
UNIT 3 TEACHING-LEARNING METHODS

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3.0 OBJECTIVES

After reading this unit, you should be able to:

- explain different methods used for classroom teaching;
- discuss various methods used for Clinical Teaching; and
- follow the guidelines for selection of appropriate methods of teaching.

3.1 INTRODUCTION

Major objective of nursing education is to help students learn better and retain maximum. Nursing education like general education makes use of different methods of teaching suitable for different levels and groups of students. Since teaching of nursing include both theory and practical aspects, a variety of teaching methods are in classroom and clinical setting. The teaching stimulates and directs the learning of students. Teaching essentially helps students to acquire knowledge

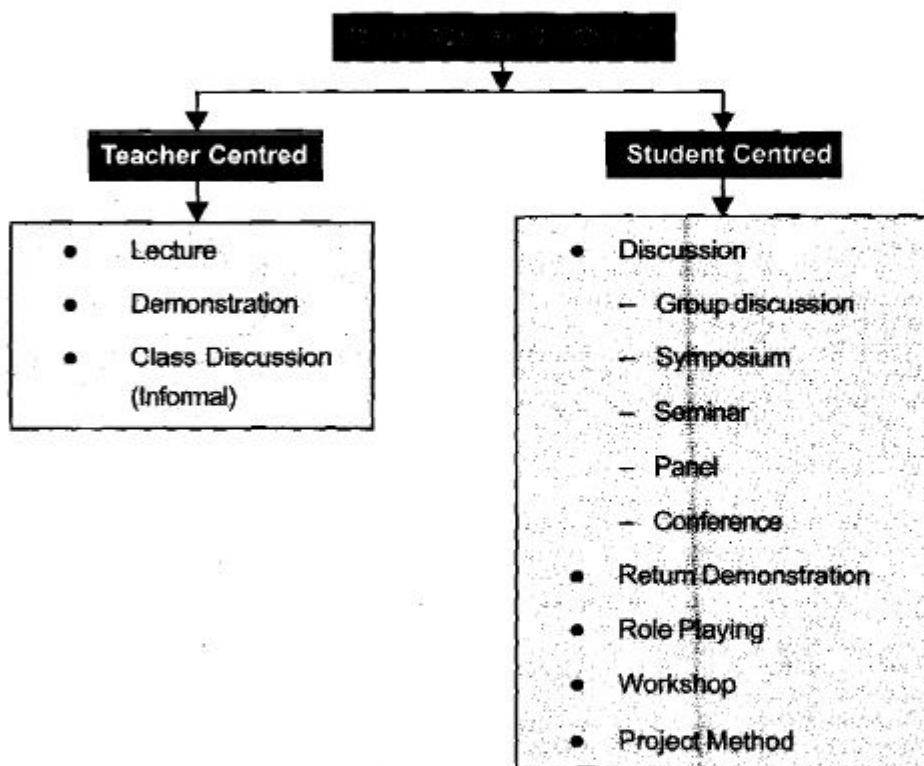
and understanding, develop skills, attitudes, values and appreciation leading to change in behaviour. The methods of teaching commonly in use can be grouped as teaching methods at the classroom setting and in the clinical setting.

3.2 TEACHING METHODS AT THE CLASSROOM SETTING

There are variety of teaching methods which can be used by the teacher for teaching theory and skills in the classroom setting. These are broadly classified as:

- i) teacher centred teaching methods.
- ii) Student centred teaching methods.

These are presented graphically underneath.



These methods are briefly discussed in the following sub-sections.

3.2.1 Lecture Method

Lecture method is one of the most commonly used method in teaching.

Definition

It is a method of teaching whereby the teacher attempts to explain facts, principles or relationship to help students to understand. The teacher is an active participant, the students are passive listener. The teacher talks more or less continuously to the class. The class listens, writes, and notes facts and the ideas for remembering and to think them over later. Usually the students do not converse with the teacher during lecture by the teacher. It is a one way method. A few questions may be asked by the students to clarify a point but no discussion is usually held. As used in teaching of nursing, it has however, many modifications.

- It is formal and narrative in nature;
- It presents a series of events or facts; or
- It explores problem.

It is the most dominating method today and is liked by majority of teachers.

Merits of the Lecture Methods

- It is economical; a single teacher can teach a large number of students at a time which is not possible by using other methods. It saves much time and the syllabus can be very easily covered within a limited time.
- It simplifies the work of the teacher. The teacher has to put much less efforts to prepare her lessons, and can develop the presentation according to her plan. She need not worry for demonstrating a procedure.
- It is useful for imparting factual information and drawing attention to its vital elements.
- It gives a feeling of security to the teacher.
- Interruptions and distractions are avoided.

Demerits of the Lecture Methods

- Provides very little opportunity for student activity, unless the teacher takes special care to make the class interesting.
- Does not facilitate learning of how to solve problem.
- Offers limited opportunities for checking learning progress, whether the students are attending and understanding all that the teacher is explaining.
- The interests, abilities, and intelligence of students are not taken care of.
- Does not allow individual pace of learning.
- Has low receptivity.
- The rate of imparting information by the teacher may be too fast for the learner to get necessary connection of thought.

Ways by which the Value of this Method can be Enhanced

- Avoid reading from the lecture notes word by word.
- Maintain eye to eye contact with the students so that their attention can be maintained, talking to the students.
- Prepare a good lesson plan with introductory remarks, main headings, sub-headings, figures and important data and concluding remarks.
- Use simple language. The vocabulary and language used should be understood by the students. The main points should be repeated in alternative language either during or immediately after the class.
- Present the topic in an organized manner to facilitate note taking by the students.
- Make effective use of audio-visual aids to improve communication of ideas.
- Make appropriate use of illustration and examples.
- Ensure fair presentation of different views and theories.
- Provide short breaks during the lecture period for asking thought provoking, stimulating, and problem solving questions.
- Leave time at the end for clarifications and questions.
- Relate teaching to community situations and ward situations where students are placed for their learning experiences.

Check Your Progress 1

1) Write down the advantages of lecture methods.

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2) Enumerate at least two demerits of lecture methods.

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3) What are the ways of improving lecture method of teaching? Name at least four ways by which you can improve lecture method.

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3.2.2 Discussion Method

Discussion method is one of the oldest methods of teaching-learning process used by Greek scholars and scholars from Nalanda University.

Meaning and Use of Discussion Method

Discussion method is a method of considering various facts about the topic under consideration; understanding of these facts by studying their relationships and drawing out conclusions of the facts and their relationship studied. This method stimulates students' thinking process to analyses and integrate facts and help in developing their abilities in presentation of their ideas and facts clearly and fluently.

A discussion method of teaching is a democratic method used:

- for teaching a particular subject,
- for supplementing a lecture,
- in connection with an observation visit or case presentation, and
- for sharing information.

Merits of Discussion

The merits of discussion method of teaching are stated underneath. It helps in:

- stimulating thinking process
- pooling of knowledge, ideas, and feelings of several persons
- analysis and integration of facts, ideas, and concepts.

- rationalization of facts and thus promotes intelligent learning.
- learning together, sharing responsibilities and interests.
- developing team spirit in teaching-learning process.
- discovering talented students.

