

Achieving student success in Nursing and Midwifery through Clinical Learning Tools

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Nursing and Midwifery students within Australia completing a Bachelor of Nursing or Bachelor of Midwifery/Bachelor of Nursing (Dual Degree) require successful completion of clinical practice placements. These placements are an integral part of entry-to-practice programs, comprising 50% of entry-to-practice nursing and midwifery programs. Students must complete clinical practice to register as a Nurse and/or Midwife. This research project aims to provide insight into the student experience of using clinical learning tools that can support them in successfully completing their clinical placement.

This student-centred project outlines an innovative and supportive learning process developed by Victoria University (VU) Nursing and Midwifery academics. The process was developed to support students who face challenges in applying technical (clinical skills) and non-technical skills (knowledge, communication, clinical reasoning, critical thinking) in providing person, and woman – centred care during their placement. The clinical learning tools that will be evaluated are a Plan of Professional Practice (PoPP) and an Action Plan of Professional Practice (APPP). The evaluation of these tools will highlight the impact on student outcomes, including a collaboration with the student, pass grades of clinical practice unit, ongoing course progression and timely course completion within the Block Model at VU.

The PoPP and the APPP have been designed to facilitate individual student learning support with a Registered Nurse or Midwife in a safe environment – the Self-Directed Learning (SDL) Lab; and the development of the student in preparation for their clinical practice experience. These tools are especially commenced when there has been an unsuccessful completion of placement or prolonged gap between clinical practice experience (> 6 months). There has been very little identified research that aligns with this type of individual support for students, especially when they have been unsuccessful in completing a clinical placement. Therefore, this is a unique educational initiative to support students in their learning and bridge the theory-practice gap in preparing students, ensuring timely progression within a block teaching approach.