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SMT BAKUL TAMBAT INSTITUTE OF NURSING EDUCATION, KARVENAGAR.
BEST PRACTICES**

Title of the practice – 3

CURRICULUM FOR EXPERIENTIAL LEARNING

Title

Clinical learning or clinical practice is an imported aspect in nursing education, where students receive their firsthand experience in dealing with the patients/ clients system.

Objectives of this practice

- Demonstrate abilities of critical thinking and analysis by responding to the clinical situation
- Facilitate experience based teaching – learning by practicing and enhancing students professional skills.
- Contribute to generation new approaches of teaching in classroom and allow testing of this knowledge in clinical field.
- Develop self-confidence and proficiency in the student for independent practice.
- Develop models of collaborative, community and hospital based curriculum to enable students to have smooth transition in caring for both.

The Context

Clinical learning of skills is very important ground for a nursing student; here students are exposed to the actual situation under the guidance of the teacher to develop skill to deal with complex organizational system of hospital and the client system.

The Practice

- As per the curriculum students are sent to the clinical field along with a faculty as mentor at the ratio of one teacher for ten students.
- According to their level of learning they are gradually exposed from a simple to complex clinical and community situation and reality.

- Each area of clinical experience is earmarked with required assignment to be completed in the area prior to the clinical posting, the faculty/ mentor explains to the students the aim, objectives, duration and assignments required to be completed along with the evaluation scheme.
- Students are gradually weaned to perform independent activities under the supervision of the faculty.
- At the end of each clinical experience or posting the student and the mentor evaluate the student's positive strengths, weakness and challenges.

Evidence of success

Students are able to smoothly fit into the complex system of hospital services and community services under guidance.

They respond and learn effectively the skills required and are able to face crises in these areas with critical and analytical thinking.

Students are able to work in a group where there peer learning is facilitated.

Student and faculty relationship becomes meaningful and deep.

Effective collaboration with the hospital and community health personnel is achieved.

Problem encountered and resources needed

- There should always be the lesser teacher and student ratio; especially for the novice students the lesser teacher and student ratio is preferable.
- There are problems when the teacher/mentor/faculty proceeds on the long leave like maternity leave.
- It requires 30% surplus teachers/mentors to have smooth clinical learning experience.

Notes

- We require well experienced and committed faculty who are themselves proficient or excellent with clinical skill.
- Finance for salary of extra faculty required.