

Student Evaluation of a Care Planning Conference as a Strategy to Improve Knowledge and Understanding of the Care Planning Process

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The emergence of the nursing process within the United Kingdom (UK) began in the 1970's. The concept of care planning was quickly adopted by nurse educators as a method of teaching the nursing process in theory. This adoption was much slower in practice, but eventually became the main way of documenting patient care. Recently there have been a number of challenges to this practice.

Care planning is the documentation of the nursing process. This includes a systematic and comprehensive assessment of the patient/client, identification of problems/nursing diagnosis, formulation of goals, a plan of evidence based practices to achieve the goals, implementation of the plan and finally evaluation. Today, the writing of the care plans appear to have been preserved as an educational task that some have debated has little in common to the realities of health care delivery. The formulation of a care plan, if done correctly should develop critical analysis and clinical reasoning; synthesis of nursing and medical knowledge and the application and enhancement of physical and behavioural sciences. All are core characteristics of a professional nurse.

The author and another colleague have developed a recurrent bi-annual Care Planning Conference for undergraduate student nurses in order to develop their knowledge and understanding of the care planning process. During the Conference students were exposed to a variety of scenarios and were facilitated to develop and present a nursing care plan. Students were asked to complete 2 evaluation forms both during and after the Conference. Evaluating the effectiveness of this process as an educational strategy has proved to be a positive one. Overwhelmingly, students agreed that participation at the conference had increased their understanding of care planning and that they felt more confident with using the process in clinical practice.

Biography

Marion Hinds (RN, DN, RNT, Diploma in Nursing Studies, MSc, PGCHE) is a Senior Lecturer in Adult Nursing at Middlesex University with a clinical background in Critical and High Dependency nursing practice. She is the Lead for a Year 3 Complex Needs of the Adult Patient module and also teaches on a number of other undergraduate and post graduate nursing modules. Marion is a Fellow of the Higher Education Academy. Her particular interests are in acute and complex patient care, student learning strategies and transcultural nursing practice.

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