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Strength-based student-led presentations in clinical reflection seminars: An exemplary clinical group

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Objectives: The objective of this study is to apply strength-based theory in nursing clinical reflection seminars; to describe the process and overview of the strength-based student-led presentations in the seminars to assess the benefits of strength-based student-led presentations using a narrative survey at the end of semester.

Background/Rationale: Clinical reflection seminars play an important role in bridging the learning gaps and support students' learning experiences in clinics. However, some clinical reflection seminars lacked content, disconnected with their learning needs and were not efficiently run. Some students were bored, dissatisfied, and unwilling to come to reflection seminars. Based on the strength-based care theory, the activity of student-led presentation in clinical seminars were designed, implemented and evaluated in order to improve the learning and teaching experiences of clinical seminars.

Description/Overview: This learning activity was design by auhtor is based on teaching experiences and student need assessments. This learning activity includes six steps: Every student chose a meaningful topic based on their strengths, (b) negotiated within the group about their topic and others' learning needs, (c) prepared an evidence-based presentation, (d) used different approaches to deliver the presentation, (e) led the group to practice NCLEX questions related to the presentation, and finally (f) the group members credited the presenter by writing a thank-you card.

Evaluation/outcomes: Eight (100%) students in a clinical practicum group independently or collaboratively created and delivered seven presentations. All students have participated in the end of semester survey. Students were highly satisfied with this teaching activity. They stated that they obtained benefits by conducting their own presentations and participating in their peers' presentations. Students described this activity as relevant to practice, useful for providing care and NCLEX testing, opportunity to lead others, collective, interesting and empowering.

Biography

Zou P is currently working with professionals in Nursing, Nutrition Science, Traditional Chinese Medicine, Sociology, and Information Technology to further explore innovative and effective community interventions for chronic illness management. With working experiences in both China and Canada, and being fluent in both Chinese and English, she welcomes international and interdisciplinary collaboration. She is passionate on innovative nursing education. She used strengths-based theory and narrative inquiry in her curriculum development, classroom teaching and clinical reflection seminars.

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