Evaluation of critical thinking, satisfaction with teaching and learning and preparation for clinical placement among Undergraduate Nursing and Nursing/Midwifery students

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Block Model® has been well established at the Victoria University since its commencement in 2018 with reported positive impact on student outcomes. Nursing and Midwifery students are required to undertake between 640 to 1100hrs of clinical placement, depending on their degree and entry pathway and critical thinking skills is essential to them. Our study aimed to evaluate the impact of the Block Model on students' critical thinking capacity.

Quantitative method with a descriptive design and a validated questionnaire to survey Bachelor of Nursing (BN) and double degree of BN/BM students in their 2nd, 3rd and 4th year. Students assessed their ability to apply critical thinking using 29 item five scale validated tool.

Response rate was about 13% (n=106) with demographics of mean age=27years. Multiple regression analysis on critical thinking items were tested against year level $R^2=0.36$, p=0.557, age resulted $R^2=0.35$, p=0.645 and enrolment category $R^2=0.364$, p=0.531. Questions on teaching methods and material (n=58), majority responded 'strongly agreeing' or 'agreeing' ($R^2=0.30$, p=0.898). Similarly, questions on confidence in mastering content and skills (n=57) had high proportion (average of 90%) responding as 'strongly agree' and 'agree' ($R^2=0.127$, p=0.573).

These interim results indicate no association between critical thinking development and the Block Model. However, students reported very high satisfaction with the Block Model learning method and their ability to retain content and skills under the Model.