Improved Student Outcomes through Transformation of Geriatric Course Delivery

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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

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Online Engaged Learning Environment

❖ Internet Based Case Studies

❖ Video Vignettes

❖ Electronic Books

❖ Recorded Mini-Lectures

❖ Unit Quizzes

❖ Service Learning Presentations

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Simulation Learning Experience

GERT Simulation Suit & Eye Diseases

Macular degeneration

Unilateral retinal detachment

Cataract

Diabetic retinopathy

Glaucoma

Retinitis pigmentosa

(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)

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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

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Outcome Measures: HESI™ Exam Scores

HESI Med/Surg Specialty Exam Score: Specialty Area Geriatrics		
Academic Year	Fall HESI Score	Spring HESI Score
Academic Year 2017-2018	892 (N=67 in 2017)	944 (N=130 in 2018)
Academic Year 2016-2017	1072 (N=67 in 2016)	Score Not Provided by HESI (N=126 in 2017)
Academic Year 2015-2016	934 (N=57 in 2015)	953 (N=115 in 2016)
Academic Year 2014-2015	864 (N=72 in 2014)	798 (N=81 in 2015)

(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

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