Abstract.

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Abstract title: Evaluation of critical thinking, satisfaction with teaching and learning and preparation for clinical placement among Undergraduate Nursing and Nursing/Midwifery students.

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Victoria University Block Model® has been well established since its commencement in 2018 with reported positive impact on student outcomes. Nursing and Midwifery students are required to undertake between 640 to 1100hrs of clinical placement, depending on their degree and entry pathway and critical thinking skills is essential to them. Our study aimed to evaluate the impact of the VU Block Model® on students' critical thinking capacity.

Quantitative method with a descriptive design using validated questionnaire with 29 item five scale validated tool was used to survey Bachelor of Nursing (BN) and double degree of BN/BM students.

Response rate was about 13% (n=106) with demographics of mean age=27years. Multiple regression analysis on critical thinking items were tested against year level R^2=0.36, p=0.557, age resulted R^2=0.35, p=0.645 and enrolment category R^2=0.364, p=0.531. On teaching methods and material (n=58), majority responded 'strongly agreeing' or 'agreeing' (R^2=0.30, p=0.898). Similarly, on confidence in mastering content and skills, high proportion (average of 90%) responded as 'strongly agree' and 'agree' (R^2=0.127, p=0.573).

These interim results indicate no association between critical thinking development and the VU Block Model®. However, students reported very high satisfaction with the VU Block Model® learning method and their ability to retain content.