

The Lived Experiences of Nursing Students in Performing Case Scenario Analysis

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DISCLOSURE

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Conflict of Interest:

The study was conducted by members of the Faculty of Centro Escolar University, Manila School of Nursing and has no conflict of interest to any organization.

Teacher-Centered Approach

Direct Instruction

- Formal Authority
- Expert
- Personal Model

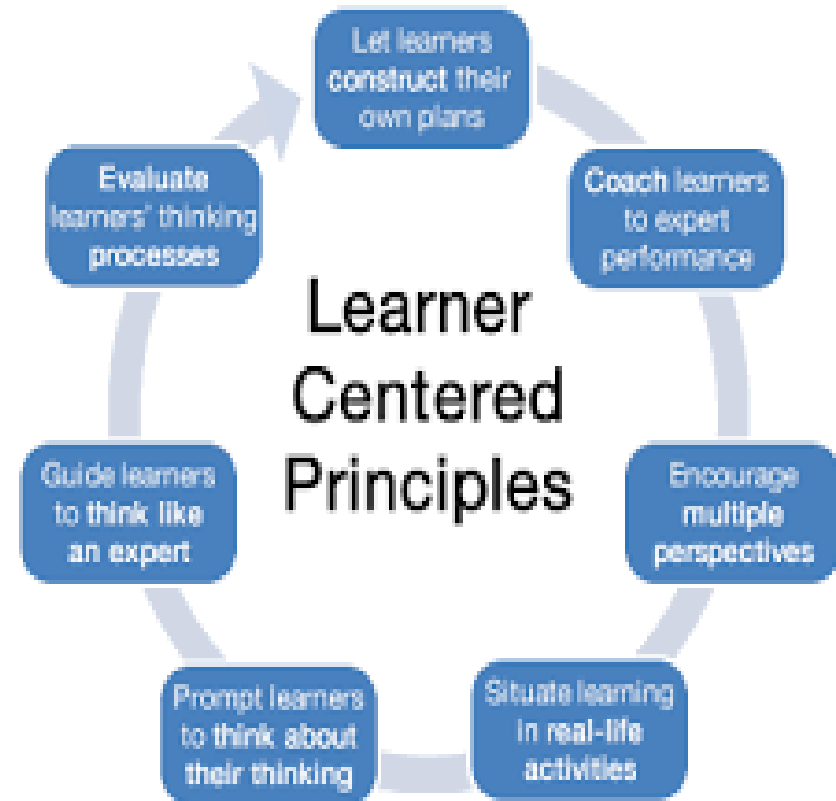
Student-Centered Approach

Inquiry-Based Learning

- Facilitator
- Personal Model
- Delegator

Cooperative Learning

- Facilitator
- Delegator



Case Scenario

- **are more effective than classroom discussions and textbook reading at promoting learning of key biological concepts, development of written and oral communication skills, and comprehension of the relevance of biological concepts to everyday life (Bonney, 2015)**

Objectives of the study

To explore the experiences of nursing students in performing case scenario analysis. The results of the study will be utilize to improve teaching and learning activities of the School of Nursing to improve student's academic performance

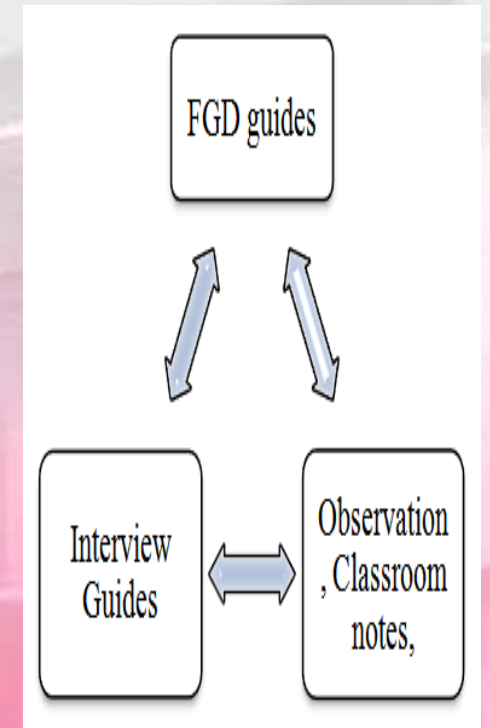
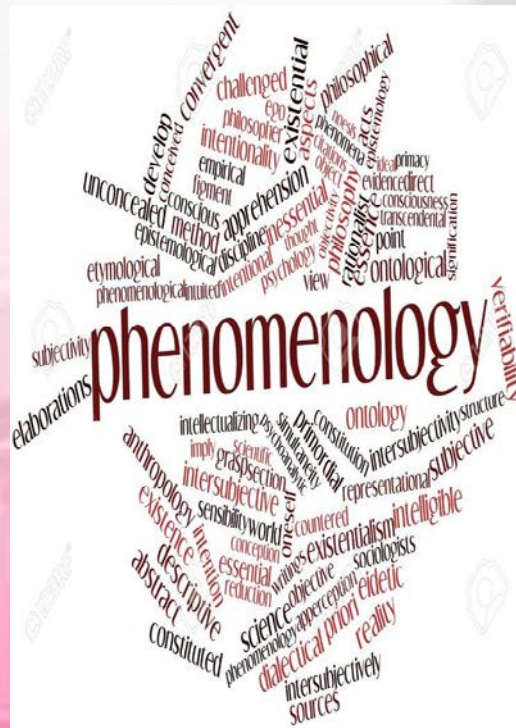
Background