Demerits of Discussion Method

- It requires more time and efforts of both teachers and students.
- It may involve unnecessary arguments.
- It may create emotional stress and unpleasant feelings.
- A few students may dominate in discussion.
- Discussion may go off the track.
- It is not suitable for all the topics.

General Principles for Organizing Discussion

- The objectives should be clearly defined and understood by all participants.
- The members of the group should come prepared; have a basic knowledge about the topic to be discussed.
- Leader (Chairman) needs to guide and coordinate the proceedings so that the discussion should be kept to the point.
- A recorder may be elected by the group to record the main points of discussion as it is going on. The points can be noted on the black board.
- Each one in the group should feel free to participate and a shy person should be encouraged to contribute.
- All points of view should be fairly considered.
- Discussions should be properly ended with a report, decision, recommendation, or summing up of the matters discussed.

Check Your Progress 2

1) What are the purposes of a discussion method?

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2) Write down two merits and two demerits of discussion method.

Merits

Demerits

Merits	Demerits
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3) Write down four principles to organize a discussion.

3.2.3 Forms of Discussion

The discussion can be classroom discussion, formal group discussion, discussion in term of symposium, panel, seminar and conference.

i) Classroom Discussion

This falls under the teacher centred method and you can see for yourself why it is so. This is an informal method of discussion with the class. If the class is not too large, sometimes the teacher may select a particular topic with the whole class participating as one group. In this situation the teacher acts as a leader, presents the topic guides and directs the discussion. At times, a student may take the role of a leader. The leader usually notes down the main points on the blackboard or may ask one of the students to do this. S/he also assists the group in summing up. This is a very useful method. If the students have prior knowledge of the subject and can serve as a learning experience for students on how to conduct discussions.

ii) Formal Group Discussion

Formal group discussion is comprised of small group discussion followed by large group discussion. It is desirable when the number of students is more or when it is desirable to discuss several aspects of a topic. To start with the discussion, the teacher may act as the chairman. S/he introduces the topic for discussion and explains the objectives of discussion. S/he helps the students get organized into 3 to 5 small groups. Each group selects a leader and a recorder. Each sub-group (small group) discusses the topic. The leader initiates, co-ordinates, and controls the group discussion. The recorder notes down the discussion points. The teacher acts as a facilitator and a resource person. S/he is available to assist groups as required. At the end of allotted time (not more than 30 minutes) all the groups reassemble as large group. The leader or the recorder of each small group presents the report; the teacher then leads the general discussion, clarifies points, and finally sums up.

iii) Symposium

The symposium is a form of discussion in which a systematic presentation of papers or speeches concerning a problem or various aspects of a problem/topic are done by two or more expert persons to an audience under the direction of a chairman followed by general discussion.

Purpose

The purpose of symposium is to investigate and understand the various aspects of problem. It is not from debating point of view.

The Technique of Symposium

The symposium needs to be planned and conducted carefully to be successful. It should be planned ahead of the time. The speakers should be those who have expertise in the subject for discussion. The experts and the audience should know the objectives of the symposium and the breadth of the topic to be discussed. The speaker should be given sufficient time to prepare their topic well. The teacher

needs to contact and meet the experts to make sure that the topic is covered from all aspects and that there are no lapses and overlapping.

The success of symposium depends:

- largely on the personnel involved
- the degree of preparation
- planning of programme ahead of time
- avoiding overlapping, repetition of material, covering different aspects of the topic.
- speakers as well each member of the group should know the objectives of the symposium and at what breadth it needs to be covered.

Method of Conducting the Symposium

The teacher or a student may function as a chairman. The chairman:

- Opens the symposium.
- Introduces the topic and the speakers and ensures that each speaker keeps to the time allotted.
- Also invites questions from the audience and directs the discussion after presentation of all the speeches.
- Finally sums up after all the speakers have spoken and closes the session.

Symposium method is more formal than a panel discussion and the participation from the audience may not always play a great part. The questions from the audience if any may be addressed to the chairperson, who may refer these to the relevant speaker.

Advantages

The symposium is comprised of set of prepared speeches followed by general group discussion. The procedure is thus like straight lecture forum but because the speeches are by several experts and are followed by group discussion, it has the following advantages:

- In depth and broader coverage of the topic by several experts.
- Provides broader scope for general group discussion because of wider coverage of the topic.
- Greater feed back and contribution from the audience because the topic is presented from several point of views.
- Since the speeches are prepared before so there is greater and better organisation.

Considering the advantages, symposium method of discussion is widely used by professional groups, associations, political bodies, in colleges, and universities.

Disadvantages

The main disadvantages of the symposium are:

- Limited time (15- 20 minutes) to present the topic.
- The audience participation is also limited because of the time factor.
- The method as such consumes lots of time in preparation and conduct of symposium which delimits its utility as a method of teaching in schools and colleges.

iv) Seminar

Seminar as a method of group discussion is similar in many ways to symposium. It is usually used with students in the colleges and universities. It can also be used for higher level students in the schools.

Purpose

The purpose of seminar is to provide opportunity to students to actively participate in finding answers to questions or solution to problems using scientific approach of doing analysis and synthesis of facts observed.

The Technique Used for Seminar

In this method, the class as a whole or in several groups or individual students selects problems and systematically applies the steps of problem solving. In the process, students do lots of literature search and collect facts from primary source when necessary and feasible. The facts are compiled, analyzed, and critically evaluated and summarized under the close supervision and guidance of teacher. The periodic reports and discussions are held at various phases of problem solving to share the experience and do critical evaluation under the control and direction of the chairman. The chairman usually is the student. The role of the chairman is the same as that of a chairman of symposium. But the teacher needs to lead and control the discussion. She should encourage all students to participate in discussion.

The effectiveness of seminar would depend upon selection and preparation of the topic. The teacher needs to help the students to select, plan and organize, prepare and collect data, analyses and report to the group as students.

Advantages

Seminar has the following advantages:

- It gives training in self learning.
- It promotes independent thinking.
- It promotes team spirit and co-operative attitude.

Disadvantages

- The main disadvantage like in symposium, it consumes considerable time on the part of students and teacher in planning, organizing, preparing etc; for investigations, library search, analysis, and presentation etc; and thus can be used for selected problem areas.

v) The Panel Discussion

Definition

The panel discussion method of teaching is a method in which four to six or eight persons or students discuss assigned topic/issue/problem creatively among themselves in front of an audience which may be too large.

Purpose

The purpose of the panel is to make use of small group discussion for the benefit of a larger group.

The Technique of Panel

The panel usually consists of four to eight experts or students who have prepared the topic in advance, a chairperson, and the audience. The panelists need to be seated on a platform/stage around the tables arranged in semicircle so as to be seen by the entire audience. The chairman is seated in the middle. The chairman:

- Opens the discussion by introducing the members and the topic. She/he then invites the first member to speak.
- Co-ordinates the discussion and makes sure that discussion is carried on in a conversational way and that each member keeps to the point of discussion.
- May clarify an issue or misconception and may also introduce another thought so that the subject is fully covered.
- Then summarizes the main points presented by the speakers.
- Invites the audience to contribute and ask questions.
- Finally sums up the discussion.

