Affective Pedagogy Empowers Learners to Translate Knowledge for Practice

Presented by
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Kappa Delta Chapter

Aims for Panel Today

1) Describe how affective learning strategies can be used to achieve learning goals in EBP Education.

2) Discuss application of Roger's Model of Diffusion to build confidence and sustainability in EBP Practice.

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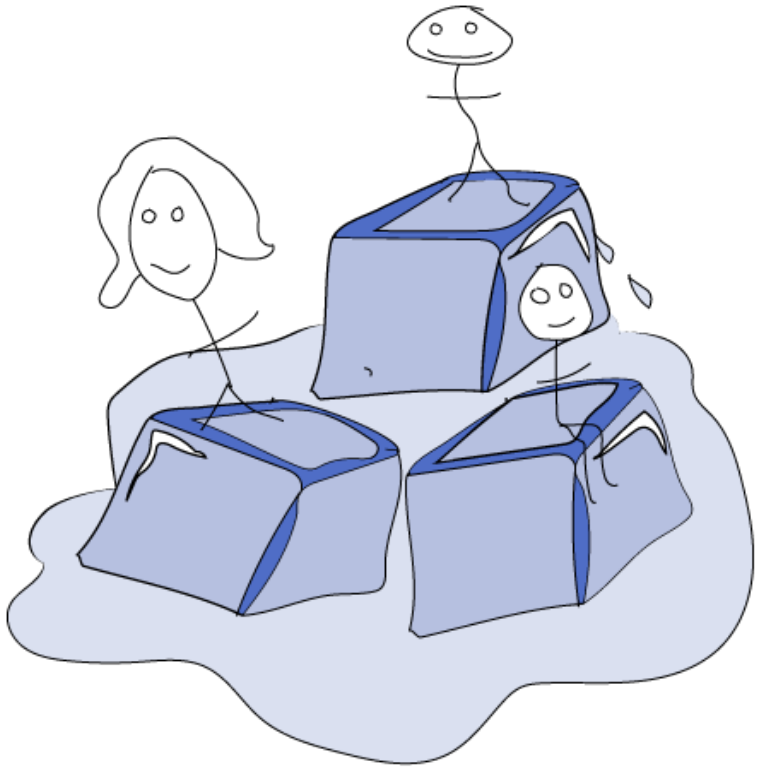
Icebreakers



- Where are you from?
- How long have you been an educator?
- What successes or challenges have you encountered when working with Evidence-Based Practice in your instruction?

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The Role of the Affective Domain in Teaching and Learning for EBP

- Clarify why attention to the affective domain for teaching and learning EBP is effective
- Discuss potential contributions of affective constructs, especially attitude and motivation, for enhanced teaching and learning of EBP

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Common Learning Domains

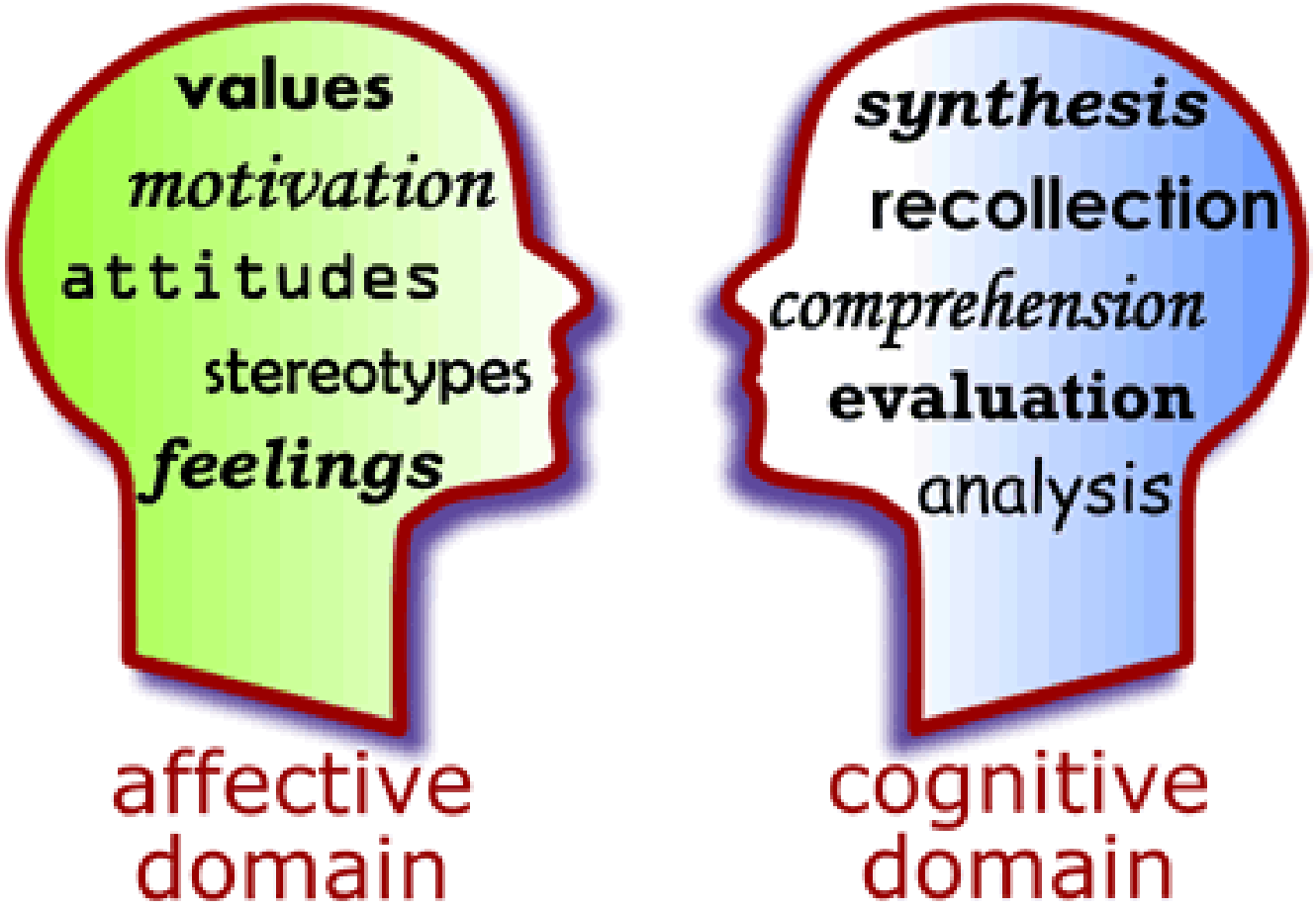

Image by Karin Kirk, SERC

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Receiving	• Passive attention to learning
Responding	• Active attention to learning
Valuing	• Internalizes values
Organizing	• Makes meaning
Characterizing	• Value that changes behavior

Krawthwohl, D.R., Bloom, B.S., & Masia, B. B. (1973). Taxonomy of Educational Objectives, the Classification of Education Goals. Handbook II: Affective Domain. New York: David McKay Co., Inc.

