Engaging Nursing Students for Genetic/Genomic Learning

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Why Teach Genetics?

- Accreditation expects genetic/genomic content (AACN, 2008)
- Important for nursing (ANA, 2006)
- NHGRI summer short course in genomics (RN, PA, faculty)
- Content incorporated across curriculum
- Stand alone course
Long Standing Course

• Hybrid format (51% F2F)
• Self learning modules (PPT)
• 2 Exams
• Group presentation of genetic diseases
• Family Pedigree
Course Evaluation

- 30-40% student satisfaction
- Self learning not effective
- Enormous amount of material on exams
- Exam content not clear
- Group presentations boring (12 groups)
- Genetics is not necessary for clinical nursing!
What to Do?

• Review evidence based best teaching practices
• Innovative Teaching Center/Instructional Technology Expert
• Help students process and reflect
• Value of immediate feedback
• Usefulness of technology
• Creative approaches
Changes to Course:

• 5 Modules (3-4 chapters each)
• For each F2F, individual quiz
• Group quiz
• Possible rebuttal
Team Number:
Names of Team members:
Question Number:
Topic:

Reason for Appeal: Be sure to make a clear argument about why you believe you are correct. Be sure to reference the side or page number in the book.
In the New

- OTC genetic test
- CRISPR gene editing
- Transplant DNA from a fertilized to a donor egg
PPTs or Videos

- A question of genes: inherited risk
- Role of nurse
- Class discussion
Additional Changes

- Short ppt/video
- Guest speakers

MDS Syndrome

Osteogenesis imperfecta

Hunter Syndrome

Factor V Leiden

Osteogenesi

s imperfecta

Factor V Leiden
Pedigree Chart & Analysis
Group Assignments

- Guess that mode
- Myriad website
- Case study deaf co...
Student Satisfaction Following Changes

- 89% good to very good
- Pedigree
- Guest Speakers