

Reflection Journal 2

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NURS-592: Nursing Education Role Field Experience & Capstone

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Effective education is pertinent in nursing to prepare nurses or student nurses to meet the needs of patients, especially in the clinical setting. The NLN core competency that I completed this week was during the fulfillment of NURS 533 – Nurse Educator III Evaluation strategies. The NLN Nurse Educator Core Competency III uses assessment and evaluation strategies in student learning in classroom, laboratory, and clinical settings. The classroom that I attended was at my hospital's new employee orientation for newly hired nurses.

At St. Joseph's Medical Center, the education department does new employee orientations (NEO) every two weeks. Classes are conducted during NEO weeks to ensure newly hired nurses are well-oriented to the facility and to provide protocols that the newly hired nurses will encounter during their orientation in their respective units. The specific class that I attended was glycemic control with intravenous insulin drip using the hospital's protocol with Jontue Grado, my current mentor for NURS 533.

The strategies that I observed during the class were class discussions and group activities with case studies. Class discussions were conducted frequently for students to acknowledge the information and to determine if education was effective. Because there was a lot of information to be discussed about the variety of protocols that the hospital has, these discussions were valuable for the newly hired nurses. Jontue was expressive and emphasized a lot of key points in these discussions to ensure the engagement of the newly hired nurses, which was reciprocated with additional questions from these nurses. Jontue discussed her personal experiences as a Registered Nurse in an intensive care unit before she became an educator. I found these personal experiences to have an impact on the education experience in which shared experiences can help the learners and the educator connect and improve engagement. The next assessment strategy that Jontue used in her lecture was a group activity in which all the newly hired nurses had to

participate. This was to ensure that learned information was being used properly before they started their orientation on their respective units. A Case study was presented to them to practice glycemic control with the intravenous insulin drip by having hourly glucose checks, patient assessments, and rate adjustments per glycemic level. This exercise truly prompted the nurses to use their critical thinking skills and the information learned during the lecture due to the different challenges that were encountered.

I found this week very valuable to me as I will encounter developing a class for myself either in the classroom, laboratory, or clinical setting. I realized evaluating teaching effectiveness can be a challenge to educators as the role and responsibilities can be overwhelming. This is why I now value assessment and evaluation strategies in teaching-learning experiences; this is how students apply their education to new situations such as problem-solving, critical thinking, and most importantly clinical judgment before or during the hospital setting. I also find it valuable for any teaching strategy to be engaging to the students in efforts for full participation. A teaching strategy would not be effective at all if there were no learners engaged in the learning experience.