Transforming Clinical Skills in Nurse Education and Assessment Utilising a Blended Teaching and Learning Approach

Professor Martina Gooney, Dr Heather Jennings, Dr Sara Kennedy, Ms Ruth Maher, Ms Mary Moylan & Ms. Geraldine Purcell

Department of Nursing & Healthcare South East Technological University

SETU
Ollscoil Teicneolaíochta an Oirdheiscirt
South East Technological University

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INSPIRING FUTURES

Overview

- Traditionally, interdisciplinary nursing skills have been taught and assessed face to face in the Department of Nursing and Health Care in the South East Technological University (SETU).

- There was a requirement to deliver skills teaching in an effective way despite the enforced change due to the pandemic restrictions on face-to-face teaching.

- A blended format was adopted, predominantly on-line.

- Positive student engagement can reduce the sense of isolation and lend itself to improved students' performance through assessment.

Methodology

R	What are the concerns and initial impressions in caring for this patient? **(RECOGNISE).**
A	What **ASSESSMENT** will be undertaken for this patient? (A-E assessment: Act, Interpret & document).
P	Identify from the A-E assessment the **PLAN** of care that will be undertaken.
I	What nursing interventions are required in caring for this patient? **(IMPLEMENT)**
D	How will the findings be communicated with the preceptor? (REPORT & **DISCUSS** using the ISBAR tool)

Figure 2: Adapted by Gooney et al (2021) from DOH 2020 (iNEWSv2)

- Problem Based Learning (PBL) underpinned with a philosophical framework based on Critical Social Theory (CST) principles was adopted.

- An acronym was devised: RAPID to frame the teaching and assessment approach.

- For their assessment, students were supported to develop a Portfolio of Clinical Scenarios.

- Future recommendations include the use of problem based learning utilizing the newly devised acronym RAPID.

Assessment

- Educational assessments have a significant impact upon teaching, learning and student engagement as they commonly define what areas of learning will be formally given credit (Baird et al., 2017; Zwaal, 2019).

- Nursing faculty are challenged in relation to assessment for clinical skills modules, and even more significantly so when there are barriers in relation to conducting face to face assessments.

- These increasing demands require module and curriculum designers to create opportunities for students to engage in order to enhance students' competence in a particular area or skill (Lazinica and Calafate, 2009; Chian et al., 2019).

- To overcome these demands this presentation suggests the use of PBL and problem-based assessment.

The Principles of Problem Based Learning in Practice

1. The problem acts as a trigger for learning
2. Learning occurs in a small group setting
3. The lecturer acts as a facilitator to the learning process
4. Learning is student centred
5. Prior knowledge is activated
6. New knowledge is acquired and integrated
7. Students take responsibility for their own learning

(Price, 2003)

Problem Based Learning for Assessing Clinical Nursing Skills

- The assessment should enhance the process of contextual, collaborative and self-directed learning (Zwaal, 2019).

- The assessment should achieve alignment of the learning and teaching tasks, intended learning outcomes, indicative content and assessment tasks.

- The assessment process should guide students to collaboratively develop a higher level of understanding of the complex issues and clinical skills.

- Assessment design must be student-centered.

- For students to effectively learn, the assessment should not only measure students' performance, but it should also serve as a toll to support their learning (Pellegrino, 2018).

PBL Assessment Example:

Post-Operative Care Skill Class

Annie has arrived onto the ward following her tonsillectomy. She had morphine 10mgs IM as pain relief given before returning to the ward. You have been assigned to care for Annie on her return to the ward and are working with your clinical preceptor. An hour after her return you go to check on Annie and you note a lot of blood on the pillow, and she appears to be swallowing excessively. She is crying with pain in her throat and has a numerical pain score of 8/10.

You immediately recheck her observations and you note the following:

- Temperature   36.9 °C   Pulse   130 bpm regular
- Respiration rate 18   Blood Pressure 100/60 mmHg
- SpO2   98% on room air

Following the guidelines set out for this class, **USING THE RAPID** acronym, and using all the available information above answer the following questions and be prepared to discuss with your lecturer and fellow students, the following:

Recognise/Assessment:	
Nursing Diagnosis (Four Nursing Problems)	
Interventions (Plan & Implement)	**Rationale**
Discuss/Evaluation/ Report:	

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