

Smartphones and Tablets in the Nursing Curriculum

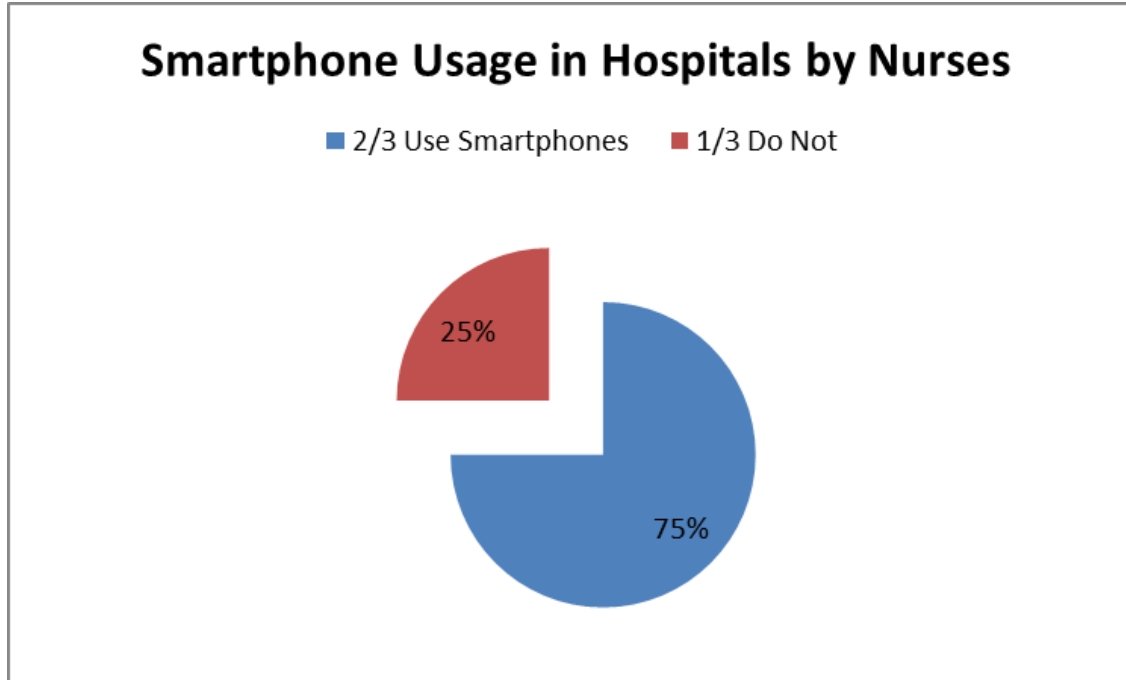


Mobile Trends



Source: mHealthTalk infographic

Nurses Using Smartphones



- Portable & available easily at Point of Care
- Latest Information at fingertips
- Support for Clinical Decision Making
- Builds Student Confidence and Competency
- Increases Patient Safety and Quality of Care

Who is Skyscape?

- Skyscape is the worldwide leading service for trusted medical and nursing information by specialty for mobile devices.



Our Speaker



Tim Bristol, PhD, RN, CNE, ANEF

Owner NurseTim.com

Faculty Walden University

Board of Directors Health eVillages



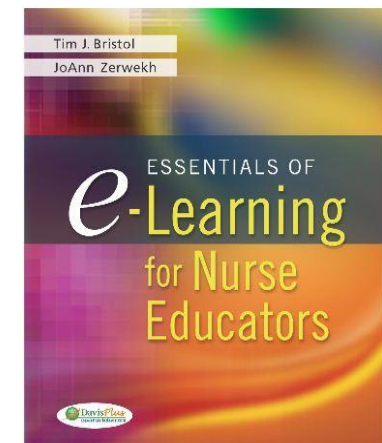
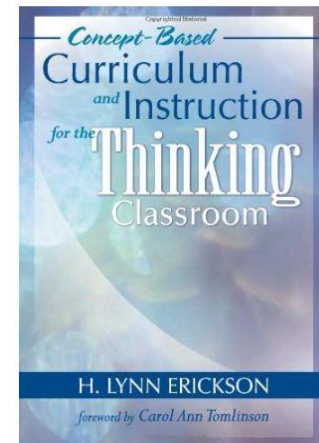
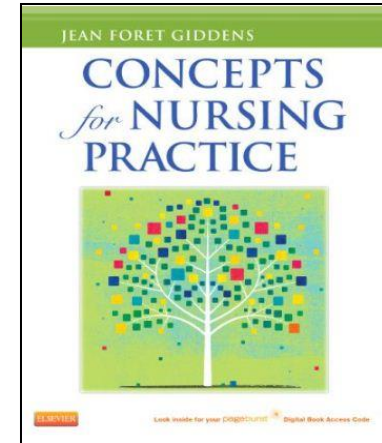
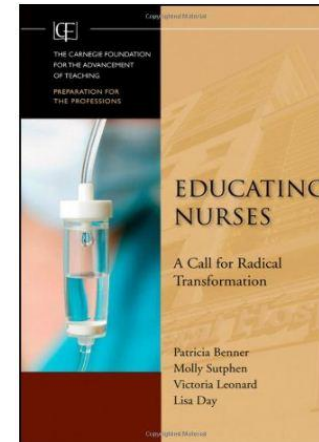


