

**Title:**

Student Perceptions, Experiences and Outcomes in Two Studies of Precepted and Traditional Clinical Learning Environments

**Susan M. Hendricks**

*School of Nursing, Indiana University, Indianapolis, IN, USA*

Debbie DeMeester

*Department of Science of Nursing Care, Indiana University School of Nursing, Indianapolis, IN, USA*

Linda Wallace

*School of Nursing, Indiana University Kokomo, Kokomo, IN, USA*

**Session Title:**

DEU

**Slot:**

2B: Friday, April 4, 2014: 11:45 AM-12:30 PM

**Scheduled Time:**

11:45 AM

**Keywords:**

clinical education, precepted and research

**References:**

Courtney-Pratt, H., FitzGerald, M., Ford, K., Marsden, K., & Marlow, A. (2012). Quality clinical placements for undergraduate nursing students: a cross-sectional survey of undergraduates and supervising nurses. *Journal Of Advanced Nursing*, 68(6), 1380-1390. doi:10.1111/j.1365-2648.2011.05851.x

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Niederhauser, V., Schoessler, M., Gubrud-Howe, P., Magnussen, L., & Codier, E. (2012). Creating Innovative Models of Clinical Nursing Education. *Journal Of Nursing Education*, 51(11), 603-608. doi:10.3928/01484834-20121011-02

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Spence. (2012). Job and career satisfaction and turnover intentions of newly graduated nurses. *Journal Of Nursing Management*, 20(4), 472-484. doi:10.1111/j.1365-2834.2011.01293.x

Udlis, K. (2008). Preceptorship in undergraduate nursing education: An integrative review. *Journal of Nursing Education*, 47, 20-29.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SP EAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
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<p><b>Example</b></p> <p>Critique selected definition of the term, "curriculum"</p>	<p><b>Example</b></p> <p>Definitions of "curriculum"</p> <ul style="list-style-type: none"> <li>• Course of study</li> <li>• Arrangements of instructional materials</li> <li>• The subject matter that is taught</li> <li>• Cultural "training"</li> <li>• Planned engagement of learners</li> </ul>	<p><b>Example</b></p> <p>20 minutes</p>	<p><b>Example</b></p> <p>Name, Credentials</p>	<p><b>Example</b></p> <p>Lecture PowerPoint presentation Participant feedback</p>	<p><b>Example</b></p> <p>Group discussion: What does cultural training mean to you?</p>
<p>Discuss the strengths and challenges associated with assessment of innovative and traditional clinical learning</p>	<p>Descriptions of innovative clinical learning environments: definitions strengths and challenges research findings Discussion of the state of the science</p>	<p>10 minutes</p>	<p>Susan Hendricks, EdD, RN, CNE</p>	<p>Powerpoint presentation Participant feedback</p>	<p>Group discussion: What outcomes are important to study? What areas are ripe for future research?</p>

environments, including the state of the science.					
Discuss the findings associated with two different studies of precepted versus traditional clinical models: student practice opportunities, satisfaction, learning outcomes, and qualitative findings.	Sample, Setting, Method, Findings and Limitations of the each study related to practice opportunities, satisfaction, and learning outcomes. Presentation of qualitative themes relevant to each study. Discussion of what the findings mean re preparing nurses for the future.	20 minutes	Linda Wallace, EdD, RN, CNE, NEA-BC, Susan Hendricks, EdD, RN, CNE & Debbie DeMeester, PhD, RN, CNE	Powerpoint presentation with participant feedback and discussion.	Discussion after second study is presented--areas of similarity, difference, and meaning of findings from both studies taken together. Discussion question: what outcomes are most important to educators and providers related to clinical learning?
Discuss the findings associated with a second study of dedicated education units' precepted model: student practice opportunities,	Sample, Setting, Method, Findings and Limitations of the second study related to practice opportunities, satisfaction, and learning outcomes.	10 minutes	Susan Hendricks, EdD, RN, CNE & Debbie DeMeester, PhD, RN, CNE	Powerpoint presentation with participant feedback	Discussion after second study is presented--areas of similarity, difference, and meaning

satisfaction, and learning outcomes.					
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**Abstract Text:**

As health care increases in complexity, clinical learning continues remains a critical issue in nursing education. This session compares the findings from two similar studies undertaken at two Midwestern public universities with comparable curricula, each with a different precepted clinical model. Both studies considered student perceptions of learning facilitation, practice opportunities with skills, and learning outcomes in the related didactic coursework among students in the precepted and traditional model groups. The first study considered a precepted clinical learning model in which students were placed in a single health care system and worked with preceptors from that agency with a consistent faculty member for multiple semesters. In this study students in the precepted model reported more “hands on” practice across many of the skills, and in the first semester of the program, perceived more support and satisfaction with the clinical experience than those in traditional clinical groups. In the second study, students in dedicated education units (DEU) were compared with students in a hybrid/combination model and a traditional clinical. Like the first study, students in the DEU reported more psychomotor skills opportunities. Student satisfaction was uniformly high across groups. In both studies, student learning outcomes measured by standardized examinations were compared with no significant differences. Both studies additionally sought qualitative student remarks, which provided a rich context for considering student perceptions of their learning environments. As it is critical to create graduates who have developed the knowledge, thinking skills and psychomotor capacity needed to practice effectively, this session will compare and contrast positive and non-significant findings from these two studies, complementing this analysis with qualitative student perceptions. Conclusions will be drawn regarding advantages of precepted clinical models, and the areas where both innovative and traditional clinical models fall short. Next steps in the study of clinical learning environments will be explored.