


**Reflection Journal 3**

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When creating an environment in the classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes, many factors play a role that affect student learning. I focused on the NLN Nurse Educator Core Competency this week was Competency I – Facilitate Learning. There are many experiences that I will be sharing in this reflective journal, and I will be discussing the achievement of my objectives during this week.

Integrating legal, ethical, and professional guidelines as standards for nursing practice, was achieved during my direct care hours at the unit where I work. I was able to facilitate the learning environment when educating patients about their medications and other interventions that we do on the unit. When questions arise during nursing interventions, the patient has the right to know what their plan of care is from the doctors and what we do as nurses to facilitate the plan of care. The American Nurses Association (ANA) has definitive standards of nursing practice that are comprised of three components: Professional standards of care define diagnostic, interventions, and evaluation competencies, professional performance standards identify role functions in direct care, consultation, and quality assurance, and specialty practice guidelines are protocols of care for specific populations (ANA, 2004). During my direct care experience, I upheld these standards as a support, staff, and charge nurse of my unit.

When assessing and developing students' clinical capabilities through constructive feedback and effective guidance to students, this objective was achieved during second-year student nurses who are doing their clinical rotations at St. Joseph's Medical Center. My mentor and I facilitated a learning environment during their clinical rotation while they were performing specific nursing tasks such as blood glucose checks, medication administration, vital signs, and EKG telemetry monitoring. I was tentative in producing questions for them concerning their

assigned patients and the meaning behind each nursing intervention that they are to perform during their rotations.

Most of the hours that I have been fulfilling were through participation in the Skills Day class that is conducted every Friday for both seasoned and newly hired nurses. The education department and I facilitate a learning environment by conducting classes in both classroom and clinical settings. The educational topics that are highlighted in the first half of Skills Day are lectures on High Flow Nasal Cannula diagnostic issues, Urinary Catheter protocols, and Fall Risk Safety and Mobility for nurses and patients. The second half of the Skills Day breaks up the nurses into five stations and they rotate every twenty minutes. These five stations are comprised of chest tube management, oropharyngeal and nasopharyngeal airway access, waste management, transfer techniques with equipment, and hands-on nursing equipment use. I conduct the hands-on nursing equipment use station in which I instruct nurses to perform a blood glucose check, intravenous insertion, and apply restraints on mannequins. Although these nurses may already know how to perform these tasks, I was to ensure that these nurses are competent in performing these tasks and to provide additional questions regarding these tasks.

As a result, these experiences have helped me understand the importance of facilitating a learning environment in the classroom, laboratory, and clinical setting. A positive learning environment can help students and nurses develop their professional roles and competencies to achieve a higher quality of patient care. Facilitating an environment for learning also helps improve critical thinking, clinical performance, and knowledge competence in all settings.

References

American Nurses Association. (2004). *Nursing: scope and standards of practice*. Washington, D.C.: Nursesbooks.org