Evaluating Student Learning Using the Williams Unfolding Case Study

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Objectives

- Examine the use of Advancing Care Excellence for Seniors (ACES) Framework and Essential Nursing Actions unfolding cases to guide the teaching of individualized aging, complexity, and life transitions to nursing students.

- Explore the nursing literature for assessment and evaluation of student learning that occurs when the ACES unfolding cases are used to teach gerontological concepts.

- Design assessment and evaluation strategies of student learning that occurs when the ACES unfolding cases are used.
Our Story

- Adapted the current National League for Nursing ACES unfolding cases, placing an emphasis on:

  *Family - Gerontology - Transitions*
Learning Opportunities

Evidence-based Tools
- Fulmer SPICES
- ISBAR
- Modified Caregiver Strain Index
- Geriatric Depression Scale

Skill sets
- Identify Critical Lab Values
- Medication Reconciliation
- Patient Transfer Process
- Head to Toe Assessment

Communication Strategies
- Therapeutic communication
- Family interaction
- Interview taking
- Discharge teaching
- Handoff skills: ISBAR
- Interdisciplinary Collaboration

_Hartford Institute for Geriatric Nursing, 2012_
Henry Williams ACES Case Study

Student Participation
- Ten students per group
- Four students participate in active simulation
- Remaining students in live feed observation room

Faculty Participation
- Three total faculty members to manage experience:
  - Observation Room & Debrief
  - Control Room
  - Simulation Suite with students

Logistics
- Simulation day is a total of 3 hours
- One unfolding case with 3 transitions of care
Henry Williams ACES Case Study

- **Student preparation**
  - Pre-simulation packet, cue cards, pre-recorded first person monologue

- **Evaluation process:**
  - Observation Tool: Peer Evaluation/Observation Tool
  - Reflective Thinking Tool
  - Debrief Tools: Clinical Judgment and Reasoning Tool
Assessment & Evaluation of Learning

- **Pre-post survey design**
  - N=40, second semester nursing students
  - Chronbach’s alpha = .939

- **Evaluated student learning by measuring:**
  - Knowledge
  - Self-efficacy
  - Satisfaction
# Henry Williams Paired samples t-test and descriptive statistics for Self-efficacy Scores

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*2-tailed p<.001
Total= scores on all 21 questions
Intervention 1= scores on question 10 “Management of COPD”
Intervention 2= scores on question 2 “Geriatric Depression”
Pre=before any training   Post =immediately following training
# Henry Williams Paired samples t-test and descriptive statistics for Knowledge Acquisition

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*2-tailed p < .001

**ISBARR** = Identify, Situation, Background, Assessment, Recommendation, & Read back order

Nebulizer treatment = Knowledge acquisition of the skill related to nebulizer treatments

Managing needs of patient with COPD
Summary of Results

- **Significant increases in self-efficacy**
  - Total Score (all 21 items)
  - Management of COPD
  - Geriatric Depression

- **Knowledge acquisition**
  - ISBARR = communication
  - Nebulizer treatment = skill
  - Managing needs of patient with COPD

- **Student satisfaction**
Student Satisfaction with ACES Unfolding Cases

Mean Level of Satisfaction with ACES Unfolding Cases

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Conclusion

Henry Williams ACES Case

- Well developed
- Easy to use
- Evolving-flexible
- Applicable
- Good use of resources
- Measurable gains for students