

**Title:**

Translating Learning Outcomes to Enhance Teaching and Curricula

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**Session Title:**

SYMPOSIUM: Patient-Centered Care Coordination: Evaluating the Impact of a Curricular Module on Student Learning Outcomes

**Slot:**

D 01: Saturday, April 9, 2016: 10:45 AM-12:00 PM

**Scheduled Time:**

11:25 AM

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**Keywords:**

Mixed methods research study , Patient-Centered Care Coordination and Transitions of Care

**References:**

Camicia, M., Chamberlain, B., Finnie, R. R., Nalle, M., Lindeke, L. L., Lorenz, L., & McMenamin, P. (2013). The value of nursing care coordination: a white paper of the American Nurses Association. *Nursing Outlook*, 61(6), 490-501. doi:10.1016/j.outlook.2013.10.006 Carroll, Á., & Dowling, M. (2007). Discharge planning: communication, education and patient participation. *British Journal Of Nursing*, 16(14), 882-886. Cipriano, P. (2012). The imperative for patient-, family-, and population-centered interprofessional approaches to care coordination and transitional care: a policy brief by the American Academy of Nursing's care coordination task force. *Nursing Outlook*, 60(5), 330-333. doi:10.1016/j.outlook.2012.06.021 Clinch, T. (2012). The need for high-level care coordination. *Nursing News*, 36(3), 14.

**Abstract Summary:**

The third part of this symposium will present the results of a research study that assessed the impact of a Patient-Centered Care Coordination (PCCC) clinical module on student learning. The study used a non-experimental, mixed methods design. Results showed a statistically significant positive impact on student learning about PCCC.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to discuss the design and results of the research study.	The presenter will discuss the design and findings of the research study.
The learner will be able to identify two strategies to enhance student learning through the application of care coordination principles.	The presenter will discuss how the study findings can be operationalized in clinical curricula.

**Abstract Text:**

Recent healthcare reform is striving to improve the quality and safety of care and improve patient outcomes; care coordination may contribute significantly to achieving these goals. Nurse educators work diligently to prepare students for the current and future demands of professional practice. According to the Institute of Medicine (IOM) Future of Nursing report (2010), baccalaureate-nursing education must increase its emphasis on the professional nursing role of care coordination in order to meet changing health care needs. This includes the ability to practice to the full scope of professional education and licensure in community and ambulatory care settings, which is as important as practice in acute care

settings (IOM, 2010). The third part of this symposium will present the implementation and results of a research study that assessed the impact of a Patient-Centered Care Coordination (PCCC) clinical module on student learning. Students who were enrolled in a junior level clinical course that incorporated an emphasis on the care of patients with chronic illness were recruited to participate in the study. In addition to medical/surgical and mental health acute care clinical experiences, students in this course completed a half-semester module of clinical experiences that shared an emphasis on the care and coordination of patients with chronic illnesses in non-hospital settings. The study used a non-experimental, mixed methods design. Quantitative data collection instruments included The Interpersonal Communication Style Inventory (ICSI) (Tanner, 2011), scored by one of the co-investigators during a telephone interaction between the student and a simulated virtual patient during the ambulatory care virtual clinical. A pretest/posttest measured students' confidence in self-management support of patients with chronic illness. In addition, qualitative data were collected through focus groups held at the completion of the clinical module. The results of this study shed light on the impact of intentional clinical experiences in non-acute care settings. Research about teaching care coordination in nursing education is scarce, so by investigating the impact of an integrated PCCC curricular module on nursing student-learning outcomes, this study contributes to the evidence about student learning outcomes for PCCC.