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Demands of Affective Learning

http://allthingslearning.files.wordpress.com/2012/01/21st-c-trainers.jpg

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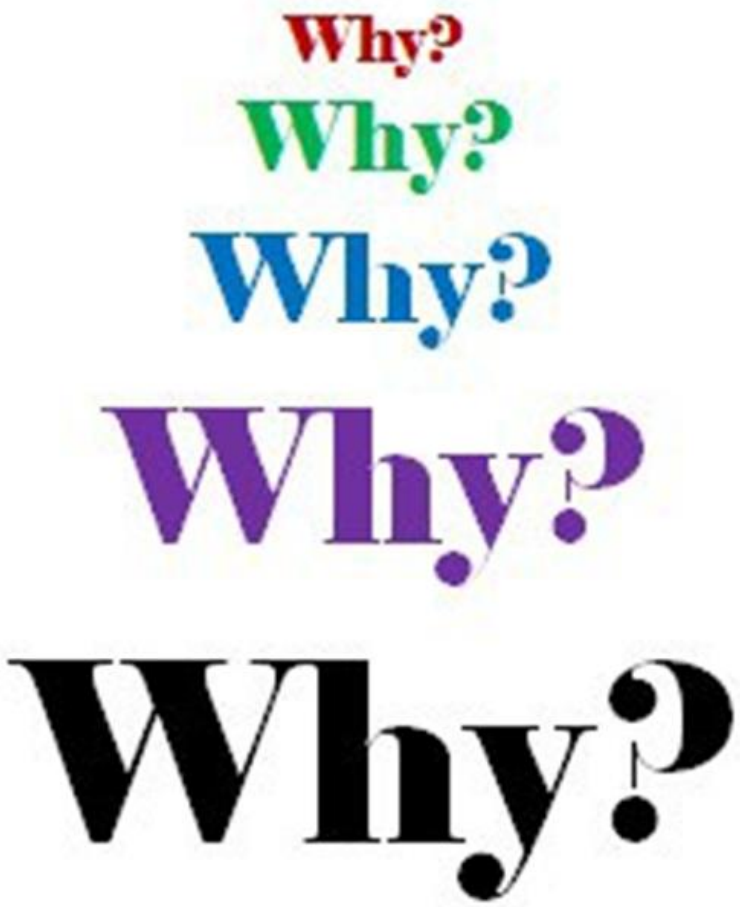
Teaching Strategies for the Affective Domain



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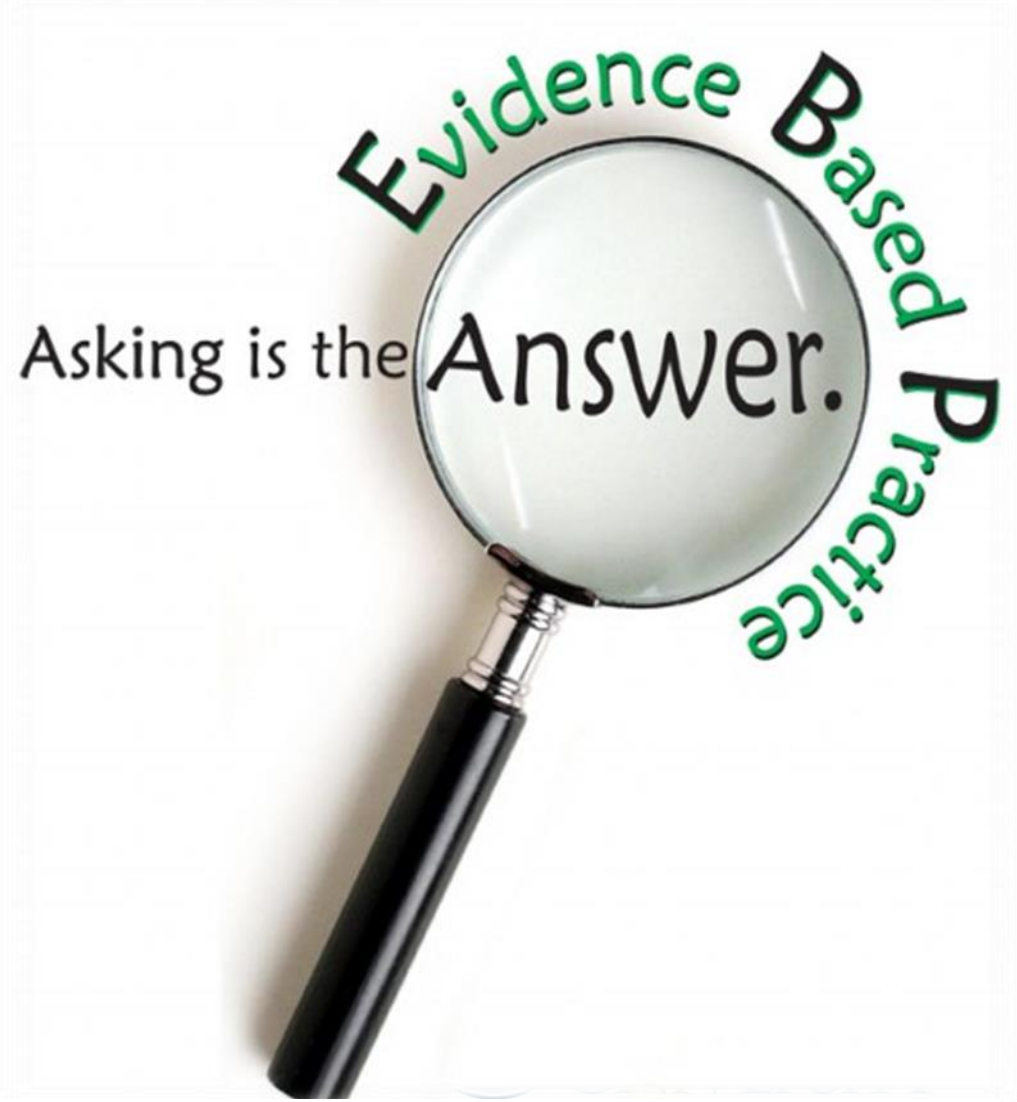
Why… is EBP Best Taught with Affective Learning Strategies

