

Developing a supportive learning environment



Due to its critique and delicacy of the nursing profession, importance should be attached towards developing a supportive learning environment.

Supportive learning environment in the health professional and especially nursing is fundamental and a aspect that provides learning various reflective strategies aimed at giving students the ultimate confidence of becoming professionally independent as well as life-long pursuit to their career.

Supportive learning in nursing is a tool that is aimed at creating student centered and a developmental approach, which is coined towards promoting a deeper concern into the approach of learning.

The importance attached to learning strategies is also called the metacognitive skill. According to various study subjects, supportive learning environment is important in taking the responsibility by nursing professionals in directing as well as improving the state of knowledge acquisition. This consequently helps them in becoming independent learning professionals. (Allan, Clarke, 2007) Within the health profession, a bunch of methods can be used in creating such an environment. At one level, it requires that students be provided with nursing oriented outcomes within their learning process.

Elsewhere, the process of learning activities should be properly structured so that they can address the most desired nursing outcomes which include both the technical assistants/trainers and the other learners. Lastly, the nature of leaning curriculum should be design in form of structures or modules that offer the most appropriate and also effective environment towards learning success in nursing. However, the three pillars can be expanded as follows.

Nursing Oriented Outcomes This is perhaps the most important pillar in creating a conservative learning environment for nursing professionals.

It seeks to advice primarily how students learning process should be aimed at facilitating acquisition of optimal nursing skills and competence. However, nursing oriented outcomes is a component of three independent learning aspects that help to facilitate towards becoming independent nursing professional. They are, self-driven study skills that would be related to various nursing contents, provision of metacognitive skills in the learning process and provision of generic skills to student study that addresses different topics of concern.

The generic study skills would mean the provisional methods aimed at managing learning space and time. This can be achieved through student time management, prioritization, effectiveness in presentation skills, correct referencing and meeting deadlines. Elsewhere, the study skills that would seldom relate to different nursing content would be using the appropriate concepts, digging out for the meaning of terminologies, taking note of key words in nursing above others. (Teddy, 2005, p. 72)

Additionally, metacognitive nursing skills would imply the skills towards self-management whose focus would be on what the learner would do at different new nursing contexts. Consequently, he/she ought to develop the most appropriate strategies that are aimed at solving different problems at hand, learning from self-experience, independent learning from a tutor, self-monitoring and evaluation. Models of Nursing Learning Process and Activities

An importance should be attached to the most appropriate nursing activities in modeling supportive learning environments.

Accordingly, the aspect of self-study that occurs both as self directed and guided is an important component in the nursing learning environment. A distinction should also be drawn between learning and teaching activities that could be peer-directed and lecturer-directed. (Allan, Clarke, 2007)

However, a learner in the nursing profession should participate fully in all the system learning events. Learning activities should hitherto involve deep involvement into subject matter as well as the social intercourse, which should be modeled through free nursing discourses, informal student tasks and class and group discussion above others.

The essence and role of group activities in nursing learning environment remains important. This helps in clarifying and exchange of information across the board from one learner to another. According to research studies, group participation in nursing learning environment play a predominant role in providing support towards better scope of students learning. Peer interaction is an effective process, which is recognized as the focus of reflecting the methodology of working on various real life nursing problems.

This is because learners seem to develop various adaptive features that provide a comparative learning advantage in their profession. (Oermann, Gerberson, 2005) It gives a bias towards promoting action learning where a group of student comes together in discussions, problem solving, experimentation, analysis and evaluation of various subjects in their learning process. Through such group work, nursing professionals consequently learn

how to take personal responsibilities through an increasing level of personal confidence.

Curriculum Closing and Structure for Nursing Basically, adequacy in nursing learning can be handled and provided by an appropriate curriculum that addresses all major and minor professional components. This can be achieved through a coordinated and a well monitored developed curriculum instruction that addresses all specific facets within the profession. This can be blended through use of digital learning schemes and curriculum that projects a proponent of the most appropriate system of curriculum design.

Such design should then address all important issues that restore cognitive knowledge to the learner about different methods and approaches of handling the professional codes and articles. Appropriate curriculum is what should address the various needs, topics and areas of concern in the nursing profession. Therefore, supportive learning environment in nursing would be taken to imply the environment than provides the best standards towards the students achieving of his or her professional knowledge in the most appropriate manner. This should not compromise keying in the above three steps.