Enhance Critical Thinking

Clinicals and Class

The Buzz

- **Clinical imagination...Benner**
 - Bring clinical to class...situated learning
- **Integrated thinkers...Giddens**
 - Decision making
- **Learning the whole...Erickson**
 - Context
- **Complex relationships...Bristol**
 - Realism





The Evidence base

- **Adult Learning**
 - Learner-centered / autonomy
 - Relevance – build on current knowledge
 - Situated Learning
 - Readiness – instill confidence
- **Organizing information**
 - Learning Constructivism

Clarify Why...



Rationale

- **Over 20 Years to learn all the facts**
 - “exponential generation of new knowledge”
 - Additive curriculum
- **How do they think, not what they know**
- **Learn how to learn**
 - Listen to lecture and read –OR–
 - Lecture is clinical and reading is focused
 - Lab is connected to lecture
 - Clinical is connected to lecture



You Answer...

- If learners are not vessels to be filled with knowledge, then what are they?



Conceptual Teaching

Less emphasis on:	More emphasis on:
Memorization	Understanding and use of ideas, & inquiry processes
Lecture	Active learning & scientific inquiry
Knowing facts	Understanding concepts
Studying for the sake of learning	Learning for the sake of inquiry
Covering many topics	Studying a few fundamental concepts
Testing students for factual information	Continuously assessing understanding

Teaching students the “how” and the “why”
not just giving them answers – J. Rosati -2012

Poll...

Do students prefer...

- A. Active learning
- B. Passive learning
- C. The weekend





Integrate conceptual learning

Concepts

- **Lists**

- Embedded – found in every course
- Unfolding – found in 2-3 different semesters/courses; leveling

- **Pick / choose / process**

- Initial list – faculty developed
- Refinement – after a few semesters
- Benchmarks – what are others doing

- **Professional needs interspersed...**

- Imbedded concepts
- QSEN, Future of Nursing, NCLEX client needs



Poll...

Students voice concern over the connection between clinical and the classroom.

- A. Yes
- B. No
- C. Sometimes



Concepts in clinical

- **During clinical**

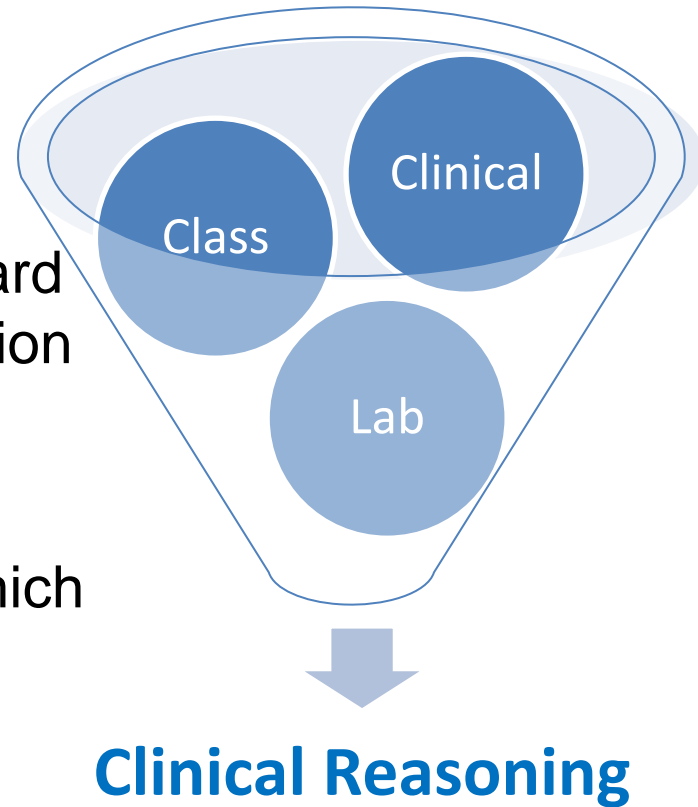
- Students carry cards with certain **concepts**
- Instructor randomly chooses a card and asks the student for connection to their client