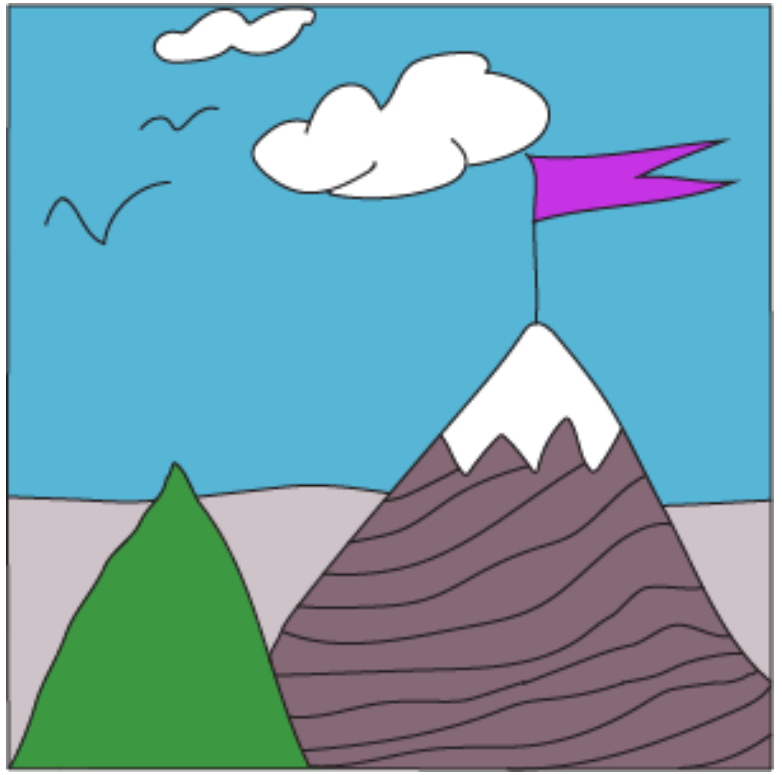
- Prepares nurses for the future
- Experiential and reflective
- Learning for the "long-term"
- Changed behaviors impact patients/clients



https://www.mc.vanderbilt.edu/documents/evidencebasedpractice/images/EBP%20Magnify%20Logo%20sm.jpg

Goals for Interactive Instructional Design Strategies

- **Identify the Audience and Subject Matter**
  - Faculty, Clinical Nurses, Staff Nurse Educators, and Course Designers
  - Research and Evidence-Based Practice
- **Demonstrate instructional strategies**
  - Identify **theory** behind teaching Iowa Model and Rogers' Diffusions of Innovations Theory
  - Demonstrate **instructional best practices**
  - Demonstrate **strategies and tools**



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Who are the staff nurses?

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Where are the staff nurses?

- Tertiary care medical centers
- Levels 1. 2 and 3 trauma medical centers
- Cancer centers
- Community hospitals
- Extended care facilities
- Rehabilitation centers
- Primary care medical centers

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How do staff nurses feel about nursing research?

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Unable to resist the temptation to add more participants to his study on alpine skiing, Ralph found the scope of his research snowballing out of control.

Magnet, Research, and Evidence Based Practice

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Role of Nurse Consultants and Nurse Educators

- Assess the clinical experience of staff nurses
- Stress the importance of clinical experience
- Reinforce nursing practice as the foundation for evidence based practice (and research)
- Reinforce new learning from the past (computer systems)
- Use concepts of research and evidence-based practice in a user-friendly environment.
- Go slowly and reinforce abilities of staff nurses to be successful. Disclose past unsuccessful experiences.

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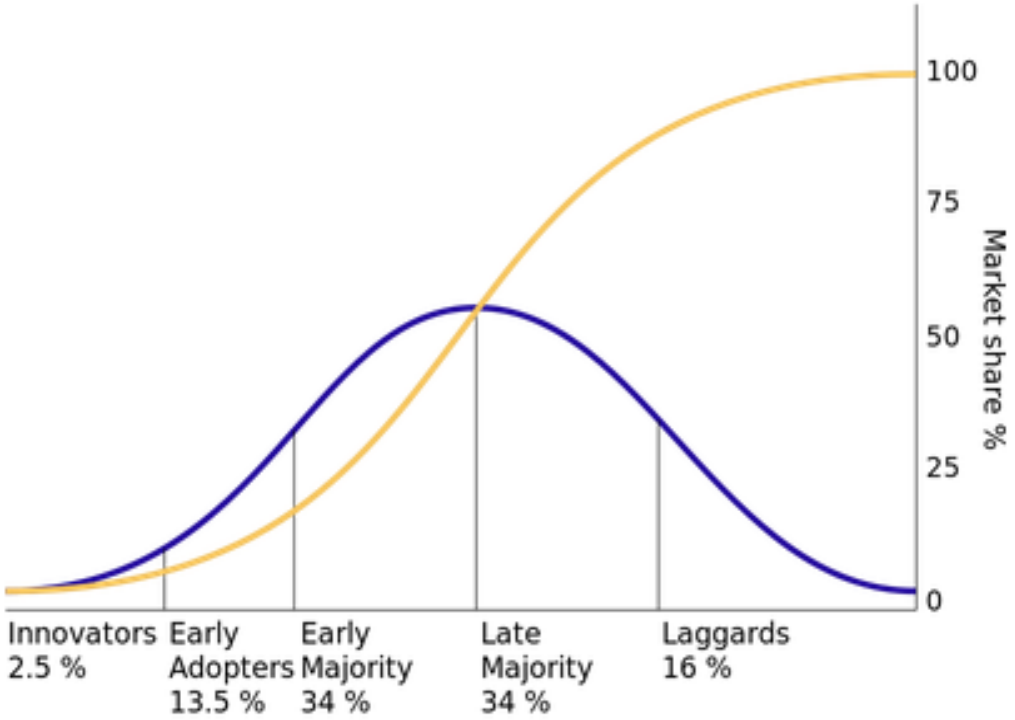
The following quiz will first review the Rogers' Model of Diffusion of Innovation and then take you through a case study applying the model. When prompted, choose the best answer for each question and pay attention to the feedback from the quiz. You may take this quiz as many times as you like.



