Improved Student Outcomes through Transformation of Geriatric Course Delivery

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Panel Presentation

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Program Objective

Integrate new tools, including technology and simulation applications and active learning models, into nursing education in ways that promote greater student engagement and better outcomes, and transform learning.
Historical Perspective

❖ Curricular Challenges in a Geriatric Course
  ❖ Course Objectives
    ❖ Incongruency between Theory and Learning Activities
  ❖ Course Gaps and Overlaps
  ❖ Guest Speakers
  ❖ Student Evaluation of Instruction
A Transition with Learning: Methodology

❖ Online Engaged Learning Environment

❖ Simulation Learning Experience

❖ Service Learning Project
Online Engaged Learning Environment

❖ Internet Based Case Studies
❖ Video Vignettes
❖ Electronic Books
❖ Recorded Mini-Lectures
❖ Unit Quizzes
❖ Service Learning Presentations
Simulation Learning Experience

GERT Simulation Suit & Eye Diseases

(Moll, 2018)
Simulation Learning Experience
Simulation Learning Experience

❖ National League for Nursing: ACEZ Case #1 Judy Jones
❖ Simulation Roles:
  ✷ Assessment, Medication, Procedure, Documentation, Observer
❖ Tools for Assessment
  ✷ Confusion Assessment Method (CAM)
  ✷ Mini-Cog© Screening: Cognitive Impairment in Older Adults
  ✷ Beers Criteria: Potentially Inappropriate Medication Use in Older Adults (American Geriatric Society, 2015)
  ✷ Modified Caregiver Strain Index (MCSI)
❖ Reflective Journaling

(National League for Nursing, 2014; The Hartford Institute for Geriatric Nursing, NYU College of Nursing, 2007)
Service Learning Project

- Acts of Kindness & Justice
  - Yardwork
  - Painting
  - Housekeeping
  - Cleaning out barns and sheds
  - Exercise Classes for Older Adults
  - Medication Education
  - Home Safety Checks
Outcome Measures: HESI™ Exam Scores

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall HESI Score</th>
<th>Spring HESI Score</th>
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<tbody>
<tr>
<td>Academic Year 2017-2018</td>
<td>892 (N=67 in 2017)</td>
<td>944 (N=130 in 2018)</td>
</tr>
<tr>
<td>Academic Year 2016-2017</td>
<td>1072 (N=67 in 2016)</td>
<td>Score Not Provided by HESI (N=126 in 2017)</td>
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<tr>
<td>Academic Year 2015-2016</td>
<td>934 (N=57 in 2015)</td>
<td>953 (N=115 in 2016)</td>
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(Nibert & Morrison, 2013; Zweighaft, 2013)
Conclusion

- Infusion of innovative technologies improved student outcomes
- Feasible in a hybrid format
- Students engage and take ownership of learning
- Geriatric simulation created realism and empathy for older adults
- Expansion of learning into the community
References


