ABC’s of Quality and Safety Based Practice Education in Gerontological Nursing

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Goals of this Presentation

- Advance nursing clinical education and patient care.
- Add to nursing research on the ABCDE pedagogy.
Addressing Challenges in Clinical Education

- Education continues to transform.
- Need innovative methods for clinical learning.
- Too few faculty.
- Too little time.
- Cut and paste care plans.
- Short clinical rotations with little evaluation time.
What We Need

- Emphasis on developing and then enhancing critical thinking skills along with the application of the nursing process at the bedside.
- Interdisciplinary.
- Opportunity for self-directed learning.
- Student investigation and presentation of findings, accountability and responsibility.
What We Need

- Process where students are more engaged and better demonstrate knowledge gained.

- Process to radically expand the nursing process, while enhancing communication between health care professionals with common terminology.
Methods

Undergraduate BSN students (N=66, 33 juniors and 33 seniors) enrolled in a gerontological nursing course (2009-2010):

• Selected diseases or conditions related to their assigned home visit residents,

• Prepared the ABCDE’s,

• Presented to peers and faculty.
Methods

- Students (N=66) rated the use of the ABCDE approach.

- Self-developed, 15-item tool with a Likert scale (0=poor through 10=excellent).

- Tool used to indicate students’ critical thinking abilities on 15 statements related to their progress.
Findings

The process facilitated:

- clinical discussions,
- synthesis and sharing of knowledge, and
- consideration for patient-specific care leading to quality and safety associated with care.
Comparison Between Groups

- There was a difference between junior students’ (n=33) self-rating of critical thinking with a positive correlation coefficient of 0.618, p=0.0002; seniors (n=33) [r=0.21, p=0.196].

- For seniors, learning had already been developed and now needed to be enhanced.
For juniors and seniors combined (N=65) relative to complex cognitive tasks, that involve mapping operations and clinical reasoning, the correlation coefficient was 0.436, p=0.0003, indicating a significant positive correlation.
Cronbach’s Coefficient Alpha

For the 15-item tool:

\[ \alpha = 0.94 \text{ (juniors} = 0.96 \text{ and seniors} = 0.92) \]
Study Outcomes

- Faculty report student increases in patient quality and safety of care.
- 96% students prefer ABCDE pedagogy to standardized care plans.
- Learning and competence in the clinical practice setting are enhanced.
- NCLEX first time passing rates for the ≥2009 graduating BSN class remained steady at ≥96%.
Further Study Outcomes

- Student clinical responses to quality and safety of care reported to be enhanced per faculty.

- ABCDE pedagogy preferred approach to learning by undergraduate students and faculty and adds to the quality and safety of patient care.

- Faculty time saved.
The ABCDE pedagogy…
- meets practice based education goals,
- is a useful interdisciplinary learning approach, and
- frees up the faculty for direct student interactions.
Pedagogical Strengths

- Interprofessional communication via standardization, conciseness, objectivity, relevance.

- Applicability in many clinical settings and with many disciplines whether in person or via shared electronic platforms.

- Easier to identify weaker students.

- Liked by students, faculty, preceptors.
Pedagogical Cautions

- Student use of same topic.
- Assessing for complications can be forgotten.
- Time increase for post conference as may need to address corrections with rationale immediately.
- Best care should include consultations.
Further research needed with

- Additional and varied clinical areas,
- Different programs,
- Interdisciplinary teams,
- Larger sample, multi-site.
As an educator you have another clinical pedagogy to aid in student learning, preceptorship and course evaluation.
Questions?

We are delighted to answer any questions related to this pedagogy.