Application of Roger's Model

>>

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Please watch the video overview of the Rogers' Model of Diffusion of Innovations and then drag each term to its best definition in the section below.

Use the scroll wheel on your mouse or the arrows keys on your keyboard to move to the categories at the bottom of the screen while dragging terms.

Items

Rogers' Diffusion of Innovations

Diffusion

Innovation

Communication

Time

Social Systems

The process by which an innovation is communicated through certain channels over time among the members of a social system	An idea or practice that is thought to be new by a specific individual or group

- Uses existing videos on YouTube
- Features drag and drop vocabulary exercise
- Mobile compatible
- Created in Qualtrics survey tool

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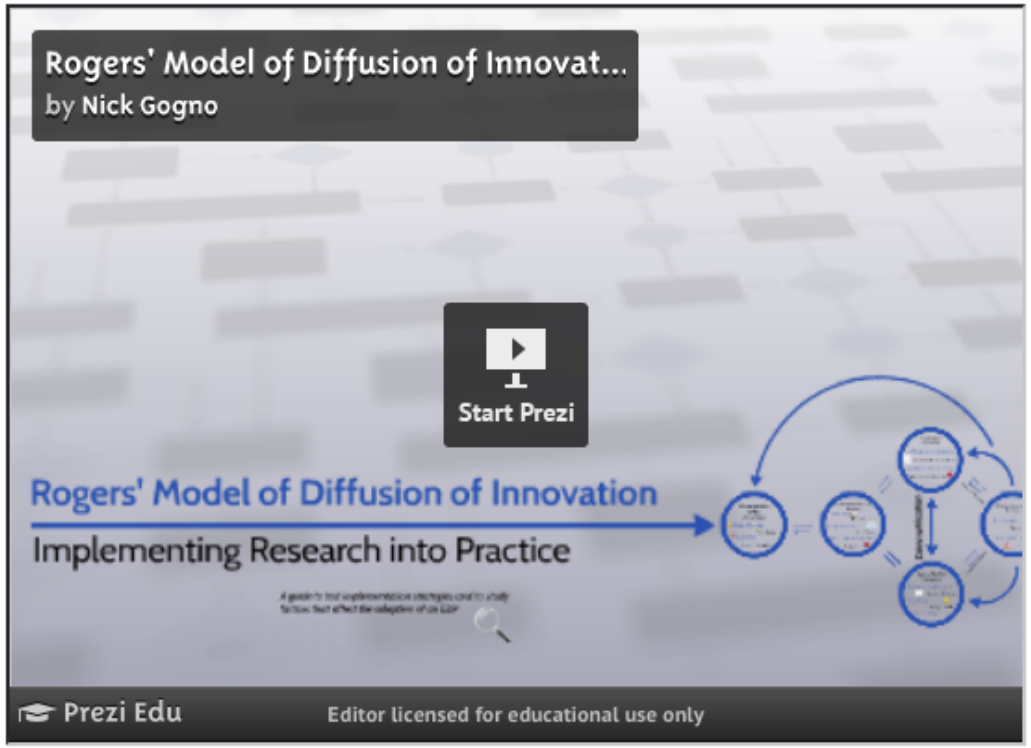
Review the Prezi below for an overview of how the Rogers' Model applies to translating Nursing Research into Practice. Then drag each term to the part of the Rogers' Model to which it best belongs.

Use the scroll wheel on your mouse or the arrows keys on your keyboard to move to the categories at the bottom of the screen while dragging terms.



- Uses Prezi for graphic organizer
- Features drag and drop vocabulary exercise

Items	Characteristics of the Innovation	Communication Process Measures
Localization		
Orientation of New Staff		

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Knowledge Stage - Characteristics of the Innovation - Nature of the Topic

In this case, pressure ulcers in hospitalized patients continue to be a significant medical problem despite evidence-based prevention programs and medical advances. In the critical care adult population, there are additional risk factors contributing to pressure ulcer development, some of which are beyond the control of the caregiver. Vasopressor agents, a first line medication for patients with sepsis and/or shock, may cause additional responses compounding the potential for pressure ulcer development.

- Uses Creative Commons images found online
- Features a case study from a case study by Michelle Quigel, R.N.

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Knowledge Stage - Characteristics of the Innovation - Credibility

The innovation of practice in this case involves convincing caregivers to recognize the potential complications relating to vasopressor administration. Often, quality care and best practice measures can reduce hospital acquired pressure ulcers, but do not prevent all from occurring.

Do you want to discontinue administration of vasopressors?

Yes, this will prevent pressure ulcers.

No, consider alternatives changes in practice.

