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SYMPOSIUM

TOWARDS ACHIEVING UNIVERSAL
HEALTH COVERAGE IN AFRICA- CREATING
SYNERGIES AND CAPACITY THROUGH
EDUCATION, RESEARCH AND QUALITY
HEALTH SERVICES.

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UNIVERSITY OF
KWAZULU-NATALTM
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YAKWAZULU-NATALI



Towards Research Leadership

DRILL

Developing Research Leadership, Innovation and Knowledge in South Africa


INSPIRING GREATNESS

LEARNING FOR PRACTICE:: GRADUATE NURSES PERCEPTIONS ON A BSN PROGRAMME IN MALAWI.


INTRODUCTION

- Learning for practice
- Conceptual understanding.
- Stakeholder concerns and observations

Background

- Educational level (Aiken et al 2008)
 - Good teaching results to learning for optimal practice(Biggs & Tang , 2007)
 - Deep learning is a rational activity
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BACKGROUND

- Learning is an evolving form of increasing participation (Ailey et al 2015).
 - The perceptions are important for establishing reforms in BSN curriculum
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OBJECTIVE

The study explored the graduate nurses' perceptions on how their learning in the BSN programme empowered them for practice


METHODOLOGY

- Descriptive explanatory qualitative approach
- Part of a two phase sequential explanatory mixed method design

METHODOLOGY

- Analysed results of quantitative data guided the development of interview guide
 - Purposive intensity sampling (Patton, 2002)
 - 20 graduate nurse were interviewed
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METHODOLOGY

- Principal of saturation was observed
 - Content analysis guided the data analysis procedure, three major themes and eight subthemes emerged
 - Trustworthiness was ensured
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RESULTS

Theme one. Perceptions of own learning

The classroom encounters provided adequate teaching and learning experiences.

RESULTS

SUB-THEME1 : SELF- INVOLVEMENT

Participants were aware of the importance of their involvement in learning, but indicated that their involvement was minimal despite them knowing that it was beneficial as follows;

RESULTS

“ I feel that students must be given much time to learn on their own and also many assignments should be given so that they have much time on decision making in practice” (GN03)

RESULTS

“I feel if lecturing was done by one third of the teaching and student had done two third of the work it could have helped because students were going to learn more” (GN017).

RESULTS

Most participants asserted that involvement in their learning was an opportune time for meaningful learning because they were putting in more efforts.


RESULTS

Sub- theme 2: Equipped with knowledge

- Effective education enhances the acquisition of knowledge.
- The participants indicated that the BSN programme had enhanced their learning:

RESULTS

“After graduation I thought I was ready but then after I came to practice it was not as easy as I thought, the application of knowledge was not easy I realised I had lacked some confidence ” (GN07).



RESULTS

“As a newly qualified nurse in the clinical area I feel I had some knowledge and skills that I could have used in practice but the only challenge is that I was working alone without support” (GN16)

RESULTS

Sub-theme 3 : Relatedness in curriculum

- The curriculum structure influences the relatedness between curriculum elements and the quality of teaching and learning.
- The content was perceived to be excessive in the first two years and later became manageable

RESULTS

“I would say at times for example the time I was learning conditions in second year I felt the content was just too much. You would learn malaria, then a lot of new things again not related to malaria, so you would not know what you have learnt and you would end up memorizing things and not mastering them. So I think what I would say is that the way we were learning medical-surgical nursing subject content was just clustered together it was not empowering to me, it was not”(GN09).

RESULTS

THEME 2. Readiness to Professional roles in relation to:

- self-confidence
 - support
 - abilities
- 

RESULTS

Sub-theme 1: Dependency on authority figure

“At first I was consulting the matron before I could make decisions because I was not used to the setting and lacked self-confidence despite the knowledge and skills I had” (GN08).

RESULTS

The first two months I was consulting because I felt I needed experience than what I had at school. I would go to the pediatric ward to still consult because I felt I did not have the experience to deal with issues as we had less time at school so I needed at least three months to be on my own and make decisions”(GN09).

RESULTS

Sub-theme 2: Feeling overwhelmed

“I was confident but not very confident enough because I lacked other skills but I was also doing other work alone making decision but sometimes I could refer to the DHO asking for assistance” (GN12).

RESULTS

“The experience I got from ICU is that if people are saying that you cannot do this, you need to have self-confidence before you can try” (GN01).

RESULTS

Theme 3: Learning to think

Teaching that promotes thinking encourages a deep approach to learning.

RESULTS

SUB-THEME 1: NOT GOING BEYOND THE TEACHER

“Sometimes it was like downloading the information to students’; one could not go beyond the explanations, most of the times the knowledge was gained through lecturing method” (GN03).

RESULTS

Sub-theme 2: Resources struggle.

“There were no adequate resources we could struggle for books that time, if there is a book on the reserve shelf say may be only two for a number of students to circulate, it was a struggle I remember in third year when we were doing research there were only five computers. We were working overnight and it was a bad experience” (GN01).

RESULTS

- Sub-theme 3: Making sense of learning


What the participants described as constructing meaning from the leaning context to aid thinking

Only in a few courses the interactive approach was used in the teaching as the participants narrate;


“ I wish all courses would give information through this approach where students learn on their own” (GN012)

“I was able to integrate theoretical knowledge into practice” (GN07, 09).


DISCUSSIONS

- Classroom encounters had provided adequate learning despite lack of interactive strategies
 - BSN programme equipped learners with knowledge, is in line with Benner et al (2010)
 - Knowledge acquisition is essential for learner preconceptions and pre-perceptions
 - Evolution of thinking
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Discussions

- Learner activity leads to learner responsibility
 - Minimal learner involvement
 - Learning for practice results from learner activity
 - Reasoning, creativity, critical thinking
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DISCUSSIONS

- Relatedness of curriculum structure impacts on quality of learning
 - First two years there was a lot of memorization
 - Memorization influences retention of subject matter
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DISCUSSIONS

- How learners experience and understand subject content (Prosser, 2004).
 - Depending on authority figures
 - Feeling overwhelmed
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DISCUSSIONS

- Ross et al 2006 assert that learner efforts results in deep level processing
 - Poor relatedness in curriculum structure and minimal learner involvement
 - Learning for practice
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CONCLUSION

- Learning for practice demands;
- Good curriculum structure
- Learner involvement
- Development of confidence
- Development of thinking
- Going beyond the teacher
- Reforms in curriculum

CONCLUSION

THANK YOU
FOR YOUR ATTENTION

