

Week 5: Collaboration Café

Experiential learning is a critical aspect of nursing academic education and professional development. A skills laboratory environment offers a safe context to facilitate experiential learning for both nursing students and registered nurses.

Revisit the case scenario you created for the previous week's Collaboration Café. Expand your scenario to address the following:

- Describe a skill with that the learners in the clinical environment are struggling to learn.
- Discuss how the nurse educator in the scenario creates an opportunity to enhance learning through a focused skills laboratory activity.
- Explain how the experiential learning activity in the skills laboratory will be carried out.
- How will this skills laboratory activity improve learning outcomes? Provide an example.
- How will this skills laboratory learning activity cultivate clinical decision-making skills? Provide an example.

Dr. Talley and class,

My previous scenario was concerning a nursing instructor undergraduate BSN nursing students in the simulation lab to strengthen their critical thinking thereby growing their clinical judgement. The instructor has used two instructional strategies to facilitate learning are learner outcomes and needs of patient in the clinical setting. The learner outcomes would consist of the use of the one or more of the

domains. The need of the patient helps the learner to assess what is priority for the patient. One skill that the students are struggling to learn are the assessment of breath sounds. The nurse educator has to make the environment conducive to learning. The instructor decides to place the students in pairs to assess each other's breath sounds. The instructor listens with the student with a teaching stethoscope to guide the student in listening to breath sounds. Each student will assume the role of a patient, with the student acting as a nurse. The instructor is utilizing the educational concept of transfer of learning so that the students will be able to confidentially assess breath sounds in the clinical setting. The students will switch partners to listen to different patients. Then the students will return to the computerized simulation module to assess all breath sounds. The students will also be provided with a reference sheet of how to assess breath sounds as well as with the skills checklist for a physical assessment. The instructor will also demonstrate deliberate practice to help the student gain confidence in performing the skill. Through repetitiveness of the performing the skill on various students the student will find ease in doing it and also be able to identify abnormal breath sounds from normal ones. . When highlighted course-required skills and concepts are offered to students, they have the advantage to verbalize, demonstrate, and apply clinical skills (Andrew & Baxter, 2019). Feedback, along with clinical reasoning will foster the development of clinical judgment.

Andrew, L. A., & Baxter, P. M. (2019). Incorporating Innovative Simulation Activities Into Campus Lab to Enhance Skill Competence and Critical Thinking of Second-Semester Associate Degree Nursing Students. *Nursing Education Perspectives*, 40(1), 58–59.