Uses Display Logic in Qualtrics to display next slide based on learner's answer

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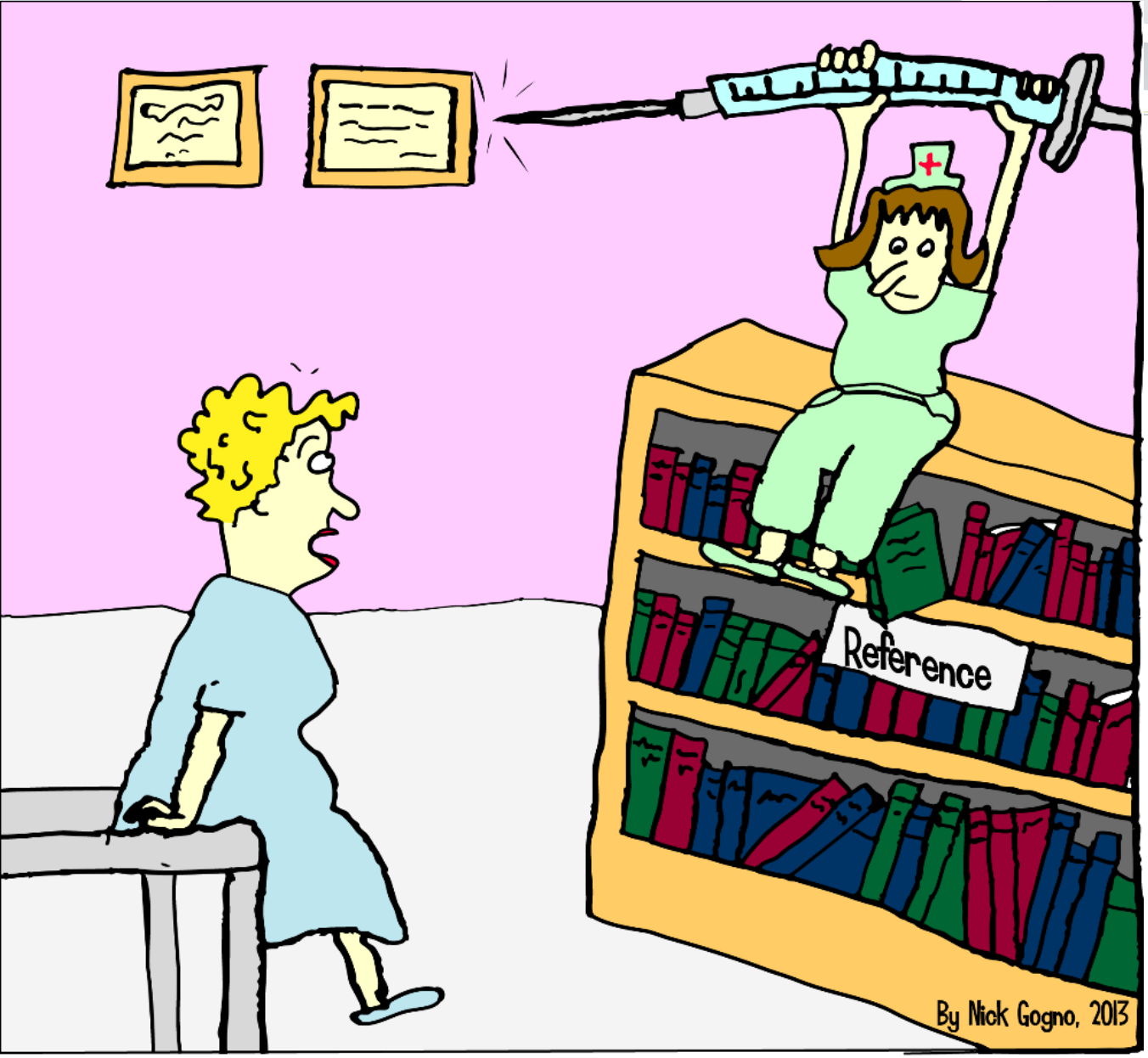
If learner answers yes

Sorry, discontinuation is not feasible for this lifesaving treatment.

If learner answers no

Good choice, vasopressors are a lifesaving treatment and often cannot be discontinued. Pressure ulcers may be prevented by increased risk identification and proactive initiation of comprehensive EBP measures.



I know this treatment may seem scary to you, but I assure you it is supported by systemic inquiry and an abundance of knowledge.

Quantitative Testing

- Volunteer evaluation of models
- Semantic Differential Scale: 15 bi-polar adjectives;7 options
- Stimuli: Iowa Model and Roger's Model
- Evaluation: Honest/Dishonest
- Potency: Relaxed/Tense
- Activity: Rough/Smooth
- Possible range of scores: 15 - 105

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Semantic Differential Results

Variable	Mean	Standard Deviation	Range
Iowa Model (N=26)	76.42	16.9	46-120
Rogers Model (N=24)	63.58	17.2	41-101

- Response rate = 55 %

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"According to my research, dolphins swim better with humans when you give them food. I'm sure the same principle applies to sharks."

Old Ways of Teaching Research Models

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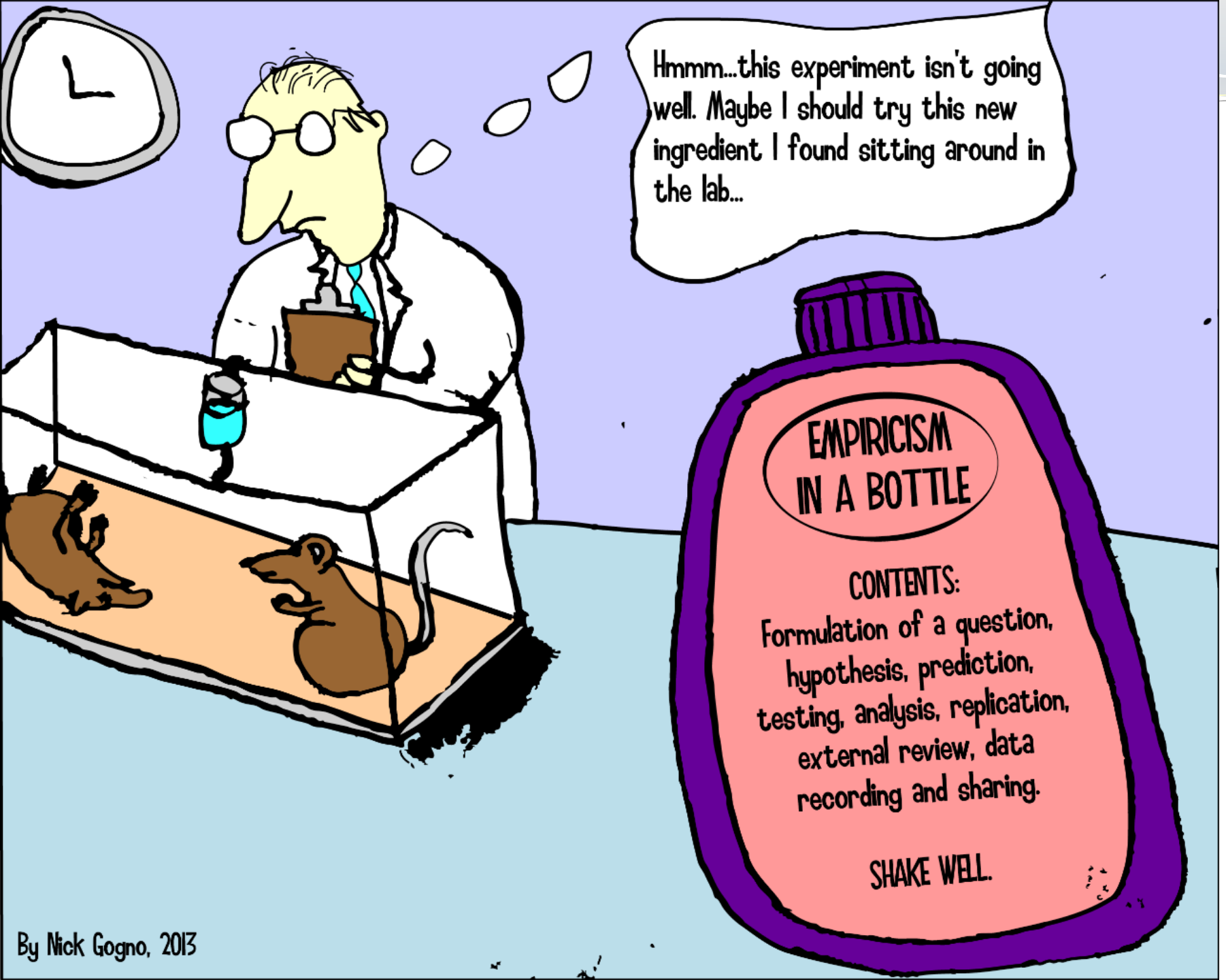

