THE NEW EXPERIENTIAL LEARNING MODEL: ONE STUDENT'S HYPOTHESES TESTED

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Abstract

One campus of a national, private-sector nursing college has implemented an experiential learning model that includes providing undergraduate nursing students training that may lead to certification: Doula, Advanced Cardiac Life Support (ACLS), S.T.A.B.L.E., and Crisis Prevention Intervention (CPI). The hypothesis is that providing the aforementioned trainings leads to higher students' practice confidence levels in treating a hospitalized patient who experiences a scenario related to the certification opportunities as compared to similar subject students on a "sister" campus that does not provide the same training. Research to validate this hypothesis will demonstrate significant difference in the students' comfort levels and feelings of confidence in clinical situations.

Method

A qualitative study will be conducted. A survey tool will be produced to gather information between students that went into the training involved in the new learning experimental model, and students that did not received the training from sister campuses. Results will demonstrate the differences in the level of confidence between the two samples.

Introduction

The progressively multifaceted role of a nurse entails a much higher level of critical thinking and clinical judgment skills than in the past. Opportunities to offer critical thinking experiences in clinical settings are challenged by several factors including limited clinical facilities (Warnea et al, 2010). This proposal supports the hypothesis that the learning experimental model will offer the possibility for nursing students to reach a higher level of confidence when treating a hospitalized patient who is in labor, experiences cardiopulmonary arrest or is having a violent episode.

Conclusion

The new learning experimental model in nursing schools could be a successful tool when improving student's confidence in the clinical setting. Linking theory to practice is a great way to encourage the students to learn and at the same time to understand the reason behind the action. The trainings being implemented in a national, private-sector nursing college are supporting the level of confidence of its students by setting theory and practice together.

Literature Review

Author/Date	Design/Purpose	Subjects	Key Findings
Bambini, D., Washburn, J., & Perkins., R. (2009)	Integrated, quasi-experimental, repeated measures design was used to evaluate experiential learning as method to increase the self-efficacy of nursing students in a pre-licensure program.	Sample of 112 students completed surveys, indicating their confidence in various skills necessary for postpartum and newborn nursing, both before and after the simulation experience.	Students experienced a significant increase in overall self-efficacy, increase in confidence in assessing vital signs, breasts, the fundus, and lochia, and in providing patient education.
Warne et al. (2010)	Retrospective study to compare factors that enhance the learning experiences of student nurses during their clinical practice.	Students undertaking general nurse training programs in nine Western European countries.	Students were generally satisfied with their clinical placements associated with a mentorship model that included some special training.
Brown, D., & Chronister, C. (2009)	Longitudinal study to demonstrate the effect of simulation activities on students 'critical thinking and self-confidence.	Nursing students enrolled in an electrocardiogram course.	Higher critical thinking scores were significantly related to higher self-confidence ratings, as was student employment on a telemetry unit.
Sullivan-Mann, J., Perron, C., Fellner, A. (2009)	Quantitative study to determine if critical-thinking improved in nursing student after exposure to multiple clinical simulation scenarios.	53 students from the medical-surgical course of an associate degree in nursing program of a college of nursing in the Midwest.	Participants showed a greater increase in critical-thinking skills, demonstrating that simulation enhances the quality of nursing education.

References

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Warne, T., Johansson, U. B., Papastavrou, E., Tichelaar, E., Tomietto, M., den Bossche, K. V., & Saarikoski, M. (2010). An exploration of the clinical learning experience of nursing students in nine European countries. *Nursing Education Today*, 30(8), 809-815.

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