Advantages of Panel Discussion

- Different points of views on the subject are presented by the experts.
- The quick exchange of facts, opinions, plans etc., help develop critical attitude and better judgement.
- Students learn to discuss a topic in conversational form in a small group in front of the large group.

Disadvantages

- Like symposium and seminar method, panel method also requires more time in planning, organizing, and presentation and thus can be used as supplementary devices for teaching selected topics.
- The discussion may be vague, superficial if the panel members lack mastery or if they are casual in their approach.

The effectiveness of the method would depend upon:

- The competency and preparation of panel members.
- The competency and leading abilities of the chairman.
- Planning, organizing, and conduct of panel discussion.

vi) **Conference**

Conference as a method of teaching is some what similar to class discussion but the number of students is more limited. Usually the teacher assigns large class into small conference groups, in order to provide opportunities for discussion usually after the formal lecture or to deal with a selected problem/situation. The method is also used before and after an observation visit, i.e., as pre-visit conference and post-visit conference respectively. The lecturer may involve other teachers to lead the conference groups. S/he needs to explain the objectives of the conference to all the teachers involved and function as a team.

Purpose

The purpose is to offer students those learning experiences which the teacher cannot provide through lecture or otherwise.

Merits

- It supplements the lecture by asking questions, clarifying doubts/queries, doing exercises, testing individual learning etc.
- It provides opportunity to direct and guide individual students, assist slow learner/the learner with special interest/the bright learner etc.

The conference method has no demerits as such except that it requires considerable time and efforts on the part of teacher to plan, organize and conduct conference session to make them successful.

Check Your Progress 3

1) List the forms of discussion methods.

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2) State the purpose of seminar and panel discussion.

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3.2.4 Demonstration Method

The most effective method for the development of skills is demonstration method.

1) Definition and Meaning

Demonstration is defined as a method of teaching by exhibition and explanation. It implies presentation of organized series of events or equipments to a group of students for their observation. Salient features, utility, efficiency of each article, each step of a procedure, experiment are explained. It is more than laboratory work. It is a combination of lecture and laboratory work. The teacher makes the use of classroom and demonstration table/area in the classroom to teach and demonstrate. Some part of the teaching is done before demonstration, some during demonstration, and some after demonstration to explain the purposes, articles used, underlying principles, and termination of procedure etc. The students may or may not be involved while demonstrations are done by the teacher. Students usually make observation, listen and write down notes. Often this method is referred as lecture-demonstration or demonstration-lecture. In this method theory and practice go hand in hand. This method is the most commonly used method in teaching of nursing subjects.

After demonstration by the teacher, return demonstration followed by practice sessions under supervision, are done by the students to ensure efficiency in development of skills.

2) Purposes

The Demonstration method of teaching can be used to serve the following purposes:

- To demonstrate experiments in the science class.
- To demonstrate nursing procedure in the classroom and clinical settings.
- To demonstrate the skill in patients and family members to learn how to take care of themselves.
- To demonstrate establishing effective nurse patient relationship.

3) Advantages

Demonstration Method:

- Activates several senses – provides better learning opportunity.
- Provides opportunities for developing observational skills.
- Clarifies the underlying principles by demonstrating the “Why” of a step/ procedure.
- Commands interest by use of concrete illustration.
- Helps to correlate theory with practice.
- In teaching of nursing, gives the teacher an opportunity to evaluate the students’ knowledge of a procedure skill and to determine if re-teaching is necessary.
- Serves as strong motivational force. The student has the opportunity to gain knowledge and apply it immediately.

4) Limitations

- Not useful if students are inattentive.
- Teacher may be tempted to waste time in exploration.
- Students may blindly follow the laboratory manual or the procedure sheets.
- Discussion may not be encouraged.

5) Components of Demonstration

Teacher	Learners	Lesson	Equipment/Material
1	2	3	4
Plans, performs, evaluates, can be demonstrator herself or can help.	Observe, imitate (Mentally) Understand, and Do themselves, apply later in classroom laboratory, hospital ward clinics, OPD, community health field.	Experiment Procedure 'Activity' Skill Process	For Explanation Use black board, charts, diagrams, pictures, slides, transparencies, film strips, video recording, audio cassettes For Demonstration Specimens, objects, Models, Films, Equipment, mock set ups, simulation etc.

6) Steps for a Successful Demonstration**i) *Planning and Preparation***

- Determine goals and objectives.
- Review knowledge/theory
- Assemble equipment.
- Do rehearsal.
- Outline the steps.
- Arrange for adequate lighting, ventilation, seating/standing space.
- Plan seating arrangements and for return demonstration.
- Use handouts, pictures after demonstration.
- Plan and rehearse prior to actual demonstration.
- Check to see that equipments for demonstration are functional.
- While having mock patient for demonstration ensure her safety and comfort.

ii) *Performance Phase*

- Set the tone for good communication.
- Check and keep articles handy and in an orderly manner.
- Keep the demonstration simple.
- Do not deviate from the main topic.
- Check and see that all can see and hear.
- Ask questions to get feedback that the students are following or have understood.
- Pace the steps, explanation and comments.
- Summarize as you proceed and provide a concluding summary.
- Demonstrate termination of procedure.
- Provide opportunity to ensure prompt practice.
- Develop good observation habits and accurate reporting skills.
- Provide opportunity for application, insight, reasoning – to be used in future situations.

iii) *Evaluate Teaching-Learning*

- Through discussion
- Giving tests
- Taking return demonstration

iv) *Key Points*

- Planning
- Telling

- Explaining
- Showing
- Doing
- Terminating
- Recording
- Taking feed back

Check Your Progress 4

1) Define a demonstration method of teaching?

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2) Mention four advantages of demonstration method.

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3) List the methods of evaluating the teaching-learning process in demonstration method.

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- ii)
- iii)

3.2.5 Role Play Method

The role play is a another student centred method of teaching. Roles are enacted in clearly defined social situations.

1) Definition and Meaning

“Role play is defined as the spontaneous acting of roles in the context of clearly defined social situation(s) by two or more persons for subsequent discussions by the whole class”. The role play is the medium to express one's opinion and feelings about certain social situation, what people can think, feel and why do they behave and what can be done to handle the situations through presentation and discussion in the group. This method thus, can generate data about human behaviour and human relations which are not available by traditional methods. For example, student can do role play on nursing procedure, interpersonal relationships and problems, social issues like large family, infertility problems, drug abuse, gender sensitivity etc; guidance and counselling, interview technique etc.

This method permits teachers to evaluate their understanding of such issues and related concepts. This method is enjoyed both by the teachers and students.

2) Advantages

- Develops skill in leadership, interviewing and social interaction, e.g., how to lead a discussion, how to be a member of team responsible for patient care.
- Provides an opportunity for the student to put herself in another's place and to become more sensitive to another's feelings.
- Develops skills in group problem – solving. It helps the student in identifying critical issues and to come to neutral agreement.
- Develops the ability to observe and analyse situations, e.g., the problem of mothers not bringing the children for immunization, care of the child with diarrhea etc.
- Gives an opportunity to the student to practice selected behaviour in a real life situation without the stress of making a mistake.