ACTION METHODS

- Drama
- Case scenarios
- Simulation
- Soap operas/television segments

Methodology



Data Gathering Procedure



Data Analysis

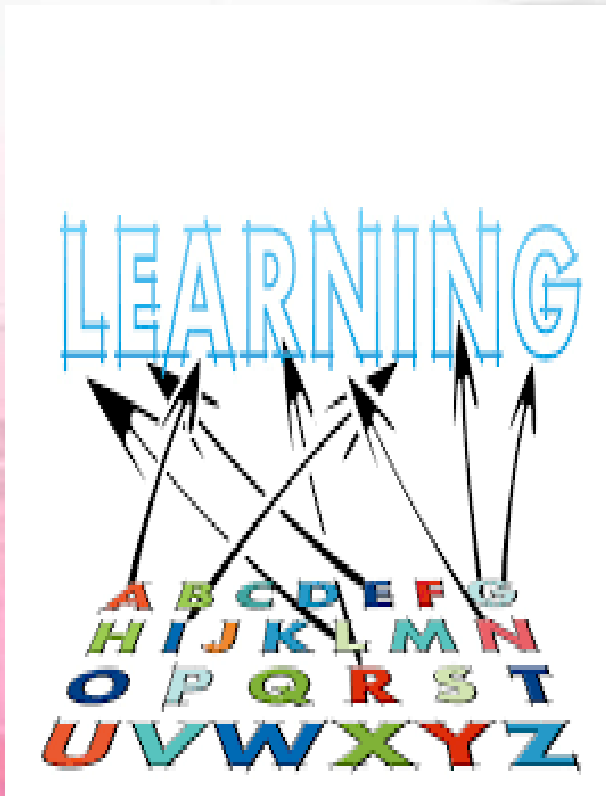
TABLE 1
PHASES OF THEMATIC ANALYSIS
(ADAPTED FROM BRAUN & CLARKE, 2006)

	PHASES	DESCRIPTION OF ANALYSIS PROCESS
1	Familiarising myself with data	i) Narrative preparation, i.e. transcribing data ii) (Re-)reading the data and noting down initial ideas
2	Generating initial codes	i) Coding interesting features of the data in a systematic fashion across entire data set ii) Collating data relevant to each code
3	Searching for themes	i) Collating codes into potential themes ii) Gathering all data relevant to each potential theme
4	Reviewing themes	i) Checking if themes work in relation to the coded extracts ii) Checking if themes work in relation to the entire data set iii) Reviewing data to search for additional themes iv) Generating a thematic “map” of the analysis
5	Defining and naming themes	i) On-going analysis to refine the specifics of each theme and the overall story the analysis tells ii) Generating clear definitions and names for each theme
6	Producing the report	i) Selection of vivid, compelling extract examples ii) Final analysis of selected extracts iii) Relating the analysis back to the research question, objectives and previous literature reviewed

Results

General Themes	Sub-Themes
1. A Synthesis of Learning	1. Served as a Review of the entire concepts/disease process 2. Served as Preparation for the Final Exam
2. A Bridge to Realization	1. Identification of Strengths and Weakness in different diseases/concepts 2. Familiarization of the disease process is a great job
3. A Struggle to Surpass	1. Balancing time ,energy and resourcefulness 2. Being at Ease in Front of the Assessor 3. Neutralizing the harmony of toxicity

A Synthesis of Learning



*“Good strategy for review purposes; good teaching strategy....“Huwag tanggalin”
Don’t Remove, A Preparation for board exam” (Participant #1)*

“Critical thinking ability and Confidence are developed” (Participant #3)

“Enhance critical thinking” (Participant # 9)

“Case study teaching increases student perception of learning gains related to core course objectives. Student perceptions of learning gains resulting from case study teaching are positively correlated to increased performance on examinations” (Bonney , 2015).

A Bridge to Realization



Nakakatulong magrecall ng disease process. (It helps to recall a disease process) (Participant # 4)

“Critical – learn to connect things Malaking tulong; trained; pag na encounter mo na ang disease, alam mo na ang syptoms, proper treatment, familiar with care nasasanay” (It is critical and we learn to connect things, it is a big help, served as a training if in case you encounter a disease, you know all the symptoms, proper treatment, and you become used in the familiarity of care)”. (Participant #2)

“Identify what parts ang weak, saan magfocus” (Able to identify what are the weak parts of the subject then it will become the focus of studying.) (Participant #3)

Case scenario becomes an aid to go back to all the learned concepts and disease process in which, helps them to do self-assessment on the status of their learning. The realization that there are topics that needs to be sharpened /enhanced and there are topics that are easily remembered/understood

A Struggle to Surpass



“Conflict with other requirements”

(Participant #7)

*“Minsan sobrang dami ng cases, Sobrang pressure”
(Sometimes, there are so many cases to study, theres
too much pressure.) (Participant # 2)*

*“Oral rev CI nakakatakot, naapektuhan, nadidistract,
kinakabahan---hindi lahat ng CI” (During oral revaleda,
sometimes, but not all Clinical Instructor affects
students emotionally where students got distracted and
felt nervous) (Participant # 3)*

Anxiety impacts a student's working memory, making it difficult to learn and retain information. The anxious student works and thinks less efficiently, which significantly affects the student's learning capability. (Minahan, 2012).

Conclusion

Case scenario approach is an effective teaching and learning activity for nursing students. This approach is very effective in the development of the nursing student's critical thinking ability and in the improvement of the students' academic performance.