Shift to New Instructional Strategies

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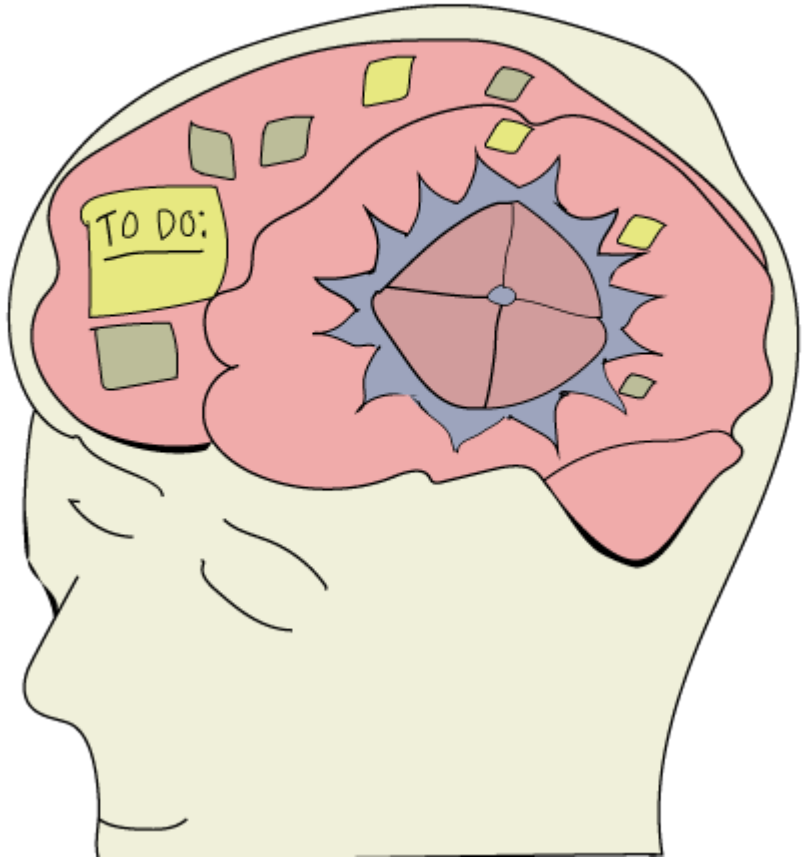
Refresher: Memory

- **Working Memory (WM)** holds 4-5 bits of info and lasts about 10 seconds
- **Long-Term Memory (LTM)** provides long-term storage of info organized into schemas
- **Schemas** are mental structures that incorporate multiple pieces of info into a single framework with a specific purpose or function
- **WM** and **LTM** interact to help us understand new info.



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Cognitive Load

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"It's been sunny everyday for the last 3 months. Logically, there's no need to keep this umbrella any more."

Challenges for Staff Nurses

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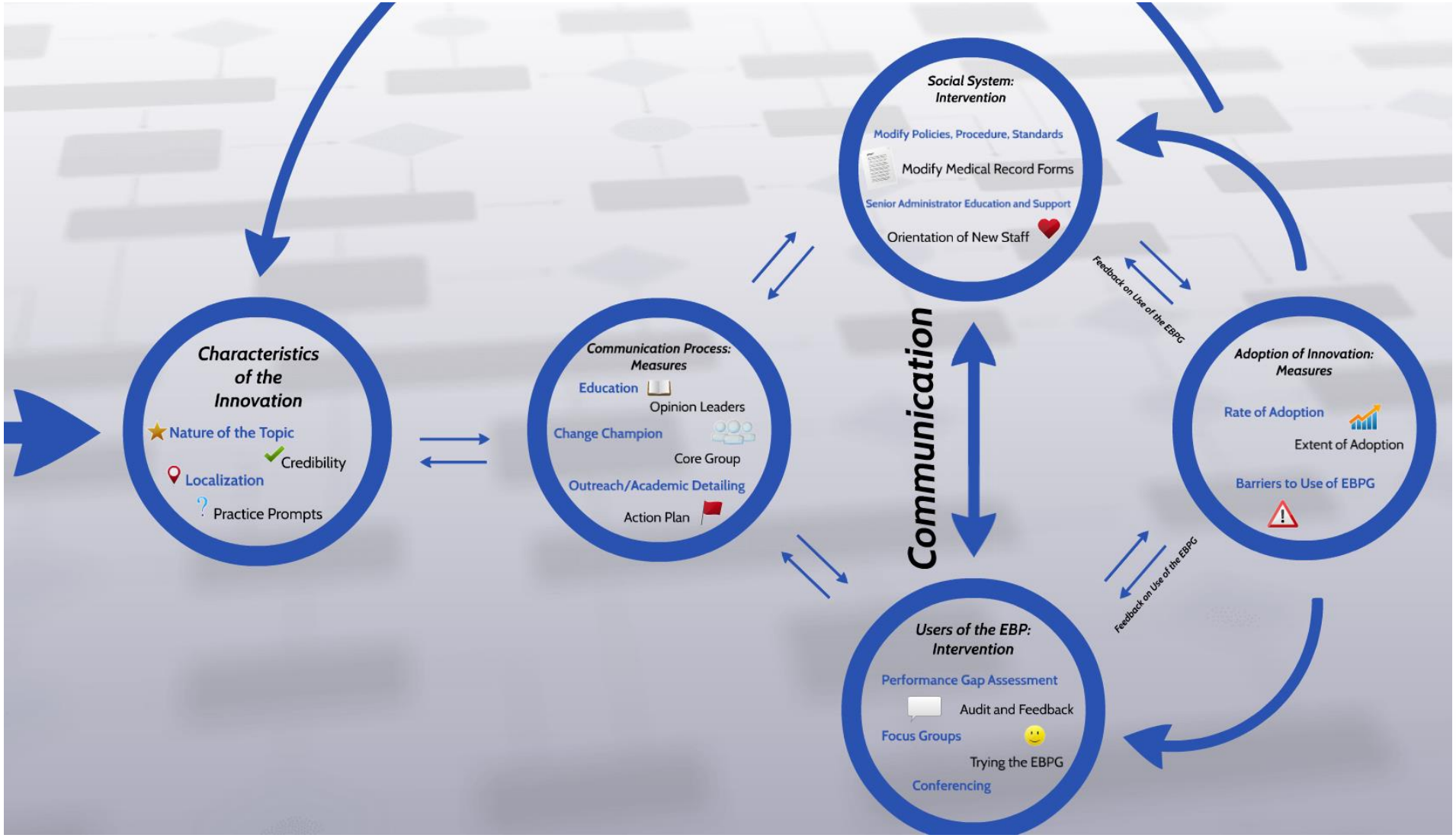
Design Implications



