USING A BLOG INSTEAD OF AN INTERACTIVE CLINICAL JOURNAL

JANE BLOOD-SIEGFRIED
KATHRYN TROTTER
School of Nursing

OVERVIEW

Many clinical courses require a reflective journal for students. This semester, two courses in the School of Nursing used a blog to fulfill that function. It was a weekly spotlight into the student’s clinical experiences. They could talk about their accomplishments, what they liked and didn’t like. It showed how they felt about their own work, their patient’s situations and help them process those feelings.

Students and faculty were pleased with the ability to read each others blogs and share similar experiences. Case studies taken from the blogs were moved to the discussion board. Blogs were a trigger for group dialogue about clinical work.

One student practicing in Ecuador for the semester sent her blog to be read by the class. This added another rich layer to the interaction. So often in online courses the discussion about “the experience” is missing between faculty and students. The blogging was a real addition to learning.

TECHNOLOGY USED

Blogging function on Blackboard. We did not allow comments to be made on blogs because we had 20 students and it would have been too cumbersome.