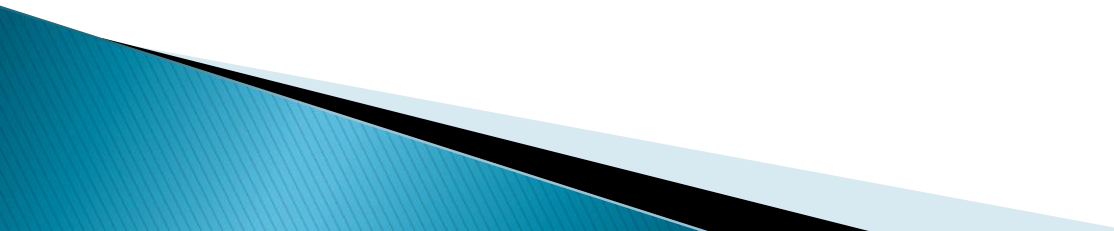


# ABC's of Quality and Safety Based Practice Education in Gerontological Nursing


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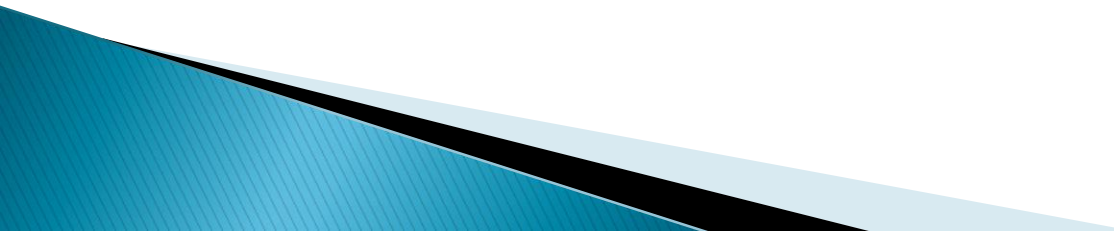
# Goals of this Presentation

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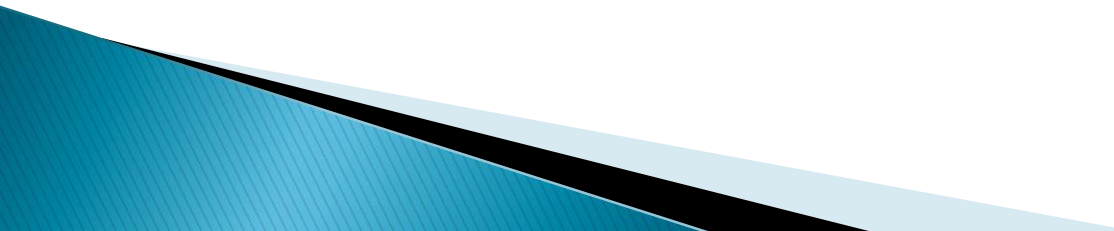
# Addressing Challenges in Clinical Education

- ▶ 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.
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# 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.
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# 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

# Correlation Coefficient

- ▶ 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 (juniors=0.96 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  $\geq 2009$  graduating BSN class remained steady at  $\geq 96\%$ .

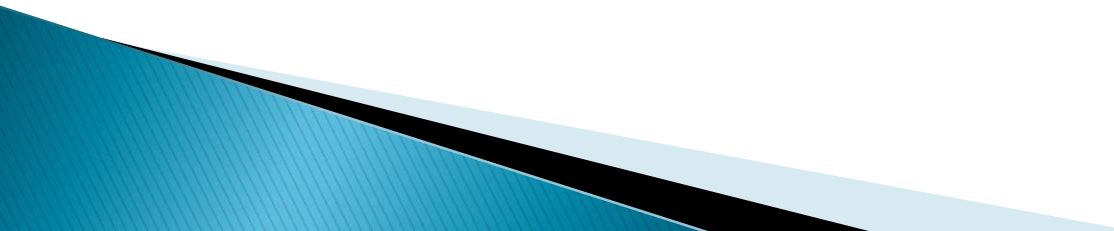
# Further Study Outcomes

- ▶ 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.
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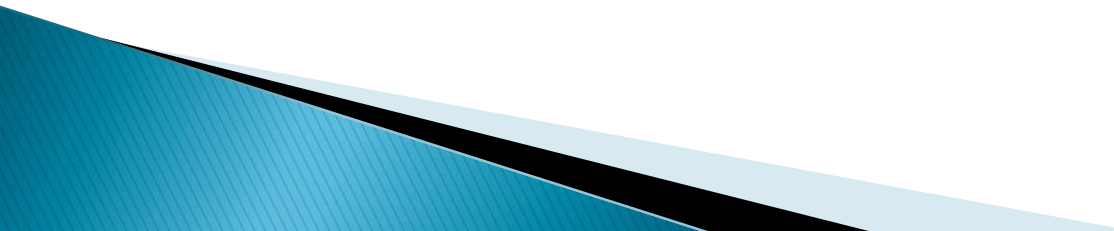
# Conclusions

- ▶ 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

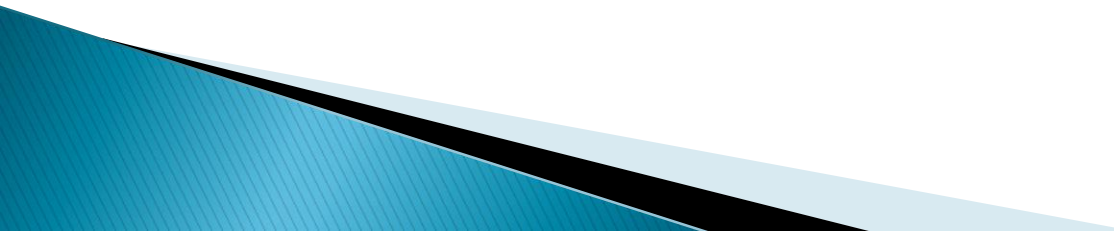
- ▶ Interprofessional communication via standardization, conciseness, objectivity, relevance.
  - ▶ Applicability in many clinical settings and with many disciplines whether in person or via shared electronic platforms.
  - ▶ Easier to identify weaker students.
  - ▶ Liked by students, faculty, preceptors.
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# Pedagogical Cautions

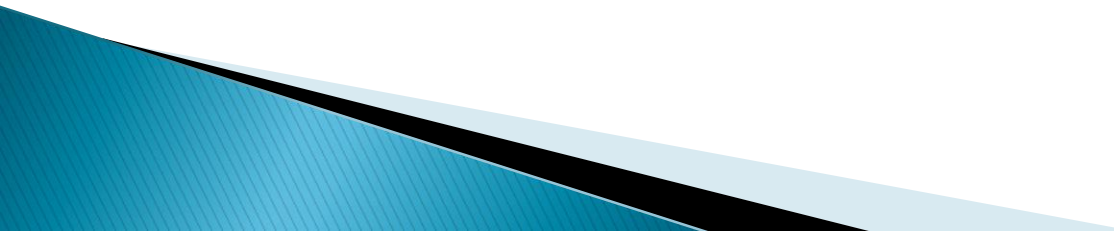
- ▶ Student use of same topic.
  - ▶ Assessing for complications can be forgotten.
  - ▶ Time increase for post conference as may need to address corrections with rationale immediately.
  - ▶ Best care should include consultations.
- 



# Further research needed with

- ▶ Additional and varied clinical areas,
  - ▶ Different programs,
  - ▶ Interdisciplinary teams,
  - ▶ Larger sample, multi-site.
- 

# Outcome of this Presentation

- ▶ As an educator you have another clinical pedagogy to aid in student learning, preceptorship and course evaluation.
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# Questions?

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