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Convention ID: 1003

Submitting author: Ms P H YEUNG

Post title: Advanced Practice Nurse, PYNEH, HKEC

Evaluation on a Paired-Up Teaching for the Junior Nursing Students in an Acute Hospital Setting in Hong Kong

Yeung PH (1), Wong SL (1),

Nursing Services Division, Pamela Youde Nethersole Eastern Hospital, Hong Kong

Keywords:

Competence

Paired-up practice in teaching

Junior Nursing Students

Introduction

Developing appropriate teaching mode to junior nursing students should be required special consideration. Most nursing students reflected that they were anxious during the initial clinical practice. An effective paired-up practice in teaching could diminish their anxiety level and become more familiar with the nursing practice so that their skill learning and confidence could be enhanced. Moreover, behavior modification on clinical skills and problem-solving skills could be developed. The paired-up practice in teaching included debriefing on daily nursing practice and reflective practice.

Objectives

To evaluate the effectiveness of paired-up practice in teaching

To enhance the clinical competency of nursing students

Methodology

Fourteen junior nursing students were divided to 2 groups. Their clinical placement period lasted from May to July 2017 for 12 weeks. They were arranged in pair and were assigned to care for two to three patients under clinical supervision by a clinical teacher. After daily clinical placement, group debriefing was conducted to enhance their clinical skills improvement. At the end of clinical placement, the effectiveness of paired-up practice in teaching was evaluated. The evaluation consisted of 6 items rating on 6-point Likert Scale from 1 'Strongly Disagree' to 6 'Strongly Agree'.

Result

Result: All 14 nursing students (response rate 100%) completed and returned the evaluations. The mean score ranged from 5.4 to 5.9. The nursing students unanimously agreed that they could learn from each other, alleviate workload, enhance communication skills and built up team spirit. The nursing students also stated the disadvantages of the pair-up practice in teaching including time consuming to wait for skill supervision and limitation to have broad-ranged skill learning.

Outcome:

The paired-up practice in teaching for junior nursing students significantly helped them to gain clinical experience and competence during the clinical placement.

Further improvement strategies such as increasing the ratio of teacher and students are required.