# Article information:

Experiential Learning for Prelicensure Nursing Students: A Pediatric Special Needs Respite Program | Journal of Nursing Education
[https://journals-healio-com.unr.idm.oclc.org/doi/10.3928/01484834-20230109-09?url\_ver=Z39.88-2003=ori%3Arid%3Acrossref.org=cr\_pub++0pubmed](https://journals-healio-com.unr.idm.oclc.org/doi/10.3928/01484834-20230109-09?url_ver=Z39.88-2003&rfr_id=ori%3Arid%3Acrossref.org&rfr_dat=cr_pub++0pubmed)

# Article summary:

1. A respite program was developed at a southeastern university to provide respite services to families of children with special needs and offer hands-on clinical experience for nursing students.

2. A survey was conducted to assess the nursing students' perceptions of participating in the respite program, and the results showed that all participants were satisfied with the experience and believed they could apply the knowledge obtained.

3. The respite program not only meets a community need for children with special needs but also provides valuable experiential learning opportunities for undergraduate nursing students, addressing deficiencies in pediatric clinical experiences and enhancing their skills in caring for diverse populations.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled Experiential Learning for Prelicensure Nursing Students: A Pediatric Special Needs Respite Program discusses a respite program at a southeastern university that provides services to families of children with special needs and offers a hands-on clinical experience for nursing students. The article presents the results of a survey administered to nursing students to assess their perceptions of participating in the respite program.

Overall, the article provides valuable information about the respite program and its benefits for both families and nursing students. However, there are some potential biases and limitations in the article that should be considered.

One potential bias is the lack of discussion about any potential challenges or limitations of the respite program. The article focuses primarily on the positive aspects of the program, such as student satisfaction and perceived learning outcomes. While it is important to highlight these positive findings, it would also be beneficial to acknowledge any potential difficulties or areas for improvement in order to provide a more balanced perspective.

Additionally, the article does not provide any evidence or data to support its claims about the benefits of experiential learning or the impact of the respite program on nursing students' competence in caring for pediatric patients with special needs. While it is reasonable to assume that hands-on experiences can enhance learning outcomes, it would be helpful to include specific examples or case studies that demonstrate how participation in the respite program has improved students' skills and knowledge.

Furthermore, there is limited discussion about the potential risks or ethical considerations associated with involving nursing students in providing care for children with special needs. It would be important to address issues such as privacy and confidentiality, informed consent, and appropriate supervision and support for students during these clinical experiences.

The article also lacks exploration of counterarguments or alternative perspectives. It presents only positive feedback from students without considering any potential negative experiences or challenges they may have faced during their participation in the respite program. Including a more comprehensive analysis of both positive and negative aspects of the program would provide a more well-rounded view.

In terms of promotional content, the article does not explicitly promote the respite program or the university hosting it. However, it does highlight the positive experiences and satisfaction of nursing students, which could be seen as a form of promotion for the program and the university's nursing education.

Overall, while the article provides valuable insights into the benefits of experiential learning through a pediatric special needs respite program, it would benefit from addressing potential biases, providing more evidence to support its claims, considering alternative perspectives, and discussing any potential risks or limitations associated with the program.

# Topics for further research:

* Challenges and limitations of pediatric special needs respite programs
* Impact of experiential learning on nursing students' competence in pediatric care
* Ethical considerations in involving nursing students in caring for children with special needs
* Risks and safeguards in clinical experiences for nursing students
* Negative experiences and challenges faced by nursing students in respite programs
* Evidence-based benefits of hands-on experiences in nursing education

# Report location:

<https://www.fullpicture.app/item/ef6c3ca962edc4abbbe821d3a7aa8a1f>