Exploring students’ perspectives about an unfolding case study for developing a nursing concept-based curriculum
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INTRODUCTION

• The use of unfolding case studies is one way to transform teacher-centered to student-centered learning (Peery, 2015). An unfolding case study provides students an ideal way to apply concepts to the reality of a patient situation that grows in complexity throughout the nursing curriculum.

• A current gap exists in the literature about best teaching practice and evaluation of using an unfolding case study in a nursing concept-based curriculum.

METHODS

An unfolding case study with videos of a patient care situation was presented to students in didactic courses throughout a traditional Bachelor of Science nursing program. Within-case analysis reveals ideas for future integration into a concept-based curriculum.

Sample

• Nine nursing students who viewed unfolding case study videos and took part in small group discussions in their didactic nursing courses agreed to participate in focus group interviews

Qualitative Method

• Focus Group Interviews

RESULTS

Major Within-Analysis Emerging Concepts

• Connecting concepts
• Reality of situation
• Articulating new information
• Imitating nurse role behaviors
• Recognizing assessment findings
• Expanding on assessment
• Enhancing confidence
• Recognizing / differentiating
• Focusing on presence
• Considering beyond

DISCUSSION