

Innovative Teaching Strategies in Nursing

Name

Institutional Affiliation

Course

Instructor

Date

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Nursing education entails both practical and theoretical training to help nursing students to adapt to their professional roles and responsibilities. Most students in nursing colleges can be referred to as adults. Their educational needs may differ with those of high school and elementary students. From this aspect, they require an educational model that aligns with adult needs (Elkin et al., 2016). The paper focuses on evaluating a group of learners. This activity focuses on providing a background for the development of suitable teaching strategies. Basing on this, the teaching strategies for the groups are opined to be helpful in teaching the QSEN Competency

The Chosen QSEN Competency

QSEN competencies focus on different aspects of healthcare. However, they help in improving the students' knowledge, skills, and attitudes towards their roles and responsibilities. The educator focuses on teaching learners about patient-centered care competency. This competency requires training students to understand that patients are at the center of healthcare practice. The education makes nursing students to base their decisions on the patients' preferences (Glickman et al., 2020). They are taught about different ways of enhancing coordinated care and respect to the patients. In terms of knowledge, the learning process will offer information on patient preferences, coordination, physical comfort, and involvement of families. In terms of skills, the students will be taught about different values and communication skills. Lastly, regarding attitude, the students will be taught about issues such as respect, kindness, and valuing of their expertise (Crabtree et al., 2016).

Evaluation of the Learning Group

The learning group consists of eight members with clinical experience of less than six months. The group is multicultural in nature, hence requires a sensitive approach when teaching the members. The members are between 22 and 26 years. In terms of gender, the group is mixed as it entails four female and 4 male members. However, all the members work in the same department, thus they have similar educational needs. However, the learners have different preferences for learning styles. About 3 members of the group prefer visual learning. It is also viewed that 2 members of the group prefer verbal learning. The remaining 3 members prefer aural learning. This shows that different teaching strategies may be required (Tun, 2019).

The group members are in an environment that fosters learning. The department is not much busy and does not have a lot of noise. Since all the members are in the department, they can consult with each other to improve their learning experience. Since the group members are adults, they are viewed to have a higher sense of direction and organization. They also have suitable experience to foster their learning experience. When goals are set, the group members will be more likely to focus on them. The members also have a high need of understanding the relevance of some information. Adults also tend to be practical. Therefore, they are more likely to be comfortable with education that improves their skills rather than their knowledge. They are open to modern techniques of health education (Tun, 2019).

Suitable Educational Strategies for the Group

Problem-Based Learning

This strategy is a strategy that enhances active learning of students. It provides case scenarios of different problems for the learners to gauge their skills in handling them. The approach focuses on improving students' critical thinking skills as well as enhancing their efficiency to meet their roles and responsibilities. Cumulative knowledge on actual problems is

enhanced using the approach. This approach aligns with the students' abilities as it does not require a lot of motivation. Moreover, it also aligns with the principle of self-direction in adults. By this, the students will be able to apply the approach with minimum supervision (Sharma, 2017).

Problem-handling approach is also observed to be efficient in handling students from different cultural backgrounds. Rather than communicating with them often, the instructor is able to provide assignments with minimum interactions. This aspect tends to reduce incidences of cultural bias. The approach is also flexible as it can align with the different learning strategies that the students have. For example, the educator may opt to utilize video or audio techniques in solving real-life problems. This approach may also be viewed to provide ready skills to improve the students skills in working in their department (Sharma, 2017).

E-Learning

E-learning is a web-based technique for teaching different types of learners. The approach is suitable in scenarios where the educator is far from the students. It involves the applications of aspects such as video-conferencing to provide education to students. This feature helps educators to demonstrate how different procedures may be applied. Tele-teaching is a form of e-learning that can help the students to interact well with the educator. The approach aligns with the learners' needs as it is student-oriented in nature. This helps learners to discover a lot of things regarding their required knowledge, skills, and attitudes (Leighton et al., 2018).

Since the students are all found in the same department, the e-learning strategy may provide experience of a classroom scenario. Therefore, the students may feel comfortable when attending the lessons. This method is also relevant to the students as it entails modern forms of health education. From this perspective, it provides a suitable background for applying

technological aspects when interacting with patients. E-learning also promotes the use of research as the students can use different applications to store different evidence-based information. Therefore, it is opined to improve the learners' skills in meeting the QSEN competency (Leighton et al., 2018).

Simulation

Simulation refers to a teaching strategy that focuses on depicting real situations with guided experiences. They are interactive in nature and attempt to provide authentic solutions to different problems. Some of the ways that this method can be applied is through the use of computer and video simulations. This approach is useful in teaching bout new concepts. It is also helpful in challenging adult learners to reduce their misconceptions. It is viewed to encourage higher-order learning, thus making students to develop critical thinking skills. These skills are useful for the students as they help them to find new ways of interacting with patients during care (Sharma, 2017).

Research shows that students who utilize this approach have higher chances of understanding their concepts that in traditional lecture. Therefore basing on their little clinical experience, the learners will improve their perception of their competence. During the preparation, the simulations will be tied to the process' goals. It will also utilize different supporting materials to improve the students' learning experience. The approach will align with the students' environment to ensure that the students are comfortable to attain better knowledge, skills, and attitudes regarding their competency requirements (Sharma, 2017).

Conclusion

Nursing education is an important aspect of healthcare practice. It provides knowledge and skills on how to handle different scenarios. This makes it easier for nursing students to align their skills to their roles and responsibilities in facilities. The paper shows that patient-centered care is an important competency for learners. Assessment of learners is viewed to help nursing educators to develop reliable strategies that meet the students' needs. The learning group is depicted to be diverse in nature. Its needs are shown to be met by problem-solving, e-learning, and simulation strategies.

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