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Active learning: Integrating clinical into didactic instructions

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Active teaching and learning strategies that integrate clinical experiences into didactic instructions is a trending teaching strategy in nursing with positive impact on NCLEX and nursing practice. NCLEX is all about clinical and students need quality clinical experiences for successful NCLEX outcome. Competition for and lack of enough/adequate clinical sites result in students not obtaining the required amount and quality clinical experiences. Even the ones that go to clinical do not all have the same quality patient care experiences due to the varied opportunities and regulations in different healthcare settings. In addition, there are variations in the teaching philosophy and orientation of the individual clinical instructor. Integrating clinical into didactic instructions augment both classroom and clinical learning by providing unified evidence-based patient-centered instructions for optimal student outcomes. The proposed trending active teaching and learning model, involves technology-based, true-to-life, clinical and simulation experiences as well as in and out-of-class activities for an active, self-directed, student centered teaching and learning. In a 3-hour credit clinical course, trending active learning strategies planned to be integrated into our curriculum include the following: recording lecture to enable students prepare prior to coming to class, pre-class quiz to motivate accountability, one-hour participatory lecture discussion with case studies for active participation, and dividing students into small groups for small activities based on real life clinical experience disease process that aligns with class discussion. These activities completed within the next one-hour with 30 minutes debriefing makes the teaching/learning significantly more active and student-centered. In this way, students will be learning nursing by doing nursing activities.

Biography

Cordelia Obizoba is an Assistant Professor of Nursing at Bowie State University believes in transformative student-centered educational learning activities. Such activities enable the learner through active participation in his/her own learning to acquire adequate knowledge for lifelong learning and work experiences. She has presented at national and international conferences. Her research interests include assessment and evaluation of clinical competences. Denise Jarboe is a native Washingtonian with over 31 years of nursing experience. For over 25 years she practiced as a critical care nurse in a variety of settings, transitioning to academia in 2010. She has been working as an Assistant Professor of Nursing at Bowie State University. Striving to be a decisive visionary who can inspire and motivate students to the highest level of achievement possible, her primary objective as an educator is to help nursing students learn to integrate theoretical knowledge in clinical situations.

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