

Student Perceptions of Innovative Teaching Methods Used in a Pediatric Nursing Clinical Course

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Abstract

The outbreak of Severe Acute Respiratory Syndrome (SARS) in 2003 forced faculty members and student nurses to temporarily leave hospitals. Consequently, innovative teaching activities mimicking various pediatric clinical situations were designed by pediatric faculty members. Each faculty member led a group of 7-8 students in a series of innovative teaching activities, including discussing case studies, designing activities for pediatric patients, and role playing in the simulation lab, with the activities lasting several weeks. This qualitative study aimed to understand how the students evaluated the innovative teaching methods and how these methods helped them achieve the objectives of the clinical practicum. A total of 12 students were interviewed, and the students exhibited both positive and negative responses to different activities. To summarize, innovative teaching activities may be considered an adjunct to clinical practice in the future. The results of this investigation can provide a reference for future course design.

Key words: Teaching method, learning activity, case study, simulation exercise

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