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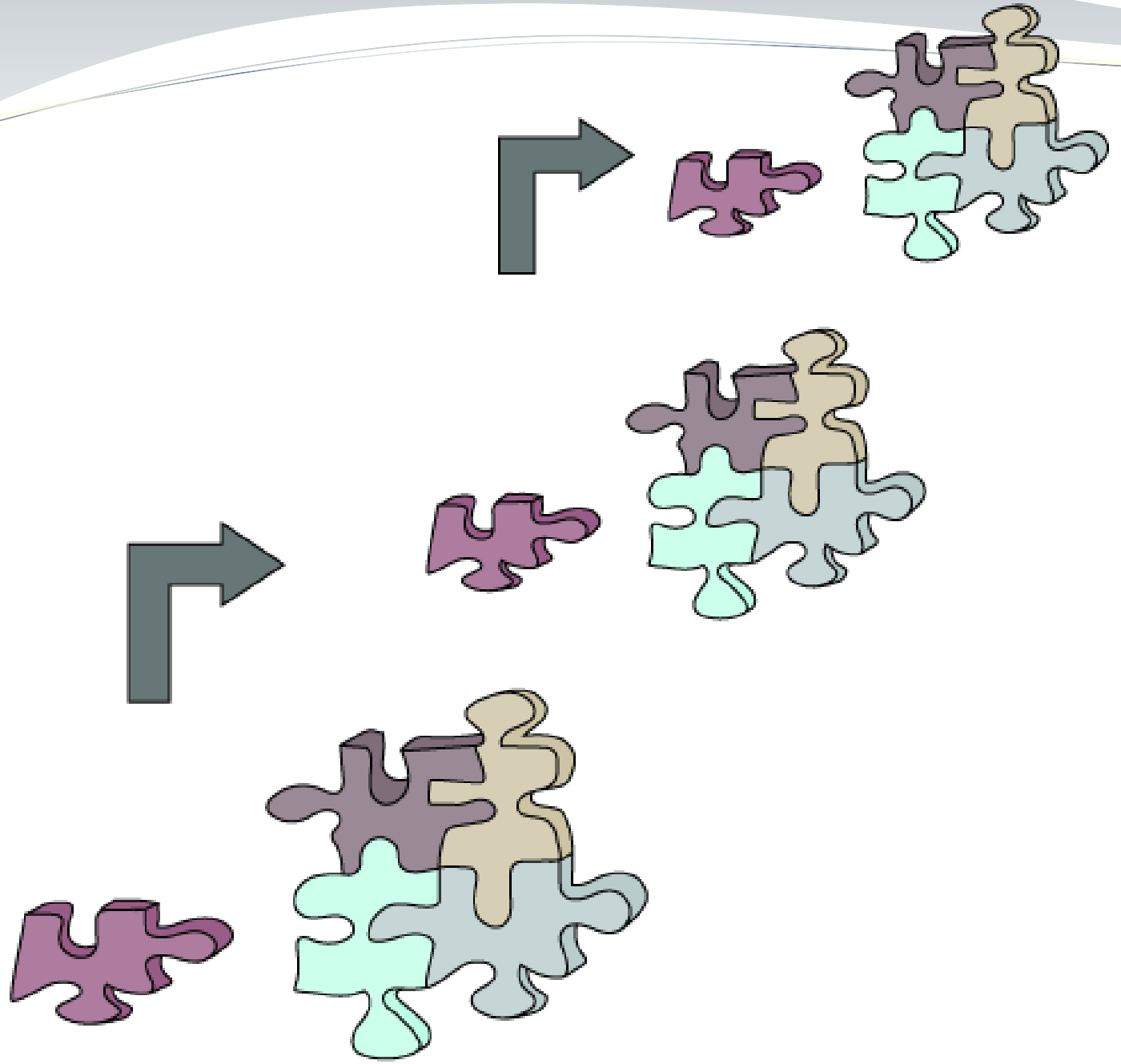

Tapping Into Existing Knowledge

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Don't Wait! Collect Frequent Feedback

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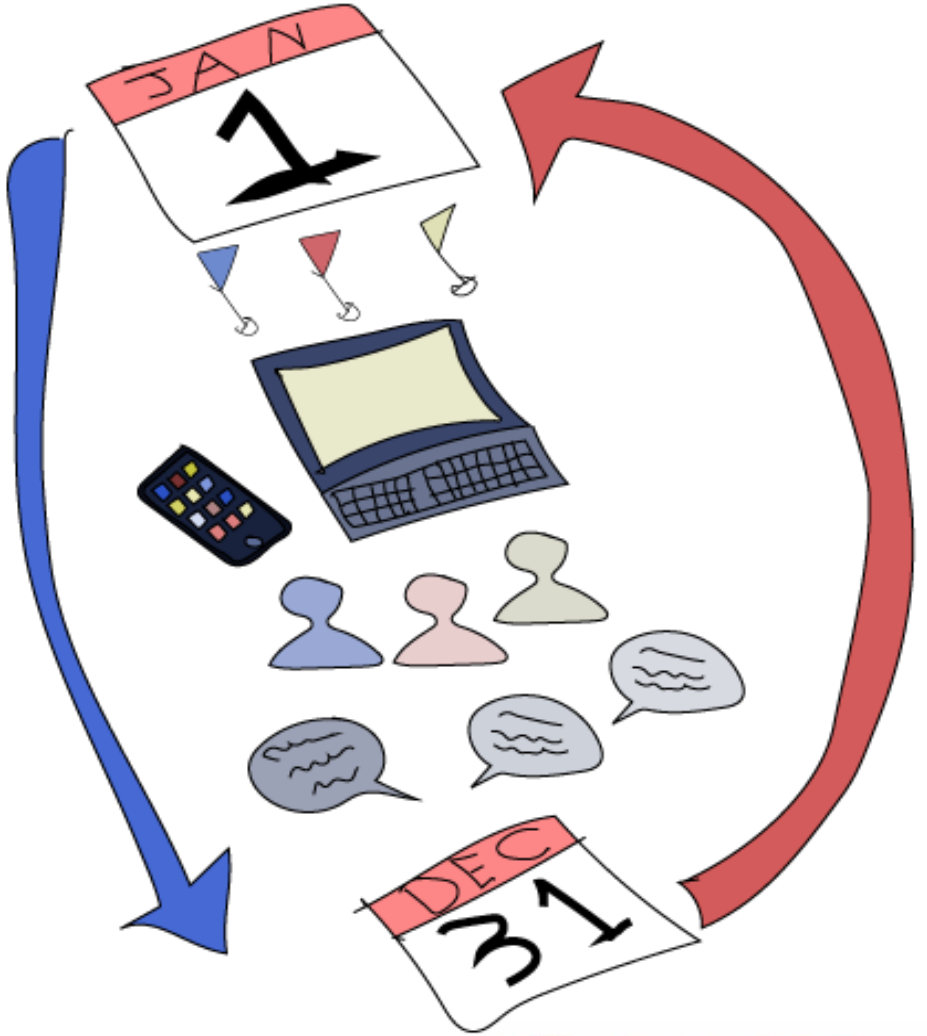
Conclusions

