

# Nursing Instructional Program Supervision

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**Abstract:** Instructional and supervision methods should aim at addressing the developing needs of patients. Emerging aspects such as patient-centered care require improved curriculums to equip students with skills, knowledge, and experiences to address such developments sufficiently. Best practices in teaching methods include the focus on teamwork, simulation-based learning, and evidence-based practice. Aspects such as visual and pedagogical technologies are effective in achieving such standards. Supervision goals encompass the appropriate management of student workloads, autonomy, and leadership. Employing reflective erudition, communication, and cooperation will be necessary to attain the objectives.

**Keywords:** Nursing, Nursing Education, Nursing Instruction, Nursing Supervision.

## 1. Introduction

There are significant changes in nursing education and supervision. The concepts of student-centered and objective-oriented learning dominate the development of contemporary curriculums. The intention is to develop students that have the appropriate skills to address the ever-changing needs of patients. In addition, the learners should be able to display applicable knowledge, skills, and experience that improve the quality of care provided and meet patient's expectations. In regards to instructions, objectives in the area include simulation-based learning, teamwork, collaboration, and the emphasis on evidence-based practice (EBP). At the same time, supervision methods that promote enhanced management of workloads, caregiver autonomy, good relations, constructive feedback, and leadership objectives are important. Employing visual, collaborative, interactive, pedagogical technologies, reflective practice, interpersonal associations, and leadership skills will be important to attain the outcomes.

### 1.1 Achieving Program Objectives on Instructions

As highlighted, best practices in nursing instructions encompass simulation-based learning, teamwork, and the use of EBP. According to Young and Seibenhener (2017), experiential teaching strategies that emphasize visual, aural, and kinesthetic are vital to attaining the simulation part. The focus should be on the use of charts, interactional videos, and audio-based teaching to facilitate listening as opposed to reading and writing alone. Concerning teamwork, problem-based and collaborative instructional approaches are important (Sharma, 2017). To illustrate, the tutor should give the scholars integrative projects that will require inclusion, group discussions, and interdisciplinary consultation to encourage cooperative problem-solving. Simulation and problem-oriented teaching provide an immersive learning experience that stimulates critical thinking and direct experience to promote augmented patient outcomes (Hooper et al. 2016). As a result, accentuating the use of visual materials, encouraging critical thinking, and problem-solving skills is important in attaining simulation and teamwork in teaching. The use of EBP is a prominent objective to improve the quality of clinical instructions. Horntvedt et al. (2018), suggest interactive clinical activities, formulation of learning outcomes, and integrated teaching. To illustrate, preceptors should encourage the use of clinical nurse presentations, quizzes, and journal clubs to provide an engaging erudition experience. Additionally, the utilization of pedagogical technologies such as online discussions,

clinical simulation software, concept-mapping, and game-based assessments are effective in promoting integrative processes (Gaberson, Oermann, & Shellenbarger, 2015). For example, software-based clinical case studies are effective in providing a real-life situation to enhance decision-making. Luhanga (2017) recommends the use of objectives and peer learning to augment scholarship experiences and facilitate knowledge sharing. Teachers should formulate targets at the beginning of each session to encourage purpose-based erudition. Discussions and group projects are effective in the sharing of peer information. The intention is to encourage EBP to inculcate the best practices in caregiving.

### 1.2 Attaining Program Objectives on Supervision

Supervision goals seek to improve the management of workloads and provide an autonomous environment for learning. In this regard, Pires et al. (2016) identify reflective practice, the use of feedback, support, and self-supervision as essential elements to include in student administration. For example, tutors should aim at providing engaging case studies to encourage reflective thinking and also give the learners sufficient freedom to explore the topics. Professional support and a just culture are also essential to encourage flexible erudition atmospheres (Tomlinson, 2015). The focus should be on education and support as opposed to authoritative approaches. Consequently, teachers should employ a narrative-based supervision that focuses on the learning needs of the students, constructive criticism, and guidance. Co-responsibilities, collaborative care, and appropriate relationships between the scholar and the preceptor help in the management of workloads (Chaves et al. 2017). Subsequently, tutors should emphasize appropriate interpersonal associations, partnerships, and collective decision-making to encourage learning and knowledge transfer. Constructive feedback and leadership are essential in increasing the value of supervision. Lofmark et al. (2012) state that supportive responses help to inspire confidence in the learners and assist in the attainment of learning objectives. In this regard, preceptors should offer support and guidance to help the students attain their specified goals. In addition, Dehghani et al. (2016) highlighted leadership aspects that include communication and cooperation, and emphasized their significance in enhancing the educational experiences of the scholars. Subsequently, appropriate tutorship guidance augments various skills such as infection prevention, client engagement, team participation, and the safety aspect of the correct administration of medication during practicums. Also, teachers should ensure there are

minimal interruptions unless when consulted or where the students need help to promote autonomy (Martin, Copley & Tyack, 2013). Therefore, an emphasis on leadership and supportive feedback is important to demonstrate appropriate supervision.

## 2. Conclusion

Clinical instruction and supervision strategies should aim at equipping students with the appropriate knowledge and skills to meet the developing needs of patients. Best practices and objectives in instructions comprise simulation-based learning, teamwork, collaboration, and EBP. Preceptors should employ visual, aural, kinesthetic, problem-based, collaborative, interactive, and pedagogical technology aspects to attain such outcomes. In regards to supervision, the goals include helping scholars to manage their workloads, promote autonomy, encourage good relations, give constructive feedback, and display appropriate leadership. Strategies to achieve the goals encompass a focus on reflective practice, professional support, a just culture, and co-responsibilities. At the same time, cooperation, communication, inspiring confidence, and avoiding interruptions unless when necessary are essential components that tutors can use to enhance the quality of supervision. The intention is to provide a conducive learning experience that will help scholars attain their erudition goals.

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## Author Profile



James Ryan Reblando graduated with a Degree of Doctor of Management from the University of Visayas, Master in Nursing major in Nursing Administration Services from Liceo de Cagayan University, with two Bachelor degrees namely: Bachelor of Science in Nursing and Bachelor of Science in Biology from Mindanao medical Foundation College and from Mindanao State University Philippines, respectively. He has more than 12 years of teaching experience from different Colleges and Universities in the Philippines, Saudi Arabia, and Oman and currently here in Dubai, United Arab Emirates. He is pursuing his second Doctoral Degree at St. Paul University-Manila Campus, Philippines.