3) Procedure

There are three phases of the role play. These are (i) planning and pre-discussion, (ii) presentation (role playing), and (iii) post discussion and evaluation. The steps are as under:

Planning and Pre-discussion

- Define the specific problem and establish the situation (writing out the scene/ script).
- Ask the students to volunteer for acting in the role of the different characters.

Presentation

- Brief the actors and spectators and then make them stage the situation. Continue until enough has been acted out to make the desired discussion possible.

Post Discussion and Evaluation

- Analyse and discuss the behaviour of actors.
- Clarify mistakes and misconceptions.
- Add new relevant point(s) to the subject matter.
- Sum up the role play theme.

A point is to be noted when role playing is used as a method of teaching, i.e., the play itself should be brief with most of the time spent on the subsequent discussion. Encourage the students watching the role play to take the notes during the performance in order to have fruitful discussion later.

Check Your Progress 5

Write a paragraph on "Role Play"

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3.2.6 Project Method

The project method of teaching is one of the modern methods of teaching in which the curriculum content is considered from child's point of view and is related to his needs and interest in the context of real life situations. It implies that activities in the schools need to be closely connected with the child's daily life and needs. This method is the outcome of the Pragmatic Educational philosophy of John Dewey, the noted American Philosopher-cum-Educationist. This philosophy believes in providing different kinds of rich experiences to children. This method was developed by Dr. William. H. Kilpatrick.

1) Definition and Meaning

Various definitions have been given by various educators. Some of these are reproduced here to understand the complete meaning of project method.

According to:

- **Good:** A project is a significant, practical unit of activity having educational value and aimed at one or more definite goals of understanding, involves investigating and solutions of problems and frequent by the use and manipulation of physical material, planned and carried to completion by pupils and teachers in a natural real life manner.
- **Kilpatrick William:** Develop project as a project is a whole hearted purposeful activity proceeding in a social environment.
- **Stevenson:** A project is a problematic act carried to completion in its natural setting.
- **Tomas and Lings:** Project is a voluntary undertaking which involves constructive efforts or thought and eventuates into subjective results.

From these definitions the following meaning of the project method is evolved:

The project may be described as any unit of purposeful experience in which the dominating force is an inner urge that fixes the aim or objective of the action and guides its process to completion.

2) Characteristics of Project

The above mentioned definitions have evolved the following characteristics. A Project is:

- i) Problem centred activity.
- ii) Purposeful, natural, and life like activity to attain goals.
- iii) Whole hearted activity which results in concrete and positive results.
- iv) Directed and planned by the student.
- v) Practical in nature with emphasis on a single and complete unit of purposeful activity (both physical and intellectual).

3) Types of Projects

There are three types of projects based on the purposes and the objectives of learning experience.

- i) Projects involving production of some physical or material product. For example, preparing a model of coronary care unit (CCU).
- ii) Projects involving acquisition of some ability, e.g., learning to organize and conduct maternal and clinical health clinic.

- iii) Intellectual or problem – projects, e.g., a project to deal with non compliance of immunization of children.

The project can be carried out by individual student, solved individually by each member of a group or dealt by a group of students or the class as a whole. The project method of teaching-learning is one of the popular methods in nursing. Certain topics in various subjects are covered through project method either individually or in group.

4) Merits of the Project Method

Some of the merits of the project method are:

- i) It arouses and maintains the interests of students.
- ii) It gives students freedom of thought and action.
- iii) Clearly and tangibly defined objectives help students what is to be done, what progress is being made, how well it is being done, and when it is finished.
- iv) It provides for individual differences, individual student to evaluate one's own finished product.
- v) It provides opportunity for developing intellectual as well as doing abilities.
- vi) Group project help develop co-operative spirits, community feeling etc.

5) Demerits and Limitations

Some of the demerits and limitations include:

- i) Poor selection of project. It may be either too ambitious that it is beyond the capacity of students or too simple that it lacks educational value.
- ii) Over consumption of time. Rigid time table may not be followed. Thus, it upsets the time table.
- iii) Material may be costly, may not be available.
- iv) Over individualism and under development of co-operation and group responsibility when too much emphasizes is put on individual projects.
- vi) Some students may remain in the background and may take very little responsibility and do very little work.
- vi) Subject matter may not be organized properly when the whole course is planned on a project basis.
- vii) Difficult to cover the prescribed course.
- viii) Beyond the reach of ordinary school which does not have proper resources in terms of library, equipments, supplies, space, trained teachers etc.

6) Steps involved in a Project

i) *Choosing and Purposing*

The students need to choose the project themselves to satisfy their definite needs or purposes. There should not be any kind of hurry in selecting a project by the students. Sufficient time should be spent on discussion of alternative situations selected by the students. The teacher can also provide and high light situations to students. The teacher needs to guide students in making democratic decisions so that at the end they should feel that it is their choice and it would serve their purpose.

The following points are considered in selection of a project:

- a) It is purposeful and has definite educational value.
- b) It is challenging but within the range of students ability.
- c) It requires reasonable amount of effort.
- d) Resources are available and within economical means.
- e) Required time is available on the time table.

ii) **Planning**

Planning is concerned with working out detail procedure of doing the project. Planning should be done by the students under the guidance of teacher. The teacher can provide the guidelines to the students. The plan proposed by the students need to be presented, discussed and finalized in the class room.

iii) **Execution**

This is a very important and interesting step of project teaching as it provides opportunities for the students to do the activities in which they are interested and capable and learn various useful experiences. The students may collect verbal information, go through record, read literature, look up maps, take measurements, do investigations, make observations, visit markets, village, health centre, hospital etc, and visit agriculture land, interact with people, and many such other activities.

The teacher needs to give guidance to students so that they don't get astrayed and use their time usefully.

iv) **Recording**

It is very important and essential to maintain a complete record of project work from its proposal to completion. The project book needs to be maintained by each student. It should provide comprehensive picture of the entire project which include procedure of choosing and purposing of project, preparing plan proposal, executing difficulties felt, outcomes of project work and its practical values etc.

v) **Evaluation**

Evaluation of the whole project work experience needs to be done against preset standards. The standards should be worked out by the teacher along with the students.

The students should be allowed to do self evaluation. This would help learn constructive criticism of their own work, identify mistakes and take actions for improvement. The evaluation can also be done by the teacher and give feedback to make improvement. She/he should also review the ideas, facts and principles etc. which are learnt by the students from the experience.

Check Your Progress 6

- 1) What is a project?

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2) List three characteristics of project work.

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3) List three types of projects.

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4) Give three merits of project work.

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5) List three demerits of project work.

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6) Write steps involved in a project.

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3.2.7 Simulated Method of Teaching

1) Meaning of Simulation

Simulation may be described as an artificial condition (situation) resembling the real and is used for teaching and learning various skills before these are performed in actual situation correctly. In nursing, there are a variety of skills which are learnt on dummy (imitation of human) or mannequin before these are performed on

human being. It follows all the characteristics and principles of demonstration method of teaching in live setting.

2) Merits of Simulation

- i) It builds up confidence.
- ii) It enables to learn directly from experience.
- iii) It provides feed back to the learners on the consequences of actions and decision made.
- iv) It promotes critical thinking.
- v) It enables individual to empathize with the real life situations.

