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Healthcare and Nursing Exploration-Innovation begins: At school and clinical area of practice

This study crisscrosses the experiences with school and hospital exploration of the healthcare students. Look for to cognize the life ways of the nursing students, describe and analyze their experiences. Phenomenological description and interpretation to their experiences, related to teaching strategies experienced and their clinical area of exposure. It provides guidelines for the development of a more relevant school curriculum to meet the needs of the student at school. This will provide insight to the school administration offering innovative nursing education, and the importance of a base hospital where students sharpen their nursing skills. This study presents an ultimate view of my experiences and students' experiences with teaching strategies in school, hospital explorations, and innovations within nursing community. The value of the exploration rekindles on how the students felt with their experiences in school and hospital settings. For the academicians, this study introduces insights and inputs on how to nourish and explore experiential learning with our students particularly in the medical field. Finally, the study will give adrenalin to academicians and clinical instructors in doing in depth analysis of the concept and nursing practices associated with team teaching in the parlance of nursing education where the concept has been immersed, and their experienced to healthcare and nursing innovations. The findings of the study suggest to educators in understanding the experiences of student nurses and could be used as a frame of reference to assist them in formulating actual activities, organize, facilitate, and direct experiences that lead to a meaningful and lasting learning that will lead to a better exploration and innovation of nursing practice. The continuing experiences of the student nurses' in a variety of experiential learning strategies, is the effective means of acquiring necessary increasing knowledge, skills, attitude and values to become an excellent nurse practitioner.

Biography

James Malce Alo, OSHA is an Assistant Professor of Nursing. Alo was an accomplished Educator and Researcher in the field of Nursing, Education, Psychology and Psychiatry. He taught at the bachelors, masters, and doctoral levels of nursing education during the past 25 years. He is a Training and Development Specialist, have expertise in Industrial and Organizational behavior, medical and training professional with vast experiences and achievements, he is capable of delivering high levels of improvement to any organization he is a part of. He's a model of dedication in service and learning, remarkable ability to develop quality professional and trusting relationships at all levels. He is expert in the learning sciences, the area of specialization revolve around quality assurance processes, course validation, advanced and innovative approaches to course and curriculum design. An effective educator, communicator, trainer, researcher and educational administrator with a proven track record in creating value and difference for both client and establishment.

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