

# 3<sup>rd</sup> SRFAC Townhall (Virtual) LIFE SUPPORT COURSE FOR NURSES: BEYOND COMPETENCY TRAINING

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# LIFE SUPPORT COURSE FOR NURSES: BEYOND COMPETENCY TRAINING

The Life Support Course for Nurses (LSCN) equips nurses with the resuscitation skills to be first responders in in-hospital cardiac arrests.

The aim of today's presentation is to focus on the importance of **deep learning** and **reflective learning** as key learning methodologies in the LSCN.



# Deep Learning and Reflection

- Instructors who have in-depth understanding of **learners' learning styles** and **approaches to learning** can improve learner's interest and maintain it; and accommodate to various learning approaches.
- Deep learning approach can **achieve desirable learning outcomes with the aid of reflection** as a strategy.
- Reflective capacities is required to promote **informed knowledgeable** and **safe practice**.
- Reflection has been influenced by developing awareness of instructors to **encourage their learners to become thoughtful individuals, being critical and innovative thinkers**.

# Deep Learning and Reflection

- Learners' approaches to learning are defined as **integrating both their processes and intentions**
- Learners usually adopt either a **1. Surface or 2. Deep learning approach**

**1. Surface learning approach** occurs when learners **focus on facts and particular details, they believed were important, they remember isolated facts and do not explore their actual meaning**

- Learners who adopt a surface learning approach are usually aware of fewer aspects of their learning situations.

# Deep Learning and Reflection

2. **Deep learning approach** occurs **when learners discover main facts and investigate how the facts relate to each other**

- The motivation associated with deep learning is to **understand ideas and seek meanings**
- It is integrative, self-reflective, experiential and self-assessing
- Develops mastery of learning goals which emphasizes the **importance of growth and learning as a process**
- Mastery of learning goals are relate to **effort and persistence** with challenging tasks

# Deep Learning and Reflection

Differences in Learning successes between deep and surface approach to learning:

- Contents learnt through **deep learning approach** will last longer in contrast with **surface learning approach**
- **Deep approach** reaches **deep level of understanding** whereas **surface approach** leads to **surface level of understanding**.
- LSCN instructors **should discourage surface learning and encourage deep learning**
  - learners seek meaning (**scientific rationales and clinical reasoning**)
  - be able to relate what they are learning in one area to another (**Trans setting**) &
  - to avoid rote learning which is not aimed at understanding

# Deep Learning and Reflection

## Reflection as a Learning Strategy

- Complex and deliberate process of thinking about and interpreting experience in order to learn from it
- There are **two types** of reflection:
  - 1. Reflection-in-action:** Process whereby the practitioner recognizes a new situation and **thinks it out while still acting**. It is believed that it is possible to improve an individual's ability to reflect in action
  - 2. Reflection-on-action: Retrospective contemplation of practice taken** to uncover the insights used in a particular situation. The reflective practitioner may speculate how the situation might have been handled differently and what other knowledge, skills and attitudes would have been helpful.

# LSCN Learning and Teaching Methodology

**Four-step process** that can guide reflection

**1. Identify an event** and ask **what had happened**

**2. Analyse and interpret** the event

- “Why did things happen this way, why did I act the way I did, how did the context affect the experience and how did past experiences affect the way I reacted?”

**3. Ask what they have learnt** from the incident, **how they can improve** and **how it might change their future thinking**

**4. Consider the implications** for their actions by querying what the take home message is and the likelihood of productive interactions and learning



# LSCN Learning and Teaching Methodology

- **Critical incident technique** has been influential in **promoting reflective practice**
  - Behaviours deemed to have been either **particularly beneficial, or particularly unbeneficial in each situation**
- Learners are **encouraged to record down description of events and their responses** to these events.
  - **Record down learning** that has occurred if they might have acted differently to the situation and or theory and research that might support that situation
  - **Journaling** can offer the **learner an opportunity to become participant observers** of their own learning.
  - Reflection through journaling is only superficial but is an **important first step for learners' learning to become reflective.**

# LSCN Programme

- Its is a 2 days programme
- **Prior attending to the 2 days programme, the nurse will be required to complete pre reading on 12 life support topics.**
- These readings are provided either via a **hardcopy training guide or presented via an electronic learning platform.**
- **Pre-recorded practicum videos depicting case-based scenarios or practical skill steps** are also included for the learner to conduct their self-directed learning prior to attending the programme.
- SFRAC algorithms are also provided for the learners.

# LSCN Programme

- On the first day of the programme:
  - **Pre course test** will be conducted prior at the start to allow the learner to sense their personal preparation and pre learnt knowledge (**Reflection**)
  - This pre course sensing, will **allow these learners to self-identify areas of weakness and work towards improving their knowledge and skills in these areas over the next 2 days** Instructor led lectures or self-directed electronic learning with instructor led case-based discussions depending on the training centre (**Deep Learning & Reflection**).
  - This learning will be **coupled with station based practical learning in 3 main stations** namely defibrillation, airway management and megacode (**Deep Learning**)
- On the second day of the programme:
  - programme begins with a **final theory test** before further group practice in the **3 main practical stations** (**Deep Learning**)
  - End of day 2, all learners will have **undergone practical assessment of all 3 practical stations** and deemed competent if they fulfil both the theory and practical assessment requirements.

# Implications for LSCN Instructors

- The **role of the instructor educator is essential to the process of developing the deep learning and reflective skills of their learners.**
- As facilitators of learning, they should adopt a **non-authoritarian approach.**
- Instructors should only **ask questions to generate discussion and challenge the learner to think in different ways.**
- Input from the educator should be in the form **constructive feedback.**
- **Reflection is frequently a new experience to learners and knowing that thoughts and feelings when sharing with the instructor can cause some degree of discomfort.**
- Therefore, the instructor should bring about a **sense of mutual trust which allows the learners to feel safe sharing their feelings and thoughts.**
- **In reflection, learners are often in a vulnerable position when they agonise, they will alienate their instructors by expressing their fears, questions, and thoughts, therefore as instructors, they ought to respond and treat learners' reflection with respect, sensitivity and consideration.**
- Educators advocate the need to **integrate theory and practice and develop a reflective approach to education to promote deep learning.**

# Conclusion

- There is a need to **seek new ways and methods of actively involving learners to promote deep learning.**
- **Reflection has the potential** to engage learners in a **dialogue between the theory presented in the classroom environment** and the realities of everyday practice.
- **Reflective sessions** also offer a means of facilitating learners to **develop problem solving, critical thinking skill and self-awareness.**
- **LSCN instructors can move beyond the teaching** of the theory and use reflection to enable learners to **develop clinical reasoning to amplify their impact on their practice and patient care**

# References

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A person is lying on their back, receiving a massage. Their back is exposed, and several white ECG electrodes are attached to it. A person's hands are visible, gently massaging the person's back. The scene is softly lit, and the overall tone is calm and therapeutic.

**Thank You**