

INSTRUCTIONAL METHODS USED FOR EDUCATIONAL INITIATIVE

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Introduction:

Educational initiative or regular educational initiatives (REI) is a process or a thoughtful response towards the identified problems in the system of nursing practice used to educate and strengthen the academic and clinical training in nurses and physicians. The fundamental element of nursing curriculum of practice is the clinical learning where they experience various area of working and the requirements of a workforce and national boards of nursing education (Yen, Abidin, Mansor, Annamma & Hasan, 2017). The phases of transition in the life of a nursing student can be exciting but somehow the student may feel bounded in the stressful environment too, therefore, it is necessary to provide them with a good clinical environment. This would develop the nursing students with competency, organisational skills, confidence about to handle the patients and practical preparedness. The experiences the nursing student faces during their first clinical practice is daunting and their experiences when get exposed to care for the life of patients becomes overbearing for them. Most of the times, students get scared about harming the patients and thus making even small mistakes. Therefore, it is very important to make the first-year nursing students practically confident and this can be achieved by implicating some structurally based clinical teaching initiatives (CNI) (Yen, Abidin, Mansor, Annamma & Hasan, 2017).

Since in-effective training sessions plays an important role during the transition phases in nursing services therefore, this could be said that this is an evitable requirement of nursing training. This would then improve the quality of inpatients care. Therefore, the **learning objectives** of the report can be designed as **“To develop the undergraduate nursing students with competency, confidence, organizational skills, and some practical preparedness.** Other learning sub-objectives can be **‘To develop the students with first level of confidence so that they become self- motivated to perform their clinical practices by using clinical teaching initiatives (CNI)’** (Yen, 2017). For introducing the new strategies of teaching, the learner population who was targeted are the undergraduate nursing students who were at the level to start-up with their career in the clinical practice field and patient care. In the profession of a nursing care, the process of learning is very much changed in its contrast since it includes practices to be performed by the student in the live situations. For providing a safe, effective and patient-centred care to a patient, it is important for the nursing student to be first developed with

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the critical thinking that must be competent and skilful nursing practice. Therefore, it is the responsibility of nursing educators to provide and support in efficient and useful clinical instructions that will support the newly graduate nurses towards best learning of clinical educations and practical skills. For creating the educational environment for the students, it is therefore important for nurse educators and faculties to get obligated for creating such learning environment that will support the critical thinking, and the pattern that how students exactly learn. By this both the audience and teachers get benefitted (Sharma, 2017).

The educators are the person who utilises some instructional strategies while delivering the lecture or during their clinical practices. As the students belongs to the undergraduate level of thinking, they are only proficient in the theoretical concepts yet instead of skilled at the area of clinical practice therefore this arises the needs to develop the students with some of the competent skills, that they would need during their real practice. Therefore, the instructional strategy used here is the simulation strategy. Simulation is the strategy or an event which is made to resemble the real clinical practice situation. The method is used to teach theories, assessment, technology and clinical skills. Method amplifies the real medical situations along with some guided experiences that make the method interactive. Method usually involves practice on role plays, dummy-models, three-dimensional simulations like computerised models.

The students will be created with a virtual diseased scenario and practiced over the dummy models. The method is frequently used for demonstrating the critical care nursing, methods of medication and treatment and to educate the students about developing their skills and critical thinking in the field (Carol, 2014). Since the students were very basic about the concepts of critical thinking used while making decisions during clinical practices and also students gets over-pressured when it comes to dealing in the live situations of patients. They get very much scared about making mistakes and harming the patients therefore it is important for these students to raise their confident levels and organizational skills. Therefore, this method will initiate the change in their pattern of thinking (Abidin, 2017). While practising on the dummy and computerised models, the students will be developed with confidence since it will make them to be handy about the situations. At the very first they immediately make the decisions about the medical conditions the patients presented with in the hospital. Therefore, this will meet the objectives designed above. Moreover, the advantages will include the immersive and

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experimental learning, student satisfaction and confidence gets rises, patient safety, accessing the learning from the student's part and the cons of the method could be the ethical sensitivity, defective attitude of learners, cost and time factor and infrastructure (Keloth, Krishnan & Ubedulla, 2017).

