



Adult Learners Formulate Pediatric Clinical Assignments With Real World Applications



Jenny Maffett, MSN, RN
Susan Piras, MSN, RN

Background

Pediatric clinical sites are difficult to secure.

Adult learners bring readiness to learn, life experience and problem-based learning to meet their learning needs.

Adult learners require flexibility with scheduling in meeting course requirements.

Alternatives to on-site clinical training are required to meet curriculum requirements and student's needs

• Available pediatric inpatient facility was 1 in 3 for our region during summer

• Limited pediatric clinical sites for wellness observation

• Limited student contact outside of classroom due to:

- a. Course content taught three days weekly
- b. Personal life commitments of students (i.e. work, family)



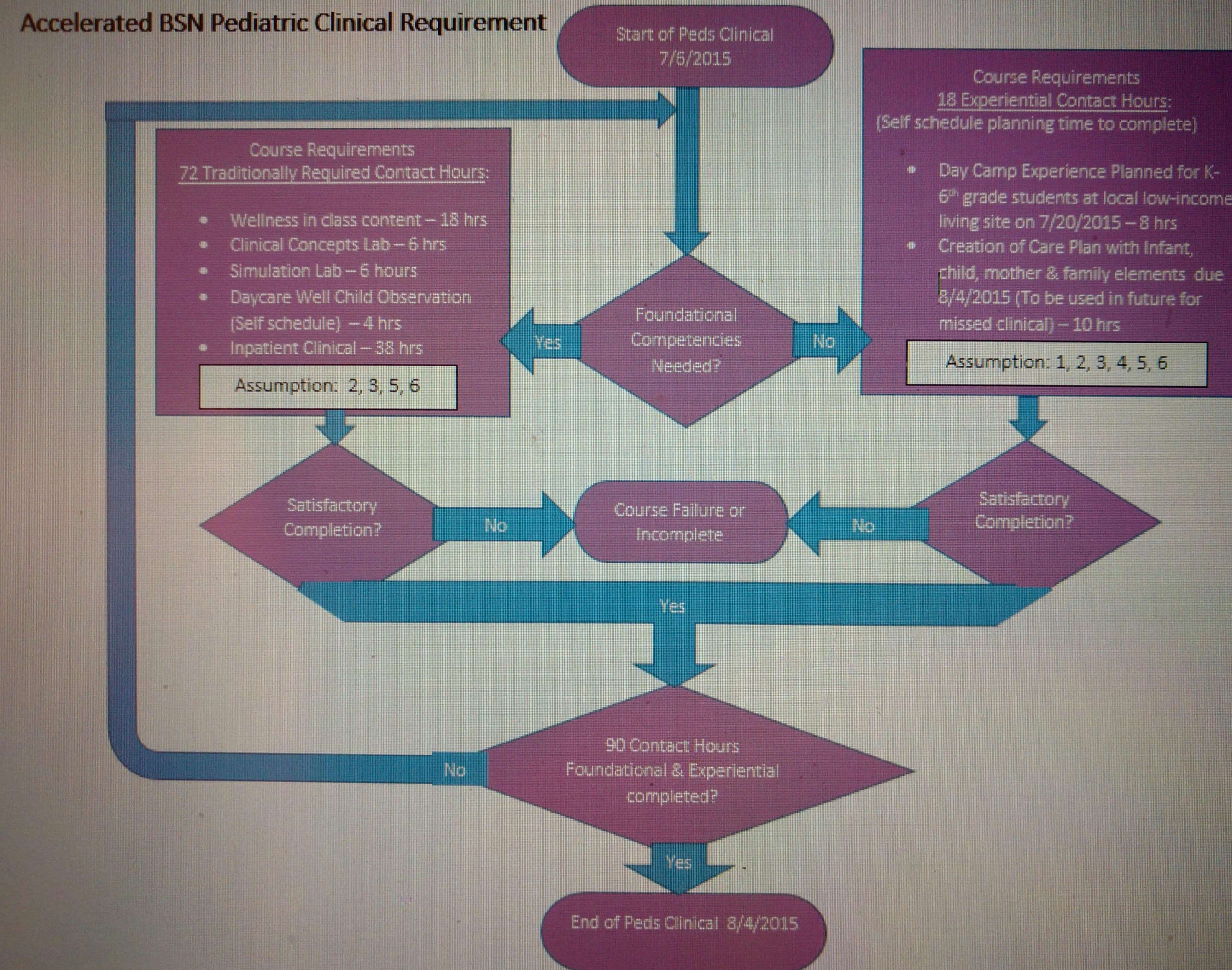
Purpose

To explore alternative clinical experiences for time management challenges between the students' personal and degree-required experiences.

To assess the effects of problem-based learning activities as alternative to pediatric clinical experience.

Andragogy

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
6. Motivation



Conclusion

The Accelerated BSN students were self-directed, maximizing efforts within the condensed time frame. This group increased assignment expectations delivering more than was required on both of the experiential activities.

Methods

Accelerated students were given the opportunity to draw on their past experiences and current knowledge as they created two experiential activities with real-life application.

Two open-ended, problem-based learning assignments with stated course objectives and outcomes:

- 4 hour health education/recreational activity for a local public housing's summer session targeting K-6th grade.
- Case study from an initial narrative scenario.



Discussion

Target dates for in-class or online discussion/feedback coupled with the student flexibility to self-schedule small group or individual work sessions to complete these given assignments eased the students' time management burden.

Adult learning is focused more on process than content. 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.

References

Available upon request

Acknowledgement

Whitson-Hester School of Nursing N4101 Nursing Care of Children Clinical Faculty and Students