3) Limitations of Simulation

- i) It attempts to portray real situation as simple but which is not so.
- ii) Simulated dummies are expensive.

Check Your Progress 7

Write a brief note on simulated method of teaching.

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3.2.8 Principles/Guidelines for the Selection and use of Teaching and Learning Methods

You have learnt variety of teaching and learning methods which are valid. Each method is good in its own way and also has some demerits and limitations. No single method is the best method to select and make use of. Rather it would depend upon number of facts such as learning outcomes, the learner in the class, the subject matter and instructional material available and the teacher herself. These factors are presented here as guiding principles which one should keep in mind while selecting the methods in order to make the teaching-learning process more effective, rewarding, and result oriented

1) Methods Should be Suited to the Objectives and Content of the Course

The appropriate techniques will vary from one course to another and its learning objectives. Each course may involve the use of number of different methods in order to achieve different types and levels of objectives and the relevant content, e.g., cognitive (knowledge) objectives and the relevant content would involve the use of lecture, discussion; conative (Psychomotor skills) objectives and the relevant content would involve the use of demonstration method, simulated method, clinical learning experiences etc., and affective (attitude and values) objectives and the relevant content would involve the use of clinical experiences, role plays, lecture-discussion, demonstration etc. Thus, teaching of a course involves the use of variety of methods to attain its objectives. The teacher is the best person who can make decision about the same.

2) Methods should be Adapted to the Capacity of the Student

The intellectual maturity and the receptiveness of the student is an important point to be considered. The teacher needs to know the background of her students. This

may be achieved through self introduction; preparation of class roster with few pertinent facts about each student, giving of frequent short class assignments early in the class etc., and it will help the teacher to learn something of the academic ability of each student.

The course planning and unit planning (which you would learn from Block 2) help to provide the teacher with greater perspective and opportunity to adjust subject matter and materials of study to students' level of understanding. The teacher should not use a particular method all the time because she has been successful with it. It is possible that the use of other methods may help her to achieve the desired learning outcomes even more effectively.

3) Method should be in Accordance with Sound Psychological Principles

To make learning more interesting and motivating, the selection of appropriate teaching methods should be adapted to the individual differences in students. Instruction in many classes is largely verbal and conceptual. The use of variety of audio-visual media will help to provide perceptual experience which would help students to understand concepts.

An important psychological consideration is the selection and use of teaching methods that help students to unify and integrate their learning. For example, the bedside clinical method used in conjunction with direct clinical learning experiences serves as a good mean of helping the students to take on concrete learning experiences, analyse, and synthesize these experiences and relate them to their previous knowledge gained from classroom teaching demonstration and self studies.

4) Methods should Suit the Teacher's Personality and Capitalize on Her/His Special Assets

The teachers too have individual difference like the students. Some teachers by nature are outspoken, humorous, and are permissive in their relationship with the students. Each teacher should use that form of expression which is most consistent with her nature. For example, common values and ideals like integrity, kindness, and respect for students may be expressed in many different ways. Since there is no best personality for successful teaching, the individual teacher should develop her own style of teaching, adapting it to her own person and circumstances. Whatever method she chooses for teaching she should strive to show herself at her best.

5) Method should be Used Creatively

Individual teacher should create her own teaching method by choosing and adapting available techniques in accordance with her own personality, the objectives and content of the course that she teaches. She should constantly try to discover new ways in which she can develop and use her own talents to use effective techniques for stimulating the students to learn.

Check Your Progress 8

Enumerate the guidelines for selection and use of teaching methods.

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3.3 CLINICAL TEACHING METHODS

So far you have learnt about the teaching methods appropriate for classroom settings. We shall now discuss what methods can be used for teaching in clinical settings. In the training of nurses a major role is played by the clinical experiences which the nursing students undergo during the programme. For the Physics, Chemistry, like one can practice them fully in the laboratory; but for nursing the laboratories are the places where actual clients and patients are being cared for. Since the practice involves human life and handling real life situation it is essential that such training and experiences should be supported by good clinical teaching or ward teaching programmes.

3.3.1 Clinical Teaching

1) Meaning

Clinical teaching is a teaching-learning experience of the students in the clinical setting/field such as hospitals, clinics, community health centres etc. Clinical teaching is planned by the tutors/lecturers of a school/college of nursing, organised and implemented by the clinical instructors who accompany the students in the clinical settings. Various other members of the health team also take part in the clinical teaching programme like the Doctor, ward sister, staff nurse, dietitian, physiotherapist etc.

2) Use of Clinical Teaching

A well planned clinical teaching programme makes valuable contribution in education and training of nursing student. It provides opportunities to:

- i) Gain knowledge through study and experience, i.e., by students' own observation of cases.
- ii) Apply knowledge what is learnt in the live setting.
- iii) Acquire desired attitude and values in giving nursing care.
- iv) Develop skills needed to practice the art of nursing.

3) Support for Ward-Teaching Programme

In order to support ward-teaching programme more effectively both ward and school staff should be alert to take advantage of all opportunities for teaching the students. For the purpose of teaching and supervision of the students ward staff (Nursing) can be assisted in acquiring the skill through post basic courses and inservice education.

4) Methods used in Clinical Teaching

The various methods which can be used for clinical teaching include:

- a) The Nursing Care Plan.
- b) Nursing Care study.
- c) The Bedside clinic.
- d) Nursing rounds.
- e) The group conference.
- f) The individual conference.

We are now going to discuss these methods.

3.3.2 The Nursing Care Plan

1) Definition and Meaning

The nursing care plan is the blue print of the nursing care which is planned to be implemented based on priority nursing care needs of individual patient and/or family and considering the resources available.

The individual plan is prepared because each patient/family is unique, have different problems, attitude, feelings etc.

The plan is prepared on the basis of priority needs because each individual/family has varied simple, complex, and crucial needs, all of which cannot be met simultaneously. Prioritization is done on the basis of:

- Actual or potential life threatening situations which need to be considered before any other problem. The nature of actual or potential health threatening situation, e.g., life sustaining needs (basic needs) such as need for fresh air, food and nutrition, safety, and love are more important than self esteem, self actualization.
- The client's felt needs and problems.
- The client's perception of his/her health condition.
- The client's ability to solve the problems.
- Available resource.

The nursing care plan is projected plan for today's use as well as for tomorrow's use, i.e., for immediate and future use.

2) Nursing Care Plan as a Method of Clinical Teaching

The nursing care plan(ing) is used as one of the method of clinical teaching to help students learn the process of providing need based nursing care to individual patient or family.

Students are required to make assessment of each patient, write the care plan, implement, evaluate, and modify it as required. Each student is given sufficient help and guidance in preparing an appropriate nursing care plan. This experience would help students learn about the disease and the associated problems, diagnostic procedures and their medical treatments, nursing diagnosis, nursing outcomes and nursing interventions.

Some selective nursing care plans can also be presented and discussed for the benefit of all the students to learn about some typical and rare cases.

You have already learnt the steps of preparing a nursing care plan in your course in nursing foundation (BNS-101, BNSL-101).

3.3.3 Nursing Care Study

A nursing care study is one of the common and useful methods of teaching in clinical areas.

