

# LEARNING SUPPORT NEEDS OF FLEX BN STUDENTS WHEN ON CLINICAL



Marc Broadbent, Associate Professor Lorna Moxham, Dr Sandra Walker Associate Professor Trudy Dwyer and Teresa Sander

## SIGNIFICANCE

Clinical is often called the 'pinnacle' when it comes to nursing education. Clinical placement within a BN curriculum is necessary for students to be able to consolidate nursing theory, practice and learn new clinical skills and apply on campus learning to real life situations.

All BN curriculums in Australian universities have a component of clinical placements. Understanding learning needs during these times from the perspective of the student nurse is vital if their learning experience is to be effective and valuable.

## STUDY AIM

The aim of this research was to examine the learning support needs of BN students who study via flex mode and who were undertaking clinical placement. DVD was to enhance students'.

## STUDY DESIGN

The research used a comparative analytical framework to compare learning support needs of BN flex students when in the clinical environment. After receiving CQUniversity HREC approval a purposive sample (n=411) were invited to complete a forced choice questionnaire offered to them on-line. This allowed anonymous responses. Quantitative analysis was then performed using SPSS computer software.

## RESULTS

Learning support needs of BN students in the clinical setting reflect learning support needs in the on-campus setting. In order for students to maximise their learning experience it is desirable they have regular contact with their clinical facilitator. Students also require access to study and resource materials while they are on placement and that they have a clear understanding of what is expected of them prior to and during their clinical experience. Those who support students while on placement also require clear direction as to expected learning outcomes and assessment processes.

