Caring Transaction: Nurse lecturers & clinical nurses in partnership for success

Background
- Research-based strategies for caring transaction are not well articulated in nursing education.
- Justifying nursing programmes in higher education institutions (HEIs) was not as convincing.
- Understanding how student nurses learn is an important first step to effective caring transaction.

Methods
- Non-participant observations lasted 1-3 hours in HEIs and clinical settings between July-November 2013.
- Semi-structured interviews lasted 1-2 hours following observations.

Analysis
Content analysis of emerging themes

Findings
- Students viewed distinctly instrumental and expressive caring, combined in different ways as a multifaceted entity for quality patient care.
- Students learn the two aspects of caring better in a higher education setting.
- Students felt that clinical nurses were good role models for transacting caring, but saw nurse lecturers as better facilitators for linking theory and practice to achieve effective learning.

Discussion
Successful caring transaction:
- occurred beyond the curriculum in every aspect of students’ educational experience within HEI
- continued with clinical opportunities, which must be supplemented by consciously engineered teaching strategies for caring transaction

Conclusion
- Honing into clinical placements for reinforcing caring transaction was useful. However, clinical teachings should only supplement pedagogic strategies in higher educational settings.
- More critically, clinical teaching and assessments conducted by nurse lecturers in partnership with clinical nurses based on a collaborative approach.

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