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The Lived Experiences of Nursing Students in Performing Case Scenario Analysis

Josephine De Leon, PhD, MAN, RN

School of Nursing, Centro Escolar University, Manila, Philippines

Purpose:

The case scenario approach as learner-centered pedagogies believed to improve student's cognition and academic performance. Case scenario approach is also effective to encourage active engagement, involve real world problems that are relevant to students' professional contexts, and encourage dialogue and collaborative learning. The case scenario analysis is a tedious process and requires long term preparation for students. This study aimed to discover the experiences of the student in doing case scenario analysis.

Methods:

This study utilized qualitative phenomenology type of research. Focus Group Discussion was performed to three groups consisted of level 2, 3 and 4 nursing students. The study was conducted in the second semester of School Year 2016-2017. The grand tour question used was "What is your experience in performing case scenario analysis?" Students were randomly picked from the roster of list of students through fish bowl technique. Thematic analysis was done to identify themes across data that are important to the description of the phenomenon.

Results:

Among the three groups, the study found out that there are commonalities in the nursing students' experiences. Three main themes captures the experiences of the students. "*A Synthesis of Learning*", "*A Synthesis of Learning*". Nursing students view case scenario analysis as preparation for their final examination and used this activity to review entire concepts and disease process. "*A Bridge to Realization*". The Case Scenario analysis served as realization to nursing students strengths and weaknesses in different concepts and for them familiarization of these concepts is a great task. "*A Struggle to Surpass*". The process enable them to balance their time, energy and resources. It enables them to be confident in front of the assessor and to neutralize harmony and pressure. Nursing students experiences in the Case Scenario Analysis made them think critically, realized their strengths and weaknesses and believed the need to survive and pass this learning process.

Conclusion:

Case Scenario analysis is a creative teaching strategy that engage students in active learning, increases motivation, promotes critical thinking skills and strengthen collaboration in classroom or in clinical setting. Nursing students' experiences in the case scenario analysis are vital to their learning process.

Title:

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Keywords:

Case Scenario Analysis, Nursing Students and Teaching Strategy

References:

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Abstract Summary:

The experiences of nursing students in the teaching learning process utilizing case scenario analysis was explored in this study. Three groups of nursing students were grouped to determine their experiences in this learning process. The experiences were captured according to themes to described the case scenario analysis activity.

Content Outline:**1. Introduction**

This research study discuss the case scenario analysis as a teaching and learning strategy used in the nursing schools today to stimulate critical thinking skills and improve learning of nursing students

2. Main body

The experiences of nursing students in the case scenario analysis were explored and captured using quantitative phenomenology research.

Three themes emerged in the nursing students experiences:

“A Synthesis of Learning”- Nursing students view case scenario analysis as preparation for their final examination and used this activity to review entire concepts and disease process.

“A Bridge to Realization”- The Case Scenario analysis served as realization to nursing students strengths and weaknesses in different concepts and for them familiarization of these concepts is a great task.

“A Struggle to Surpass”.- The process enable them to balance their time, energy and resources. It enables them to be confident in front of the assessor and to neutralize harmony and pressure.

3. Conclusion- Case Scenario analysis is a creative teaching strategy that creates active learning process in the classroom and in clinical settings.

First Primary Presenting Author

Primary Presenting Author

Josephine De Leon, PhD, MAN, RN
Centro Escolar University
School of Nursing
Associate Professor
Manila
Philippines

Professional Experience: Associate professor of the CEU School of Nursing and Graduate School. Currently a member, House of Delegates Philippine Nurses Association of Zone 1 Manila Chapter. The founding president and adviser of the Philippine Nursing Research Society (PNRS) CEU Cell Faculty and students' organizations. Awarded as the “Teacher of the Year” for the year 2015. Had completed and published research projects in local and international peer reviewed journal. Leads the CEU, faculty of nursing in conducting researches focused in the SONs “niche”. Research projects developed the “Diabetes Self-Management Education (DSME) Modules” “PUB Bundle of care”, “Surgical Bundle of Care” and the “CAP Bundle of Care” to improve patients outcomes. At present, she is the project leader of a research collaboration projects for prevention of diabetes mellitus and frailty among older persons with CEU as the leading HEI’s together with Stikes Buleleng, Bali Indonesia, and Stikes Baiturrahim, Jambi Indonesia.

Author Summary: Dr. Josephine M. De Leon is an Associate professor of the CEU School of Nursing and Graduate School. She is currently a member, House of Delegates Philippine Nurses Association of Zone 1 Manila Chapter. She is the founding president and adviser of the Philippine Nursing Research Society (PNRS) CEU Cell Faculty and students' organizations. She earned her PhD degree major in Curriculum and Supervision at CEU Manila