Games, Frames, and Decision-Making: A Multimodal Approach to Teaching Delegation to Prelicensure Nursing Students

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Background: Responsible delegation is a critical clinical learning outcome for pre-licensure nursing students in most developed countries. Rationale and methods for professionally responsible delegation skills are taught near the end of formal nursing education, as students begin care of multiple patients and when more complex care is required. Teaching delegation skills includes the five rights of delegation, authority of the RN role, developing clinical reasoning skills, and identifying leadership strategies. Millennial nursing students, born after 1980, are comfortable with the use of high level electronic devices as part of their daily learning style that can aid in development of critical thinking. Electronic gaming with pre-programmed questions on nursing delegation roles and responsibility leverages this inherent level of comfort for classroom teaching with a smartphone "App" (application). Faculty guided review of aggregated App responses engages students in active debriefing for clarification and comprehension of duties that can safely be delegated to an unlicensed assistive personnel.

Small group learning activities augment lecture content to allow safe decision making practice, and to adopt varying team roles in a simulation setting. Students practice prioritization through clinical simulation and role playing scenarios, develop leadership skills, and build insight through small group exercises. Case-based learning and role play encourages critical thinking that allows students to consider appropriate transfer of care, while retaining nursing authority, as the basis for delegation. Delegation of less critical nursing duties to a delegatee, whether unlicensed assistive personnel (UAP) or student peers, by the nursing student improves patient care through better student time management and prioritization of care for multiple patients. Delegating patient care according to accepted standard of care and agency policy, the student nurse must understand the role of unlicensed assistive personnel (UAP) to assure consistently safe patient care. Delegating appropriate tasks and procedures requires clear communication, and follow up with the UAP on assigned work is an expected responsibility of the nursing student as delegator.

Students who learn to use delegation effectively are better able to focus on more complex patient care, medication administration and patient teaching, while self-reflection on role transformation identifies personal readiness for assuming appropriate delegation responsibilities essential to safe patient care.

Purpose: The purpose of this educational intervention is to teach pre-licensure nursing students the delegation process through implementation of multi-media, multi-method approaches in the classroom and clinical setting. The nursing process is multifaceted and includes delegation as an essential attribute of the developing professional nurse. Clinical application of nursing delegation among all members of the healthcare team optimizes safety in patient care and positive patient outcomes.

Objectives:

Classroom and sseminar breakout sessions to instruct pre-licensure students the delegation process using multi-method approach strategies to include:

PPT content presentation

Audiovisual method with didactic explanation/content to provide a fundamental introduction of delegation concepts.

Kahoots game

Information Technology interactive games to apply fundamental delegation concepts to clinical situations. Interactive gaming promotes social learning and deeper pedigogical impact through use of questions

Case studies

Break out sessions to provide critical thinking opportunities and peer collaboration exercise.

Debriefing

Provide safe environment for debrief and reflection session.

Instructional Activity Description: The multimedia delegation learning experience utilized various educational modalities to disseminate fundamental nursing delegation information to pre-licensure students. The 2-hour activity was conducted prior to students entering a capstone clinical experience during their last semester. Learning occurred in both large and small classroom settings. Students were exposed to delegation material thru a presentation, *Kahoot!* questions, case studies, and debriefing. Details regarding content and activities utilized to engage students during the 2-hour period included: PowerPoint Presentation of fundamental information pertaining to delegation delivered in large group setting (20 minutes); *Kahoot!* Interactive Game of multiple choice questions delivered via online game to reinforce delegation information from presentation (15 minutes); Case Studies working within assigned clinical groups and guided by clinical faculty, students examined cases studies and applied newly learned delegation information (45 minutes); and Debriefing in large group summary of activities employing specific debriefing questions to promote meaningful reflection about delegation (30 minutes).

Outcome Expectation: Utilization of the four instructional and interactive components will increase student knowledge, skills and attitudes necessary for role transition to active clinical leadership. Following this session, in a three week clinical capstone experience students will create reasonable patient assignments using complex client health situations and will demonstrate appropriate delegation of patient care responsibilities to other senior level pre-licensure nursing students, in the context of potential urgent or rapidly changing client health situations. Peer evaluation of both leader and care giver responsibilities will ensure open and meaningful communication among student leaders and their nursing student team members.

Implications/Recommendations for Nursing Education: This instructional methodology increases pre-licensure student learning of the delegation process prior to entry into a robust medical/surgical capstone clinical experience. Educators aim to increase understanding of the student nurse leader's role through authoritative delegation of tasks and maintaining accountability for the success of the delegation process. Components of delegation include the delegator, delegatee, and the task to be accomplished through the four teaching methods: PPT, *Kahoot!* Game play, Case studies, and Debriefing.

