RE & Mainemelis C. 2000, 'Experiential Learning Theory: Previous Research and New Directions' in RJ Sternberg and LF Zhang (eds), *Perspectives on cognitive learning and thinking styles*, Lawrence Erlbaum, New Jersey.
- > McAllister, M 2005, 'Transformative teaching in nursing education: preparing for the possible', *Collegian Vol 12, No 1 pp.13-18*
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# Questions?





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