Integrated Learning through Student Goal Development

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Methods

- Clinical Goals Initiative implemented March 2012. Goal Development explained to faculty, nurse mentors, and students.
- Students developed one clinical goal from each of the 3 learning domains for clinical weekly and shared them with nurse mentor and clinical faculty (See Figure 1 Goal Examples)
- Evaluation by students and faculty 6 weeks post implementation via Qualtrics™ survey

Results

- Additional student comments included: goals provided structure, guidance and focus to the clinical experience, increased ownership and responsibility, provided a more holistic approach to patient care, increased understanding of different facets of learning and increased organization.
- Additional faculty comments: provided a focus and guidance in planning their clinical experience, facilitated articulation of areas needing improvement, optimized learning opportunities and experiences and supported greater student engagement.

Conclusion / Implications

- The Clinical Goals Initiative resulted in increased student autonomy and self-direction for learning with broader, more holistic goal development
- Situated coaching in complex patient situations can be structured to promote student learning within the three areas for goal development
- Student, nurse mentor and staff communication and student learning is enhanced with goal development

References


Background

- Nursing Education is challenged by increasing complexity of nursing practice.
- Strategies and structures that better integrate students into the clinical practice setting are needed to bridge gap between didactic and clinical curriculum components.
- Development of effective relationships between student, faculty, nurse mentor, and institution are essential to provide a quality clinical experience and promote safe patient care.
- Benner et al. (2010) identify 3 broad areas for experiential and integrative student learning: (1) cognitive knowledge and science (2) clinical reasoning and practical skills (3) ethical comportment and relational formation.

Purpose

- Identify a mechanism to promote integrative learning between classroom theory and clinical practice
- Increase student accountability for learning
- Facilitate communication of student learning needs between student, nurse mentor, and clinical faculty

Figure 1: Example Goals

Figure 2: Student Evaluation of Goals Initiative

Figure 3: Faculty Evaluation of Goals Initiative