There has been an evidence that the students in the nursing education finds simulation-based education to be highly useful, motivating and a realistic learning method. Various experiences have provided an insight to the simulation-based education in the context of nursing (Tjoflåt, Våga, & Søreide, 2017). The use of simulation strategy by the educators in the undergraduate nursing curriculum has gained a widespread popularity. Human patient simulators in classroom simulations are always good to work with students in a clinical patient situation while many some simulation programmes also revolves around the virtual environments (Walters, Potetz, & Fedesco, 2017).

- Educator has designed a simulation situation for a classroom with 32 students.
- A simulation scenario that has been created where Blood administration needed to be performed, where 36-year-old male who is suffering from multiple myeloma is on the chemotherapy is presented with the haemoglobin level of 6.7 g/dl where one unit of pRBCs has been ordered.
- All the small groups having 7 to 8 students each have been asked to administer the blood with the time stipulated of twenty to thirty minutes.
- The roles are thus been divided among the group where 2 nurses, 1 nursing assistant, 1 patient, 1 family member and 2-3 observers are involved.
- The expected interventions that is to be performed by the students are checking order, obtaining blood consent, assessing vitals, ensuring appropriate catheter size and also assessing the IV site.
- Delegation of the nurses and the assistant is also been observed when receiving blood from blood bank. It also includes checking of blood bag and visually inspecting blood.
- The process also includes discussing signs of blood reactions with the patient and also staying with the patient for first fifteen minutes.

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- The educator also made sure that each student in the group gets equal chance to participate in the simulation activity.
- The patients ask the questions to the nurse related to the consent, procedure time and procedure safety.
- The students that are acting as the family members can also ask the questions like why the patient is getting the blood administered, and also the details about the vitals (blood pressure, sugar) of the patient.
- The observers in the situations are too asked to analyse the situation by the educator and mention suggestions if any.
- Later, after the scenario enacted the educator aims at having a session of half an hour where a thorough discussion with all the students involved is made.

The objective of using the simulation design as one of the prominent instructional methods that could be employed for teaching the undergraduate nursing students includes stimulating competency, confidence, organizational skills, along with practical preparedness of these students. However, the sub-objective defined here, facilitates in defining a more succinct objective which is to develop first level of confidence in the students so that they could perform their clinical practice through self-motivation. Therefore, the effectiveness of the instructional method, that is simulation method can be tested or evaluated, to see if the objectives defined are met by testing the enhancement in the situational awareness and consciousness of the students as they encounter a real and complex clinical situation (Kelly, 2015). However, the effectiveness of simulation method could also be evaluated by designing assessment tools or tests that could assess the type and level of adherence to the information delivered (Foronda et al., 2013).

The following skills can be assessed by the nurse educator while delivering an effective instruction method that would be used for an educational process.

- The level and depth of experience that is possessed by the nurse.
- The level of commitment that is integrated while delivering information to student nurses, participating in the learning process.

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- The level of integrity.
- Ability to assess the participants or the students that are exposed to teaching process on the basis of their behavioural skills such as decision making and critical thinking skills.
- Ability to formulate a comprehensive yet succinct assessment tools so that the knowledge given could also be tested.
- The ability to deliver the information to the students in the most understandable and clear manner.
- The ability to be acceptable and patient while the students asks their queries.
- The ability to adopt as well as practice cultural competence
- The ability to design a comprehensive teaching session.
- Ability to demonstrate effective leadership skills.
- Ability to stimulate team-work among the nursing students.
- They should be flexible while addressing the learning needs of their students while they will deliver the content in a creative manner.
- They should also possess the ability to connect the various concepts that are learnt during the process (Foster et al., 2018; McDonald & Boulton, 2018). Therefore by using these strategies the educator will become more familiar.