

NURS 461 - Community Health Nursing Clinical

Problem: I teach community health nursing clinical. Nursing students partake in a variety of hands on learning experiences throughout the clinical experience. At the end of each clinical day we have a post-clinical conference or discussion. Students share their experiences for the day and discuss their community health client. After the first couple of weeks, post-clinical discussion can become mundane. Students often start giving negative feedback on the post-clinical discussions.

Solution: I decided to utilize research and journal articles as a foundation for the post-clinical discussions. A different research article was provided each week. Article topics are based on the various community health nursing roles to help increase their knowledge base.

Previous post-clinical group discussions: Students would share their experiences for the day and discuss their community health client. Students could ask each other questions and were encouraged to provide feedback on the client's plan of care.

Revised post-clinical group discussion: I provided research or journal articles for students to read regarding a variety of community health nursing roles. Students would discuss the articles during the post-clinical conference. I would ask students questions and provide additional information about the topic. Students enjoyed the articles but had a hard time understanding what I wanted them to do.

Second revision to post-clinical group discussion: I decided to use the double entry journal assessment technique. The double entry journal assists students in preparing for the post-clinical discussion. The journals allow students to identify key points in the article and to reflect on the key points before coming to post-clinical discussions. The journals are not graded, however, written feedback is provided to each student.

Double Entry Journal

Description:

A double entry journal is a two-entry approach to note taking on assigned readings. In the first entry students note ideas and arguments that they find meaningful or controversial from the research article. In the second entry students explain why the passage was meaningful and how they would apply it in the community health setting. The double entry journal should be focused on a different research article each week.

Learning Objectives:

1. Engage in a dialogue with the research article.
2. Analyze ways the research fits with the community health nursing practice.

Procedure:

1. Select at least two passages from the assigned reading that are meaningful.
2. Divide the paper into two columns, research on the left and practice on the right.
3. In the left column, copy a short passage from the article. Be sure to cite the source, including page number.

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	say anything. This has made be conscious of what I (or other adults) say around children.
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