

**Title:**

Adult Learners Formulate Creative Pediatric Clinical Assignments With Real World Application

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**Session Title:**

Poster Presentations

**Slot (superslotted):**

PST: Friday, April 8, 2016: 10:00 AM-10:45 AM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 12:00 PM-1:15 PM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 2:30 PM-3:15 PM

**Slot (superslotted):**

PST: Friday, April 8, 2016: 6:00 PM-7:00 PM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 7:30 AM-8:30 AM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 10:00 AM-10:45 AM

**Slot (superslotted):**

PST: Saturday, April 9, 2016: 12:00 PM-1:15 PM

**Keywords:**

Andragogy, Learning strategies and Problem-based learning

**References:**

Knowles, M. S. (1990). *The adult learner: A neglected species*. Houston: Gulf Publishing Company.

Knowles M. S., Holton, E. F., & Swanson, R.A. (2005). *The adult learner: The definitive classic in adult education and human resource development*. Houston: Gulf Publishing Company.

**Abstract Summary:**

Andragogy, adult learning, focuses more on process than content. In contrast to pedagogical learning, andragogy is more learner-centered than teacher-centered. Accelerated BSN students attending a southeastern US university were given the opportunity to draw on past experiences creating two pediatric learning activities with real-life application while meeting clinical course objectives.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1. The learner will be able to verbalize the six assumptions proposed by Malcolm Knowles as learning strategies that target adult learning.	1. Introduce adult learning: the premise of andragogy a. Understanding that adult education is focused more on process than content. b. This process is more learner-centered than teacher-centered. 2. Six assumptions for successful adult learning transactions of andragogy outlined. a. Emergence of a self-concept of self-directedness b. Contribution of adult learners'

	past life experiences c. Readiness to learn for real-life situations d. Problem-based learning e. Need to know f. Motivation
2. The learner will identify the targeted characteristics of the adult learner integrated into the pediatric learning strategies.	Presentation of survey results of the accelerated BSN adult learner perceptions toward the effectiveness of the learning techniques.

**Abstract Text:**

The purpose of this presentation is to assess the effects of problem-based learning activities targeting the adult learner. This project was developed to supplement a pediatric clinical experience for nursing students enrolled in an accelerated BSN program located in the southeast United States. Linked with their pediatric didactic course, the student's pediatric clinical experience required the completion of ninety clinical contact hours over the span of one month. Freedom to self-schedule certain clinical components allowed for time management challenges between the students' personal and degree-required experiences.

To address this time management challenge, two open-ended, problem-based learning assignments with stated course objectives and outcomes were introduced during the pediatric clinical orientation. Target dates for in-class or online discussion/feedback coupled with the student flexibility to self-schedule small group or individual work sessions in order to complete these given assignments were presented as well.

The first problem-based assignment was to create a four-hour recreational activity for a local public housing's summer session series targeting kindergarten through sixth grade students. Requirements for this activity directed the students to develop an age appropriate health educational activity. This assignment culminated in the class conducting the recreational activity with the target population on a given date.

The second assignment was for the class to develop a case study from an initial narrative scenario about a single mother who was living with her boyfriend, the father of her most recent child, as well as two children from a previous marriage. The mother received welfare and state subsidies while staying at home to care for her children. The boyfriend had a steady job, as a truck driver but was away from home much of the time. Results from this assignment would be utilized in the future by our traditional BSN classes as a comparable pediatric learning experience in the event of student group's missed clinical time.

Accelerated students were given the opportunity to draw on their past experiences and create two activities with real-life application while meeting specific clinical course objectives. These pediatric clinical learning experiences targeted the adult learner nursing students. Adult learning, as described by Knowles' Theory of Andragogy, is "the art and science of helping adults learn" (Knowles, 1990, p. 53). In contrast to pedagogy, the premise of andragogy lies in the understanding that adult education is focused more on process than content. This process is more learner-centered than teacher-centered. Malcolm Knowles, the "father of andragogy," specifies six assumptions for successful adult learning transactions: (1) Emergence of a self-concept of self-directedness, (2) Contribution of adult learners' past life experiences, (3) Readiness to learn for real-life situations, (4) Problem-based learning, (5) Need to know, and (6) Motivation (Knowles et al., 2005). Our case study and age appropriate health educational activity target the assumption of self-directedness, contribution of past life experiences, readiness to learn for real-life situations, and problem-based learning.

A survey was administered to the students upon course completion. This survey assessed their perceptions toward the effectiveness of the learning techniques employed throughout the semester. The

survey tool, Monson, 2005, was administered to the students to assess the effectiveness of the learning activities. Our teaching team modified this survey tool to include the two active learning activities implemented in the pediatric clinical course. The open-ended questions were also reworded to reflect the active learning projects our students had undertaken. Survey result data will be analyzed with results helping to shape future experiences for the adult learner in this pediatric clinical experience.