



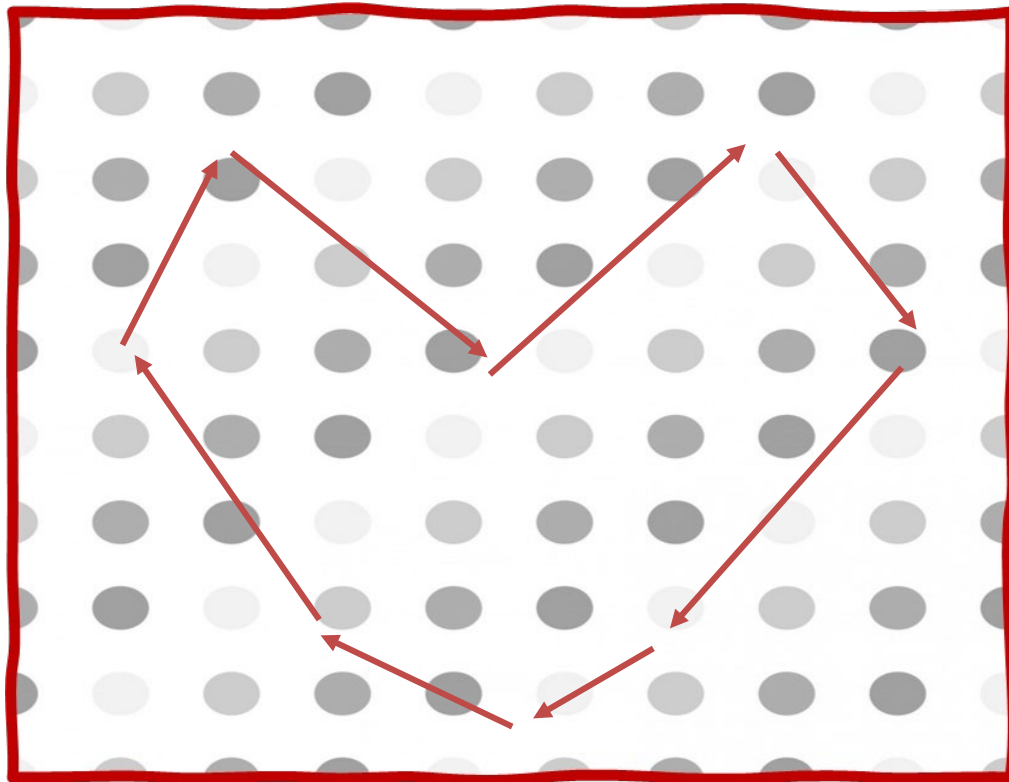
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INSTITUTE FOR EDUCATORS

Connecting the Dots in Clinical Learning Environments

Susan L. Bindon
UMSON



This track provides participants with ideas and strategies to help students develop clinical judgment skills in clinical learning environments.





Objectives

- Describe barriers to helping students apply classroom knowledge in the clinical setting
- Consider how reflection fits into clinical learning experiences
- Outline strategies to help build students' confidence in their thinking skills



Clinical faculty matters



Nurse Educator
@NEjournalonline



Following

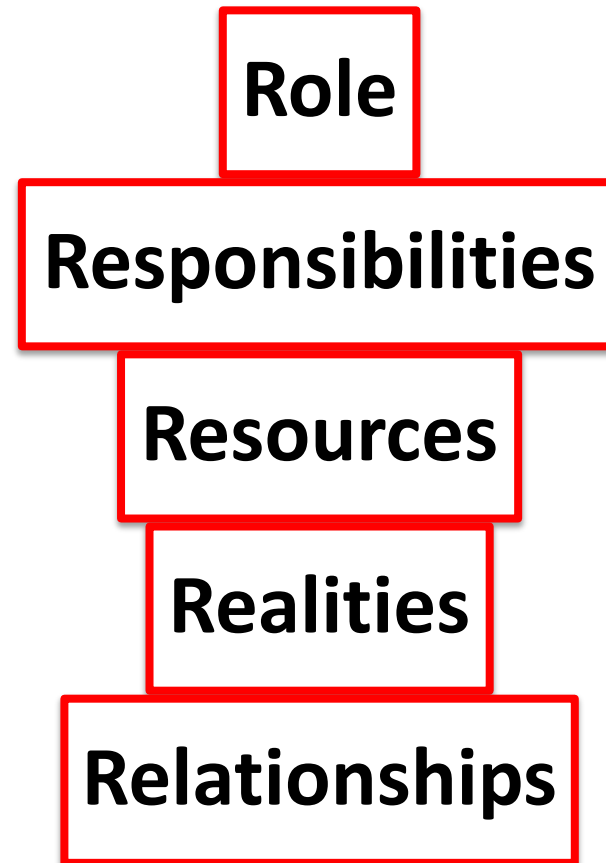
#FromtheEditor "Clinical **#NurseEducators**: thank you for guiding your students" Read more at: bit.ly/28NCEK0

"The role of the clinical teacher is demanding: balancing the needs of students and staff, keeping up-to-date with clinical knowledge and skills, and managing the time commitment in addition to other teaching and personal responsibilities. The best clinical teachers are enthusiastic, care about students and respect them, set high expectations and help students meet them, give prompt feedback and evaluate fairly, are role models, and are passionate about patient care and clinical teaching. To all clinical nurse educators: thank you for guiding students in the clinical setting, preparing them for the realities of practice, and helping them develop as professionals."

Tweet 6/21/16. Oermann, M. (2016). Reflections on clinical teaching in nursing. *Nurse Educator*, (41)4, p. 165



Clinical Faculty: The 5 Rs





A “radical transformation”

- Situated questioning helps diagnose and guide thinking
- Seeking a “sense of salience”: notable and significant
- Drill down to what learners know and don’t know
- Help recognize and analyze cues and make sense of them
- Connection between acquiring knowledge and *using* it

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*, John Wiley & Sons



Benefits

- Learning (via success *and* failure)
- Confidence
- Competence
- Progression
- Patient safety
- Role identity
- Professionalism



Challenges

- Too little time
- Unpredictable environment
- Patient/client availability
- Clinical group size
- KSA challenges
 - Fear, anxiety, preparedness, practice
- One way thinking
- Readiness
- The “Checklist”
- Connection to class, grade, exam





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The Swamp





Real-life Learning

- a *high, hard ground* where practitioners can make effective use of research-based theory and technique, and ... *a swampy lowland* where situations are confusing 'messes' incapable of technical resolution. The difficulty is that the problems of the high ground, however great their technical interest, are often relatively unimportant to clients and to the larger society, *while in the swamps are the problems of greatest human concern.*



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Clinical Teaching Sessions

Session A:

Questioning as a Strategy to Help Students Develop Clinical Judgment in Clinical Practice

- Susan Bindon, Fall 2021, 1-hour facilitated webinar

Session B:

Making the Most of Pre- and Post-Clinical Conferences

- TBD, Spring 2022, 1-hour facilitated webinar

Session C:

Working with Gen Z Learners in the Clinical Setting-TBD Spring 2022

- TBD, Spring 2022, 1-hour facilitated webinar



Save the Dates Clinical Faculty Workshop

JANUARY 2022						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



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