1) Definition

A nursing care study is an in-depth study of a case to analyse the nursing problems in relation to disease, diagnostic procedures and findings, medical treatment, diet, safety, psycho-social aspects, rehabilitation etc.

2) **The Method of Undertaking Nursing Care Study**

- The patient for nursing care study is selected by the students in consultation with the clinical instructor or the ward sister.
- A written guideline is given to the students regarding the type of information needed to analyse and define the problems.
- The student makes an in-depth study of the case using different methods. For this, student is expected to make frequent and close contact with the patient if possible with his/her family members.
- As the student does in-depth study, s/he gives continuous care on the basis of identified needs of the patient. This helps her/him to gain confidence, learn about the real nature of patient's problems, and evaluate the effects of nursing care and results of medical treatment. The care plan is modified as desired.
- The student is expected to consult relevant text books, periodicals, unpublished research thesis etc. She also needs to make use of her own experiences and experiences of others to solve the problems.
- She may need to consult the physician, dietitian, social workers, and physiotherapist to discuss and solve the patients' problems.
- The detail report is prepared and presented to the group/class for a discussion.

3) **Advantages of Nursing Care Study**

- i) Better nursing care results because of the concentrated efforts on the part of the student to define and solve the patient's problems.
- ii) The student gains a greater understanding and appreciation of human personality and the factors that influence the same. The effects of personal and social factors on illness and recovery can be recognized and better appreciated.
- iii) The gathering of information and the organization of information gained, increases the student nurses' understanding of the nursing problems associated with the disorder from which the patient is suffering.
- iv) This, in turn helps the student to understand the effect of the diseases on the patient and his family, the role of the nurse in the prevention, care and control, sense of responsibility for health teaching etc.
- v) Nursing care study is a method which helps the student to learn and apply the problem-solving approach to nursing.
- vi) It also helps her to learn the sources of information available to the nurse.
- vii) It helps record nursing observations in an organized and systematic way.
- viii) It helps to work out a nursing plan to suit the needs of the individual patients on the basis of his special problems.
- ix) It helps to become familiar with professional literature which has special bearing on nursing situation.

Give four reasons for using nursing care study as an effective clinical teaching method.

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3.3.4 Bed-side clinic

The bedside clinic, also at times is mentioned as nursing clinic always entails the presence of the patient and has been one of the most effective methods of clinical instruction. New knowledge is acquired through the observation and study of an actual patient.

- As for all other clinical instruction methods, the topic on whom and where the clinic is to be held should be informed to students much ahead of time. This will help the students to study the clinical chart, review their class notes and text books on the condition being presented.
- The clinic can be held at the bedside or arrangements can be made to bring the patient to the classroom near the ward.
- The clinic can be conducted by the Doctor, Ward Sister, and Clinical Instructor or even by a student nurse. The usual duration is of 30 minutes. The group in attendance at the clinic should be small enough to gather around the bed in an informal way in order to make the patient feel at ease.
- Patient chosen for clinical demonstration should have typical rather than usual conditions. The dramatic and a typical condition may leave the student with erroneous impression.
- Prior permission should always be taken from the patient for presenting him to the group and the purpose of the discussion. He should be the centre of attention and nothing should be done or told which may hurt his feelings or embarrass him. He may be requested to talk something about his family disease, onset of signs and symptoms.
- Usually, the patient is not present for the entire discussion. Before he is brought in to the ward classroom or the group goes to the bedside, one of the nurses who knows the patient describes his personal characteristics, family background, his physical and mental condition etc. The nursing care and problems related to his therapy is also discussed. The clinical instructor may lead the discussion but the student looking after the patient should be encouraged to be present. After this, the group interacts with the patient, asks him questions for clarification. When he is no longer needed he is returned to his bed. The discussion follows, questions are answered in the group. The material is summarized, important points emphasized and an evaluation is done about the effectiveness of the clinic.

3.3.5 Nursing Care Conference

It is essentially the same as bedside clinic. But the patient is usually not present for any part of the class. This method may be used when the entire group is well acquainted with the patient and the group would have nothing new to learn from going to see him. It is however, important to note that the group members have enough opportunity to know the patient, read patient history, progress notes, laboratory findings, nurses' notes.

Check Your Progress 10

Write a paragraph on Bedside Clinic.

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3.3.6 Nursing Rounds

Now we will discuss one of the very important methods which can be greatly used by the ward sister and clinical instructor for clinical teaching.

You must have experienced the ward sisters, nursing superintendents taking rounds of the hospital wards. This round helps the nursing members to know about all the patients in the wards, their problems, and ways of solving the problems.

Nursing round is actually an extension of the bedside clinic method discussed earlier. For the learning of student nurses it can be used very easily with a proper planning and prior information to students. In this method instead of one patient being demonstrated all of the patients known to the group of students are presented briefly.

Conduct of Nursing Rounds

- Ward rounds are usually conducted by the Ward Sister or Clinical Instructor who knows each patient's nursing needs more intimately.
- The students should be informed ahead of time that this method will be used. This helps them to prepare themselves for the learning experience.
- Students may be taken around the ward, stopping briefly at the bedside of each patient for a short discussion of the most significant nursing problem.
- The Instructor or the Ward Sister may call upon any nurse in the group to tell what she knows about the patient and his nursing care.
- The student or the Staff Nurse who has been taking care of the patient during the week may present the background information i.e. his history and medical aspects of his care, nursing care which she thinks is essential. This is done for understanding of the nursing care given or that should be given. She is then responsible for answering the questions of the group.
- The presentation of the background information is followed by additions and suggestions from the group.
- Nursing rounds should not be taken for more than forty to fifty minutes and attendance of all the students are required.

- Emphasis should be put only on nursing care during nursing rounds. Other aspects even of interest cannot be fully presented during the short time allotted for each case. This is because the whole ward or unit has to be covered in this brief weekly summary of nursing problems.
- It must be noted that in this type of teaching, those topics which may cause any distress to the patient should not be discussed.

Advantages of Nursing Rounds as a Method of Clinical Teaching

- Helps in arousing interest and initiative in the students to read the histories of all the patients, review disease conditions, study about medication, doses, action, side effects etc.
- Encourages discussion among students regarding various cases available in the ward/unit.
- Gives an opportunity to the clinical instructor or head nurse to test the students' knowledge and acquaintance with all the patients in the ward/unit.
- Each student has the opportunity to know about the cases in general, the nursing problems and ways to meet the nursing needs.
- No other type of rounds is a substitute for nursing rounds.

Check Your Progress 11

Mention three important advantages for using "Nursing Rounds" as a clinical teaching method.

3.3.7 The Group Conference

The act of consulting together is known as Conference. In this method a group of students and their instructors meet for an informal discussion of problems.

The group should not be too large (i.e., not more than 10-12 students), so that each student can be given an opportunity to participate.

Role of the Clinical Instructor in Leading Group Conference

- i) The Clinical Instructor who acts as the leader must be sensitive to the group; to interest or lack of interest; to agreement or to differences of opinion; to the facial expressions and to all those little things which will show the attitude of the group members; to the subject under discussion or to the speaker.
- ii) S/he needs to be poised and have patience and should not answer questions too quickly, but wait until the students have had an opportunity to think through the solution.
- iii) S/he should be able to guide the discussion through a ward moments or away from the tendency to wander.
- iv) S/he should be able to correct wrong impression and give individuals time to complete unfinished statements.

