

Nurse Aide Testing

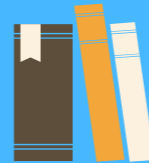


*How to Create Authentic
Learning Experiences at*
Clinical

Nurse Aide Testing



Clinical education is a critical component in a basic nurse assistant training program (BNATP). Through the development of competency, the student will complete a process of personal development that is enriched with experience in the clinical setting. Clinical Instructors play a vital role in this process; they must carefully prepare training for an authentic student learning experience.



Step 1 Preparation



Step 2 Orientation



Step 3 Assignment and Learning Strategies

Step 4 Relationship with Students

Step 5 Evaluation



Preparation

What is the role of the Clinical Instructor? The clinical instructor selects and prepares learning experiences for the student, bridges the gap between theory and practice, monitors the student's work, and supports the student's personal development.

Instructors can facilitate learning experiences that would be impossible to recreate in a classroom setting.



Instructor's Preparation

1. Set clinical objectives.
2. Develop rubrics or instruments for observing the student's clinical performance.
3. Select appropriate learning experience(s) based on student's needs.
4. Identify the resident(s) students will care for, review care plan(s) and special needs required.
5. Meet with clinical site administration to discuss learning objectives and student opportunities.
6. Identify assessments and documentation the student will complete.



Orientation

Make sure to provide a thorough introduction to the unit where students will be working. This will help reduce stress, provide basic knowledge about staff, dining areas, equipment, supplies, rooms, garbage/linen procedures, and emergency codes/exits.

Provide a map of the unit and having students complete a "treasure hunt" to find items needed for resident care.

It is useful to set aside some time after students' complete orientation at a facility to allow students to discuss the experience, share their fears and talk about emotional responses. This is a good time to reinforce professionalism and expectations on the unit.



Assignments and Learning Strategies

Select the patient or resident, then assign the task based on the student's abilities. Two students can work together as a team. The goal is to have students' model professional behavior, develop technical and organizational skills. A team approach may help alleviate anxiety and help students improve communication skills. Changing partners during a clinical rotation is beneficial to foster teamwork along with student growth and development.



Facilitating Pre-Conference Learning Opportunities

Use the following as a guideline for creating pre-conference learning opportunities:

1. Outline clinical schedule.
2. Review resident diagnoses and pertinent observations to look for.
3. Identify any residents on transmission based precautions.
4. Set up teams and provide assignments.
5. Allow time for questions.
6. Review specific skill(s) based on student needs.



Evaluation

Clinical performance evaluations have two goals: to improve the quality of learning (formative assessment) and give the student a grade (summative assessment).

Creating a clinical assessment will reduce the observer's subjectivity and direct attention to parameters to evaluate performance. Consider including the following factors: events, behaviors, abilities, attitudes, and procedures.

The goal is to evaluate the student's performance in skills:

- Observing the student as he or she executes a given task (an evaluation of the process).
- Verifying the quality of the result (an evaluation of the product).



Relationships with Students

Create a Positive and Interactive Clinical Learning Environment:

1. Ask questions. This is an effective strategy for encouraging students to think about their clinical experience. The transfer of principles from one situation to another does not occur automatically, so asking questions can bring up ideas that would otherwise have remained hazy or unapplied.
2. Allow students to be creative. Give them choices on break time or topics of discussion for pre- and post-conference.
3. Provide a safe environment with mutual acceptance and respect.
4. Create an atmosphere of confidence in the student's abilities and in the instructor's desire to help the student.



Facilitating Post-Conference Learning Opportunities

Use the following as a guideline for creating post-conference learning opportunities:

1. Discuss student emotions and impression of care experience.
2. Provide support and understanding.
3. Ask about any issues with care; resident behaviors, technical or organizational problems, or specific concerns.
4. Review a required skill.
5. Direct student to useful resources.
6. Give direction in their clinical practice that was observed.



Conclusion

The Clinical education component of a BNATP accounts for at least 40 hours of teaching time. Instructors must be methodical and exercise great care to create student centered learning opportunities. Through instructor preparation, student orientation, diversified student assignments, respectful relationships with students, and constructive evaluation of student competency, a clinical instructor can create an authentic learning experience. Clinical education plays a key role in how students acquire the skills, knowledge, and attitudes to successfully work as Certified Nursing Assistant.



Reference

Phaneuf, M. P. (n.d.). Learning and teaching in clinical settings. [PDF file]. Retrieved from http://www.infiressources.ca/.../LEARNING_AND_TEACHING_IN_CLINICAL_SETTINGS.pdf