Bottom of Form

**Which do you think is more important for nursing students, classroom learning or clinical learning? Explain your answer.**

Learning can take place in a multitude of ways. Whether in the classroom, clinical, online or even while working can one attain knowledge that will help further their skill set. Nursing is a profession that requires those involved to continually engage in learning clinical knowledge to apply to patient care. Nursing students need a base in which to gain clinical knowledge and develop skills. Classroom and clinical learning both are bot necessary in order to develop nurses ready to tackle the demands of the healthcare profession. For the purposes of this discussion, one of these modes of learning is more beneficial than the other. From the authors' perspective, clinical learning has been the most instrumental in terms of gaining clinical knowledge and skills. Classroom knowledge has built a foundation in terms of understanding diseases, nursing theory, and other essential information for the profession. However, clinical is where these concepts were actualized and practiced. Clinical learning can be self-guided and may not even need an instructor to facilitate (Gaberson, K. B., Oermann, M. H., & Shellenbarger, T. ,2015, p. 98). Ultimately, the learner preference is what helps develop them as a professional. Each individual is unique and one mode of learning may be more beneficial than the other.

**Review the theories of learning discussed in O’Connor Chapter 3. Select one of the theory types and explain how that theory may apply to clinical teaching and learning. Give an example that describes how you would plan a clinical learning situation that would reflect that theory type.**

            Developmental theories vary from subject and discipline. Some may deal with human experiences such as Piaget or Kohlberg’s moral reasoning. These theories take a step by step approach in which a milestone or thought process is achieved. In learning, steps must be taken in order for a new student to develop into a competent professional which can be of benefit to society. Benner’s model which uses the Dreyfus model of skill acquisition is one that can be applied to clinical learning by taking a step by step approach (O’connor,2006, p.41). Benner (1982) illustrates how a learner transitions from a novice to an expert trough a step by step process. For clinical learning, this can be applied by providing a clinical plan to students that begin from simple unit orientation to observation of a nurse, assisting with patient care, displaying knowledge and administrating medication, and finally being able to develop a care plan for a patient that includes interventions and actions required. Benner's theory can be a great tool to help instructors and students towards a shared goal of clinical development.

**Describe the relationship between cognitive, psychomotor, and affective learning in the clinical setting. Give an example that describes how you would incorporate this understanding in planning a clinical learning situation for your students.**

The three domains of learning have relevancy in the clinical setting and may all be applied at once. Psychomotor, cognitive and affective all are required from a nurse in order to navigate through the many challenges the profession present (Gaberson, K. B., Oermann, M. H., & Shellenbarger, T. ,2015, p. 33-40) From a nursing perspective, a nurse may have to give an infusion that they need to learn the effects prior to administration and demonstrates skills to do so while comforting the patient who may be anxious during the infusion because of the possible side effects. This clinical scenario requires all three domains to be congruent in a situation that may be stressful for the nurse. To transfer this to clinical, the instructor can challenge students to learn a common medication or infusion on the floor prior to clinical in order to have an understanding of the effects. If a nurse has a patient who requires the medication, then the instructor can pair students with that nurse to assist with administration such as gathering supplies or helping the nurse prepare the infusion. The student must verbalize to the nurse the steps needed for administration and educate the patient on side effects. Though this scenario is situational, it can address cognitive, psychomotor and affective domains of learning. Challenging students to address all these areas in one scenario perhaps can lead then to gain confidence and understanding of the dynamic nature of the nursing profession.

 References

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