- Technology must be coupled with intentional design of instruction
- Design well in advance
- Keep instructional goals and learner needs at the forefront
- Collect frequent feedback



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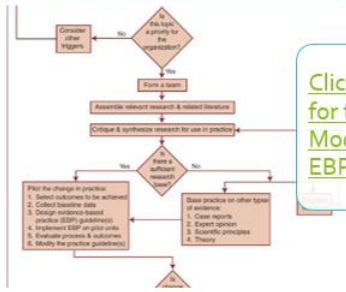
Application of Iowa Model

Evidence-Based Practice Clinical Scenario Exercise

1. Define

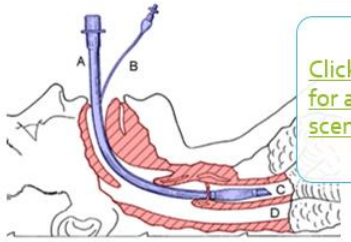
Click here for a definition of EBP

2. Analyze



Click here for the Iowa Model of EBP

3. Apply



Click here for a clinical scenario

References

Click here for a list of references used in this exercise

Go to last slide viewed

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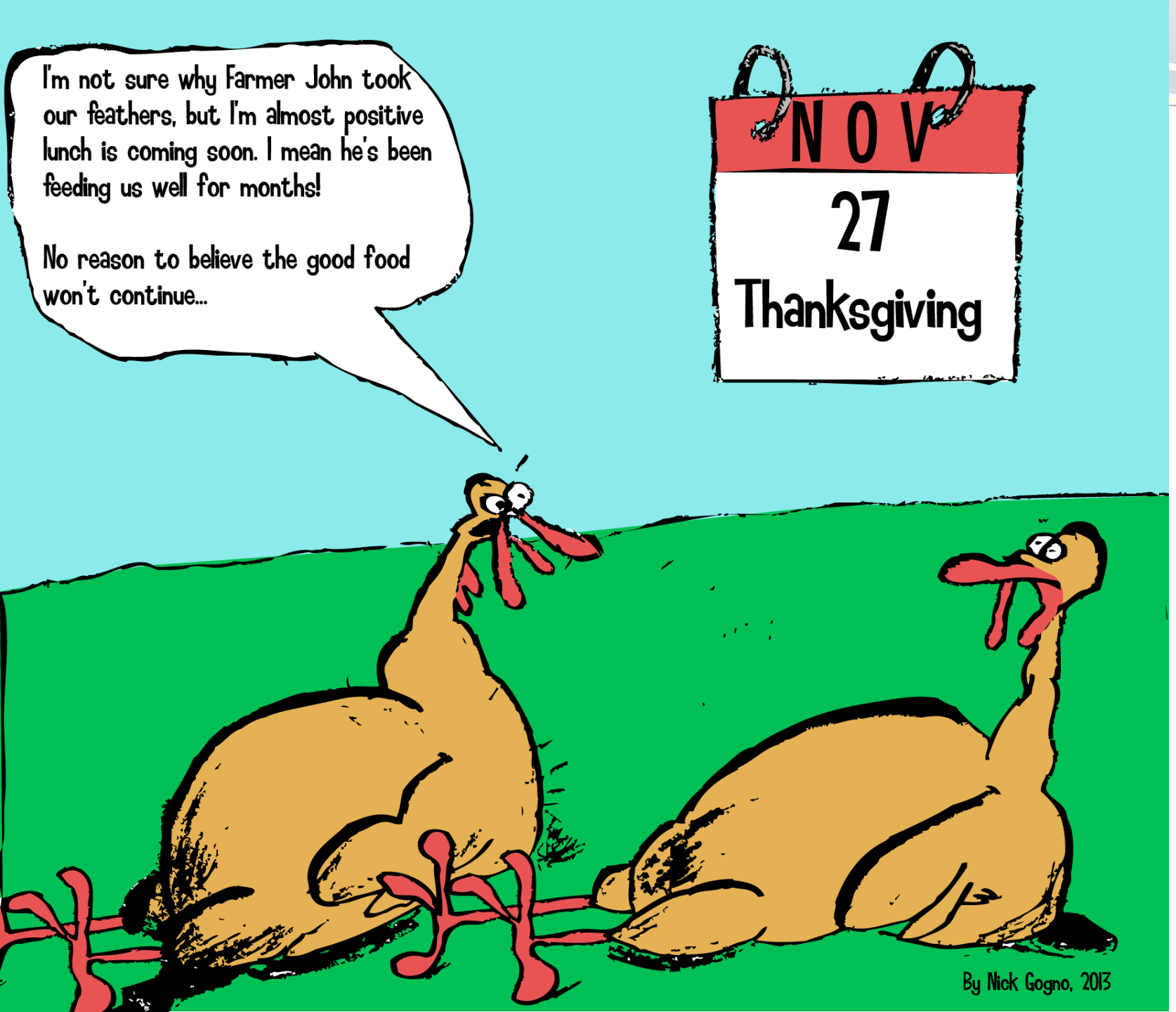

Questions?

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