



PRACTICAL RETURN DEMONSTRATION: ENACTMENT NURSING STUDENTS DO, BELIEVED AND EXPERIENCED WILL PERK THEIR NURSING CARE

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ABSTRACT

This study explores nursing students experienced with practical return demonstration in the skills laboratory. Seek to understand the life ways of the nursing student, describing and analyze the experiences of the nurse student. Phenomenological description and interpretation to their experienced provide guidelines for the development of a more relevant school curriculum to meet the student needs in the school laboratory. This will provide insight to the school administration offering nursing education, school facilities the importance of sharpening their nursing skills. This study presents an ultimate view of my experiences and students' experiences with practical return demonstration in school laboratories. The value of the study sheds light on how the students felt with their experiences in school and laboratory settings. For the academicians, this study introduces insights and inputs on how to nourish experiential learning with our students particularly in the medical field. Finally, the study will give adrenalin to others in doing in depth analysis of the concept and practices associated with practical demonstration parallel to nursing education where the concept has been immersed. The findings of this study suggest that nursing students recognize the significance of practical return demonstration to prepare them most in the hospital. The continuing experiences of the student nurses' in a variety of experiential learning strategies, is the effective means of acquiring necessary increasing knowledge, skills, attitude and values to become an excellent nurse practitioner.

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INTRODUCTION

The phenomenology explored the student's experiences during their exposure with practical return demonstration. The effort to identify their experiential learning, their description to teaching strategies used by their clinical instructors, the values learned as students experienced providing nursing care to the clients, their experiences in the school, intention to nurse the patient, the outcomes, and relationship of experiential learning as students were exposed to the strategies used by their clinical instructors geared towards excellent clinical nursing practice.

RESEARCH METHOD

The study used the phenomenological approach (Hammersley, 1995). It was conducted in a community, college of nursing laboratory. It documents and describes instances of student experienced that were gathered through three and a half months of videotaped observation, photo documentation and fifteen unstructured interviews. Also, the students wrote weekly journals reflecting their clinical experiences. The research focused on the human experiences in the field of nursing education. The study has the target population of ninety-nine (99) but only fifteen (15) students were selected as co researchers.

They were subjected to sampling to get their feedback using informal interviews randomly. The reflections and observations were focused during their 3rd year level up to their 4th year level where their experiences and activities were documented. The observations were focused and based on the purpose formulated for the study. The student's activities and experiences were made during their exposures at school and laboratory.

RESULTS AND DISCUSSION

The study was to explore students experience during their exposure with practical return demonstration (Brandenburg, 2005). This is an effort to identify what are their experiential learning, their description, the values learned as students experienced providing nursing care to the clients, their experiences at school and hospital, intention to nurse the patient, the outcomes, and relationship of experiential learning as students were exposed to practical return demonstration.

What are the experiences of the student nurses practical return demonstration that constitutes experiential learning?

Practical Return Demonstration (PRD), as a result, the application of knowledge learned from the classroom discussion were executed at the students utmost performance; their understanding of the nursing care was fortified because of the demonstrations students experiencing; consequently, students confidence in delivering care to their patient improves; students believed that PRD developed their psychomotor skills as manifested by coordination when administering a particular procedure; it serves as advance training before they will be expose in the hospital area, and because of this the attributes of the student nurse was develop such as; organization, orderliness, prioritizing the needs of the patient through making a "Nursing Care Plan" for the client.

Regulation of the Fluid to Infuse for the Patient



Figure 1. Checking and regulating of the fluid to infuse

There is an improvement in their performance in the hospital once students were exposed to practical demonstration (Larsen, 2005). The Practical Return Demonstration (PRD) demonstrated by the clinical instructor on the procedure in nursing laboratory and followed up with return demonstration of the nursing students, then a greater understanding to the purpose and responsibility of a nurse why taking care of the patient is important. Experiential educators operate under the assumption that: educational goals can be effectively met by allowing the nature of learner's educational experience through practical return demonstration to let them assimilate and be

influence by the educational process and are generally aware that experiences alone are not inherently good for learning (Smith, 2001). Thus, experiential try to arrange sets of experiences which are conducive towards educational goals (Kolb, 1984). Students could apply things learned at school in real situation and able to exercise the procedure practice in the laboratory (Abraham, 2005). As the student progresses in understanding the interrelatedness of the many principles and skills needed to plan and provide nursing care, continued experience in a variety of health agencies, as appropriate, and is the means of effecting increasingly skillful performance.

What are the important outcomes of practical demonstration that changed student nurses' life direction?

The result shows, that the experience of the nursing student in the clinical laboratory is as essential to the learning process as classroom participation. The nursing student will be given an opportunity to apply classroom theory to as many client/patient situations and simulate as possible to enhance their skills in nursing care. The classroom is a setting where clinical instructors and students share the responsibility for creating an educational climate which fosters intellectual inquiry, critical thinking and creativity; facilitates the development of each person's potential; and reflects democratic values and ethical principles. Undergraduate nursing education is based upon studies in the arts, sciences and humanities and provides a foundation for continuing personal, professional and educational development. The baccalaureate program is designed to prepare a competent, self-directed, general practitioner of nursing who can assume increasing responsibility and leadership in the delivery of nursing care for individuals, families, groups, communities and societies. The students understanding in the interrelatedness of the many principles and skills needed to plan and provide nursing care were develop as students were exposed in actual clinical setting and apply what students learn from school. However, it is further observed by the students that once they experience every actual nursing procedure, they have learned additional knowledge aside from what they learn in school (Alo, 2005). It is implicated by the fact that while academic discussions perk up intellectuality, the personal interactions articulate emotionality, actual and personalize delivery of care fortify nursing skills and interrelatedness of practical return demonstration to basic nursing procedures through the use of simulations in the laboratory.

Conclusion

This study and its value of research method provide the means to study experiences of the nursing students. The results of this study suggest that nursing students recognize the significance of practical return demonstration towards excellent clinical nursing practice. The continuing experiences of the student nurses' in a variety of experiential learning strategy such as Practical Return Demonstration is the effective means of acquiring necessary increasing knowledge and psychomotor skills and values to become an excellent nurse practitioner.

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