- v) The subject or areas chosen for discussion should be closely related to students' daily experiences in the department so that they may feel that they are really being helped and guided in understanding nursing situations, in solving nursing problems. The success of this type of teaching greatly depends upon the topic or areas chosen for discussion.

Subjects for Group Conference

The following are a few suggestions and areas where group conferences can be held:

- i) Orientation of the new students to the department and ward. This is an important way of introducing the whole group to the ward/unit so that working becomes easy. The content to be included in the total orientation programme depends upon the experience of the students in nursing. The time taken may vary from one day to several days.
- ii) Nursing care needs of particular patients or group of patients.
- iii) Conferences on nursing procedures, gaps in nursing care, e.g., failure to record fluid intake and output accurately, maintaining nurses' record, preparing patients for surgery or investigations etc.
- iv) Discussions on drugs, treatments, and diets.
- v) Reports of nursing care problems, nursing projects or field trips.
- vi) Various topics pertaining to the department as a whole.
- vii) Subjects pertaining to hospital housekeeping, hospital routines, relationships with other professional workers etc.
- viii) Display of equipments which has been damaged by bad handling, carelessness and misuse, improper care. This must be supported by discussion on courses, methods of prevention, proper maintenance etc.

Advantages of Group Conference

- The smallness of the group, the informality and nearness of the problems discussed makes this one of the most profitable methods in clinical teachings.
- Under proper guidance of the Clinical Instructor learning takes place because it encourages active participation from each group member.
- Subject matter or the topic is dealt with in the situations in which the need for knowledge arises.
- Group thinking and discussions awakens interests and appreciation.

Check Your Progress 12

- 1) List six topics for group conference.

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2) State the values of group conference.

3.3.8 Individual Conference

Individual conference can be both planned and incidental or unplanned. Many individual conferences both planned and unplanned are held with students in every ward and in every department.

1) **The Unplanned Conference** takes place as the need arises and is often instituted by the students, the clinical instructor or the ward sister. This is also called as incidental conference.

- It should be short and relate only to problem or situation of immediate interest.

More general aspects of the subject should be included in the planned group conference. There are, however, many topics which should be discussed individually with the student as the need arises.

2) **The Planned Individual Conferences** are as much a part of departmental instruction as group conferences and should be treated as such.

- Each individual student should have a regular number of conferences with the clinical instructor and in many areas with the ward sister. Some students will need more than others.

3) **The Subject Matter for Individual Conference may be**

- Those relating to the student's nursing ability and the quality of her daily performance.
- Those relating to special projects, nursing studies, plans or any other activity carried out in connection with departmental experience.
- Those relating to the student's achievement record, results of tests written and practical.

4) **The Role of the Clinical Instructor during Individual Conference**

- Provide opportunity to hear the student's point of view, to get an explanation of her difficulties and attitude towards her experience.
- Allow the student to talk first otherwise clinical instructor's attitude influences the attitude of the student and student may say things according to the liking of the clinical instructor.
- The Instructor must know what kind of help the student needs. This will be achieved by allowing the student to talk freely. It then becomes easy to learn how the student feels about her/his own situation.
- Any help given in order to be effective must be based on the student's attitude of her difficulties as well as her/his insight into them.
- Always respect the student as an individual and try to be sensitive to the emotions, feelings, fears, and anxiety that the student may have.

- Keep a brief record of topic; discuss the student's contribution, her attitudes, her problems, and achievements. This should be done as soon as the conference is over but never in front of the student.
- Be friendly, informal, and unbiased. This will contribute to the success of the conference.
- For planned conference, student should be informed earlier and except in emergency it should not be changed. Take the conference in a place which is free from interruption, comparatively less noisy, has privacy. Allow the student to sit down so that she feels more relaxed.

5) **Values of Individual Conference**

- It offers a useful avenue and opportunity for teaching and guidance.
- Gives an opportunity to the student and instructor to discuss particular problems relating to the individual student alone.
- The student has an opportunity to know about her progress, achievements, and this gives encouragement to do better.
- Provides a sense of security to the student when her problems, difficulties are discussed separately and guidance provided.
- Excellent opportunity for individual student learning.

Check Your Progress 13

Explain the subject matter for individualized conference.

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3.4 LET US SUM UP

In this unit on teaching-learning methods we have discussed the various classroom and clinical teaching methods commonly used in nursing education. The methods discussed are lecture method, discussion method, demonstration method, role playing, project method and simulated. All the methods used should be supported by suitable audio-visual aids so that teaching and learning becomes more meaningful, effective, and goal oriented. General principles which can guide the teacher include selection and use of methods according to objectives, capacities of the student and psychological principles. It also depends on the teacher's traits and special abilities. It is also a recognized fact that some procedures are more effective than others in achieving certain outcomes and therefore it is important that the teacher knows the various teaching learning methods.

The basic nursing programme heavily depend on the clinical experience of the students in order to prepare a capable and effective practitioner of professional nursing. The skill, attitudes, competencies gained through the first hand experience helps the student to develop more confidence and ability to solve problems and give need based care.

A well planned clinical teaching programme using various clinical teaching methods go a long way to develop correct attitude, skill, and a good nursing personnel. Some

of the common methods which are mentioned in this unit are nursing care plan, nursing care study, bedside clinic, nursing conference, nursing rounds, group conference, and individual conference. A brief discussion is there on each of these methods to give you an idea.

It is good to remember that best learning of nursing takes place where the patient(s) or the client(s) are. The pages of the text books are strewn all over the wards and community fields. And the best teacher is one who can keep the students urge to learn alive and help them practice with expertise and empathy.

Purpose of Teaching as mentioned by J.J. Guilbert is to help students to acquire, retain, and be able to use knowledge; understand, analyse, synthesize, and evaluate; achieve skills, establish habits, and develop attitudes.

Teaching methods which place the student in an active situation for learning are more likely to be effective than those which do not.

— G.E. Miller

3.5 KEY WORDS

- Active Learning** : It describes the way in which the students learn by doing things, e.g., students may be working in the health centre, nursing a patient with congestive cardiac failure, where she takes active part. Sitting and listening to teachers or reading a book is not active learning.
- Lesson Plan** : It is a set of notes which a teacher prepares in writing for herself, used as a guide as she gives a lesson.
- Manual** : A manual is strictly a book which describes in detail how to do various tasks, e.g., ward manual.
- Teaching** : It is a two way process involving interaction between the teacher and the students. The guidance of the teacher is important for bringing about expected changes in students behaviours in this process.

3.6 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1)
 - i) It is economical; a single teacher can teach a large group at a time. The syllabus can be covered easily within a limited time.
 - ii) The teacher has to put much less efforts and can develop the presentation according to her plan.
 - iii) She can motivate the students to learn by talking at the level of the student.
 - iv) Useful for imparting factual information and draw attention to the vital points in the lesson.
- 2)
 - i) Very limited student activity can be achieved unless the teacher takes special pains to make the class interesting.
 - ii) The interests, intelligence, and abilities of students are not taken care of.
- 3)
 - i) Maintain an eye contact with the student.
 - ii) Do not read word by word from the lecture notes/teaching plans.

