

Column: Current Literature Reviews

Carrie Meyer, EdD, ATC

Fort Lewis College, Durango, CO

Our charge is to monitor education-related journals (i.e., *Journal of Nursing Education*, *Journal of Higher Education*, etc.) and identify articles which are the most applicable to our readers. We will provide brief synopses of the articles plus potential applications to AT education. Please feel free to contact me if you have questions, comments, or suggestions for this recurring feature or if you would like to review an article that you feel is particularly applicable to athletic training educators. I would also like to hear about implementations you have made from the concepts we present in this feature.

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National League for Nursing. Summary of the Survey on Clinical Education in Nursing. *Nursing Education Perspectives*. 2008; 29(4); 238-245.

Reviewed by: Carrie Meyer, Fort Lewis College

The Clinical Education Task Group for the National League for Nursing (NLN) developed a survey to determine the components of clinical education, as well as develop an understanding of the people involved: students, teachers, patients, etc. They surveyed all NLN members and representatives on state boards of nursing. Respondents were asked to indicate their agreement or disagreement with statements developed to address five basic questions: What is clinical education? Why clinical education? Where is clinical education done? When does clinical education occur? Who is involved in clinical education? They found significant agreement among the NLN members and the board members who responded to the survey.

This survey is a good reflection of the Nursing profession's understanding on the complicated idea of clinical education. Throughout Athletic Training education history, clinical education has been a cornerstone. Discussion of what this is and how it occurs

has increased since the athletic training educational reform. This summary provides a good backdrop for reflection on what clinical education means to Athletic Training Educators.

In addition to this survey, the NLN sponsored a Think Tank on Transforming Clinical Nursing Education in May 2008. The report found at www.nln.org provides unique insight into another allied health profession's reflection and brainstorming sessions on their clinical education challenges. This again can provide a unique way for Athletic Training Educators to brainstorm about their clinical education practices.

Hawkins K, Todd M, Manz J. A Unique Simulation Teaching Method. *Journal of Nursing Education*. 2008;47(11):524-527. Reviewed by Thomas G. Porrazzo, Alvernia University.

Various allied health professions use teaching simulations in their clinical education programs. These authors use a stimulating active learning strategy in a controlled environment that allows all levels of students to participate, with less complex beginner scenarios for the novice learner. Students are given specific roles, including: nurse, patient, and family member, and must remain in character throughout the exercise. Successful scenarios require thorough faculty planning to structure the simulation, anticipate questions and caveats, and orient participating faculty members.

Athletic Training Educators will benefit from reading this article as they continue to incorporate student-centered learning activities into their curriculum. Research indicates that the simulation model of teaching allows the student to learn more than can be provided through verbal instruction alone.

Poorman S, Mastorovich M, Using Metacognitive Strategies to Help Students Learn in Pre-test and Post-test Review. *Nurse Educator*. 2008 33(4): 176-180. Reviewed by Michele Monaco, Ursinus College

Simply defined, metacognition is a combination of the experiences and understanding that each person holds about their individual cognitive processes. It involves using higher order thinking skills to control thought processes. Nursing educators have shown recent interest in student application of metacognition to test taking to determine if students studied appropriately to be successful. While pre- and post-tests can be used to answer this



Carrie Meyer is the Director of the ATEP at Fort Lewis College and has been in AT education for over 8 years.
meyer_c@fortlewis.edu

question, they often lead to instructor frustration, as students do not know how to adequately prepare for exams, and instead often focus solely on content and rote memorization.

The metacognitive process stimulates student thought through educator-facilitated reflection, questioning, and recognition of key content components, peer review, and think out loud exercises. The use of metacognitive pre- and post-tests in baccalaureate nursing programs revealed a deeper understanding of content and improved test taking. It also taught students how to recognize the level and depth of their knowledge acquisition and when they needed to seek assistance.