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Keywords:

Critical Thinking, Delegation and Nursing Technology

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Abstract Summary:

Through role-play, case studies and content specific gaming, students increase knowledge, skills and attitudes necessary for role transition to active clinical leadership in preparation for a robust three-week capstone experience. Focus on the delegation process ensures student nurse leader's role through authoritative task delegation and accountability for the delegation process.

Content Outline:

Outline of Presentation

1. Definition of Delegation and Purpose of Student Delegation Workshop
2. Review of Learning Objectives and Description of Planned Activities
3. Discussion of Multi-Modal Approach
    1. Active Learning
    2. Individual and in Teams

- Discussion of Didactic Mode (Large Group Setting)

1. Slide Presentation
2. Delegation Process
3. Roles of Delegation
4. 5 Rights of delegation:Task, level of difficulty, person, communication, supervision

- Discussion of Kinesthetic Learning Mode (Large Group Setting)

a. *Kahoot!* Smartphone Gaming Session
b. Novel approach, Use of App, Visual Response
    a. Questions on appropriate delegation
    b. Active review of didactic content

- Application of Knowledge (Small Group Seminar Setting)

1. Case Studies on Delegation
2. Use of Clinical Teams (6 students each) improves discussion and promotes cohesion in coming clinical capstone experience
3. Clarification of rules, roles, authority of delegator, delegatee, follow up

- Debriefing Session (Large Group Setting)

1. Process: what worked, what didn't
2. Response to Delegator role, Delegatee role
3. What can be improved
4. Peer evaluation of delegator
5. Value and timing of delegator's feedback to student delegatee
6. Discuss Evaluation of Presentation
7. Questions

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Professional Experience: Dr. Hendrix has taught for ten years in the Pre-Specialty MSN Program at

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Author Summary: Dr. Hendrix currently teaches at Vanderbilt School of Nursing and practiced 18 years as a Family Nurse Practitioner in Kentucky prior to her appointment at VUSN. She completed a MSN at Vanderbilt in 1991, and a DNP from Frontier Nursing University in 2013. She team teaches Evidence Based Practice and Leadership and Management courses, and is the immediate past president of the Vanderbilt Iota Chapter, of Sigma Theta Tau International.

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Professional Experience: Dr. Robbins is Course Coordinator of the Leadership and Management Course, which is the basis for this presentation. She is a clinical instructor in the pre-specialty program. In addition to teaching, she is also part of the nursing team at West End Women's Health Center, the Vanderbilt School of Nursing midwifery clinic. Ms. Robbins has experience in antepartum, intrapartum, postpartum and well-baby care. She also has experience in management and leadership which has helped nurture her passion to educate future nurses while imparting them with leadership skills.

Author Summary: Dr. Robbins contributed didactic content to this presentation. Current Research/Scholarly Interests Professionalism, leadership, and therapeutic communication among nursing students in the clinical setting Innovative uses for technology in the classroom and clinical settings> Nursing education research Development of managerial abilities among staff nurses Quality improvement of evidenced based patient education Fetal loss and postpartum depression Clinical Practice Fundamentals of Nursing Obstetrical Nursing Nursing Administrative Team at West End Women's Health Center

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Professional Experience: Elizabeth Hall is a clinical instructor in the pre-specialty level at VUSN and coordinates assessment and pharmacology courses in the ASN to MSN program. In addition to teaching, she is also part of the clinical practice at Franklin Road Women?s Health Clinic where she provides gynecological services to women. Mrs. Hall has nursing experience since 1996 in gynecological surgery,

antepartum, postpartum, neurosurgical intensive care, cardiac intensive care, perioperative (preoperative, intraoperative, and postoperative), psychiatric, and adult medical surgical areas. She also has experience in leadership and caring as a preceptor to nurses, student nurses, student nurse practitioners, and has served to mentor new faculty which synergistically facilitates her fulfillment of being a reflective nurse educator and lifelong pupil of the caring process in healthcare.

Author Summary: Current Research/Scholarly Interests Adolescent Mothers Breastfeeding Intent Before Birth and Initiation Rates After Birth with Breastfeeding Promotion Caring in Nursing Colposcopy and Cervical Cancer Prevention Reflective Practice Online Teaching and Learning Perioperative and Critical Care Nursing Team Based Quality Improvement

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Professional Experience: Faculty instructor at Vanderbilt School of Nursing in the MSN program for nurse practitioners. I have a variety of teaching experience in clinicals in pediatrics and adults, lecturer, and instructor in professional series and research courses. Previous experiences implementation of concept mapping in adult clinicals.

Author Summary: Robbie Panepinto is on faculty at Vanderbilt University School of Nursing. She has experience in pediatric and adult care. She completed her DNP at Samford University in Birmingham, Alabama.