- iii) Ask questions in between and make summary after a major heading has been discussed.
- iv) Use varieties of visual aids, simple language and present the topic in an organized planned manner.

Check Your Progress 2

- 1) A discussion method of teaching is a democratic method used for the following purposes:
 - i) To teach a particular subject.
 - ii) To supplement a lecture.
 - iii) After an observation visit, or a case presentation to clarify doubts, give answer to questions posed by the students.

2) Merits

- i) Stimulates thinking process.
- ii) Helps in pooling of knowledge, ideas, and feelings of several students.

Demerits

- i) Not suitable for all topics.
- ii) Time consuming.

3) Principles involved in organization of a discussion are:

- i) The objectives of the discussion should be clearly defined and understood by all the participants.
- ii) The members of the group should be encouraged to take active participation in the discussion.
- iii) Each member in the group must come prepared and have a basic knowledge about the topic to be discussed.
- iv) The Chairman of the group should guide and coordinate the discussion so that the discussion is kept to the point.

Check Your Progress 3

- 1) The forms of discussion methods are:
 - Class discussion.
 - Formal group discussion.
 - Symposium.
 - The panel.
 - Conference.
- 2) ● The purpose of seminar is to provide opportunity to students to participate actively in finding answers/solutions to questions/problems by making use of scientific approach.
 - The purpose of panel discussion is to make use of small group discussion by experts by the benefit of larger group.

Check Your Progress 4

- 1) A demonstration method of teaching is done by exhibition and explanation combined to illustrate a procedure or experiment.

- 2) Advantages of demonstration method are:
- i) Provides better learning opportunity by activating several senses.
 - ii) Demonstration provides a great opportunity to develop observation skills in the student.
 - iii) In teaching of nursing, this method gives an opportunity to the teacher to evaluate the knowledge and skill gained by the student of a procedure.
 - iv) It commands interest by giving concrete illustration.
- 3)
 - i) Through a thorough discussion.
 - ii) By giving tests.
 - iii) By talking return demonstration.

Check Your Progress 5

Role playing is a spontaneous acting out of roles in context of clearly defined situation. This can be done by involving two or more people depending on the theme. Subsequent discussion is held by the whole class who has witnessed the role play. This method can help to develop skills in interviewing leadership, and social interaction. It gives an opportunity for the students to be more sensitive to another's feelings and also helps in identifying critical issues and come to some mutual agreement after useful discussion. The teacher can encourage independent thinking on the part of the student. She can also note individual student's need by observing and analyzing her need in a real life situation. After the objectives and the roles have been defined, it is enacted and summary is done at the end of role play. The play itself should be brief. Students should be encouraged to watch the role playing carefully for a fruitful discussion. Role playing method of teaching is largely used in the areas of community health nursing and psychiatric nursing.

Check Your Progress 6

- 1) The project may be described as any unit of purposeful experience in which the dominating force is an inner urge which motivates to choose a relevant topic, identify an aim or objective of the action and guides its process to completion in its natural setting.
- 2)
 - Problem centred activity.
 - Practical in nature.
 - Purposeful, natural, and life like activity to attain goals.
- 3)
 - Projects involving production of some physical or material product.
 - Project involving acquisition of some ability.
 - Intellectual or problem project.
- 4)
 - It arouses and maintains interest of students.
 - It gives students freedom of thought and action.
 - Help develop co-operative spirit if done in group.
- 5)
 - Time consuming, upsets the time table.
 - Expensive.
 - All students may not participate equally.

- 6) ● Choosing and purposing.
 - Planning
 - Execution.
 - Evaluation.

Check Your Progress 7

Simulation refers to artificial conditions or situation resembling the real situation and which is used for teaching learning various skills before these are performed in the actual situation correctly. Simulation teaching-learning builds up confidence, enables to learn directly form experience, promotes critical thinking, and provides feedback on the consequences of actions and decisions made.

Check Your Progress 8

- i) Methods should be suited to the objectives and content of the course.
- ii) Methods should be adopted according to the capacity of the student.
- iii) Methods selected should be according to sound psychological principles.
- iv) Methods should suit the teacher personally and take advantage of her special traits and capabilities.
- v) Methods should be used creatively.

Check Your Progress 9

- i) Nursing care study results in providing better care to the patient.
- ii) It helps to develop better understanding of the human personality and the factors that influences the behaviour of the individual in sickness and stress.
- iii) The student has to do concentrated study to gather information from the books, nursing the patient, discussing with family members. Thereby it encourages the understanding of nursing problems and ways to solve them.
- iv) Student learns to record nursing observation in an organised and systematic way.

Check Your Progress 10

Bedside clinic or nursing clinic is a method of teaching in clinical field. The patient is the main focal point of discussion of the patient. He should be requested to tell about his signs and symptoms, problems faced, and his reaction to treatment and care etc. The patient may also be taken to the clinical teaching classroom to present his case. This is then followed by a discussion on the particular case. The nurse who has been taking care of the patient takes an active role in giving more details or clarifying queries from the group members. Every effort should be taken to treat the patient as an individual, maintain the privacy of the patient, and not to hurt his feelings. The group members are also allowed to talk to the patient. When the patient is no longer needed he is allowed to go back to his bed or the group leaves the bedside to go to the classroom for discussion. The patient should be thanked for assisting in the training of nurses. After the discussion by the group is over, the clinical instructor usually summarizes the whole case.

Check Your Progress 11

The nursing rounds have great value in clinical experience of students. Some of the advantages for conducting a nursing round are:

- i) Enables students to take interest in reading the history, treatment problems of various patients on the ward.
- ii) Encourages discussion among students regarding the care of various patients and thus develops better understanding and knowledge.
- iii) It is an opportunity for the clinical instructor or ward sister to test the student's knowledge and her acquaintance with all the patients in the unit/ward.

Check Your Progress 12

- 1)
 - i) Improper maintenance of recording on nurses' notes.
 - ii) To discuss about a change in the ward routine or policy.
 - iii) Before going to visit a department, i.e., rehabilitation unit, blood bank, diet, kitchen.
 - iv) Orientation to the new students to the department, ward or unit.
 - v) Nursing care needs of a patient or a group of patients.
 - vi) Discussion on drugs, treatments, diets etc.
- 2) Values of group conference:
 - i) Group thinking and discussions awakens interests and appreciation for the care given to the patient and experience gained.
 - ii) Student has an opportunity to know and discuss about her achievements, areas of improvement, her problems etc.
 - iii) A sense of security is felt by the student because she feels free to discuss her problems, share her anxieties or fear pertaining to herself or clinical experience.
 - iv) A useful way of providing teaching, guidance, and counselling.

Check Your Progress 13

Subject matter for individual conference can be:

- i) Unplanned individual conference of short duration is held to discuss the immediate problem, i.e., to guide a student of how to do a particular procedure on a given patient, how to administer a special drug etc.
- ii) Those relating to special projects, nursing studies, plans or any other activity carried out in connection with the departmental experience, e.g., special assignments given to the student.
- iii) Those relating to students' achievement in the department including evaluation, results of tests, quiz etc.