- **Post conference**

- Joe's client is an exemplar for which **concepts** and why

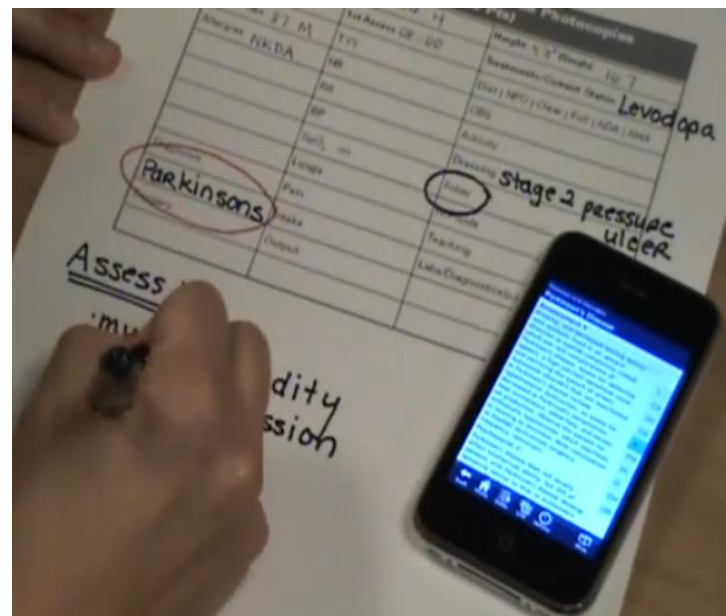
- **Journaling**

- Focus on a **concept** that you are weakest in based on recent/past testing



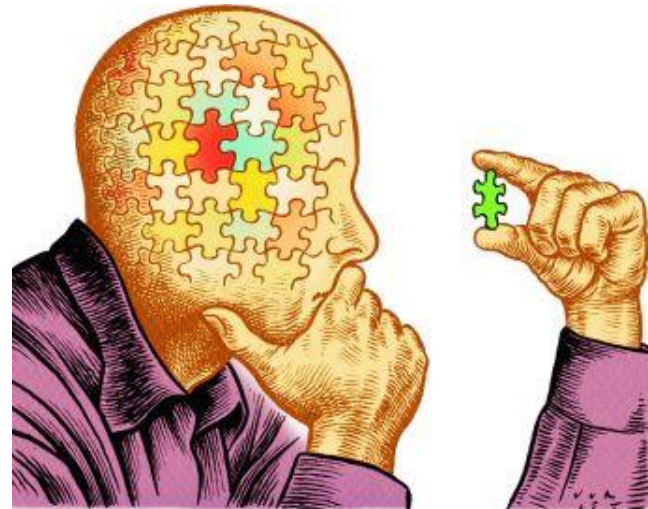
Exemplars

- **Examples that demonstrate the concept in action**
- **Variety – clinical reasoning**
 - See it across the curriculum (leveling)
 - See it in multiple resources
 - Fundamentals
 - Medical – surgical
 - Maternal – newborn
 - NCLEX Study Guide



Tools give Context

- **Connect the Exemplar to the Concept**
 - Crucial for transfer/retention/application
- **Lesson plan success - consistency**
- **Case study**
- **Simulation** – not just for lab anymore
- **Strategy**
 - Case study to lab
 - Debriefing in simulation
 - Concept cards in clinical



Clinical Decision Support Tools

- **Manage concepts**
- **iPad**
- **Laptop**
- **Focused reading, notes/highlighting sharing**
 - Knowledge management



Situated Learning

- **Student-centered in class**
- **Definitions** – in groups of 2-3 define the following terms (serous, purulent, leukocytosis)
- **Get out your iPad** – look up Rheumatoid Arthritis, how does it link to this concept (inflammation).
 - Look at Methotrexate, how does it link to this concept?
- **Pharmacology**
 - What are 3 medications that affect inflammation?
 - How are these 3 medications connected based on the concept of inflammation?





Engage and Interact

Promote active learning

iPad Demonstration

- Reference Slides to follow



















rheumatoid



Cancel

-  5MCC
-  ADA Diabetes Recommendations
-  Archimedes 360°
-  Blood Glucose Mgmt During Adult Cardiac Surg.
-  Centers for Disease Control and Prevention
-  Davis' Drug Guide
-  Davis's Comprehensive Handbook
-  Diseases and Disorders
-  MedWatch
-  Mosby's Nursing Drug Reference
-  NCCN Guidelines®
-  Outlines in Clinical Medicine
-  RNotes®
-  RxDrugs



Home



Store



MedAlert



History



Settings

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Diseases and Disorders

Main Index

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Diseases and Disorders

Rheumatoid Arthritis

rheu

R

reaction, in pneumonia

RhD immunoglobulin (RhoGAM)...

RhD immunoglobulin (RhoGAM)...

Rheumatic fever...

Rheumatic fever...

Rheumatic heart disease, mitral insufficiency from

Rheumatic heart disease, mitral insufficiency from

Rheumatoid arthritis (RA)

Rheumatoid arthritis (RA)

Rheumatoid factor, in rheumatoid arthritis

Rheumatoid factor, in rheumatoid arthritis

RhoD immunoglobulin (RhoGAM)...

RhoD immunoglobulin (RhoGAM)...

RhoGAM

RhoGAM

Ribavirin, for bronchiolitis

Ribavirin, for bronchiolitis

Rickettsia rickettsii, Rocky Mountain spotted fever from

Rickettsia rickettsii, Rocky Mountain spotted fever from

Rifampin (RIF)...

Rifampin (RIF)...

Rifaximin, for gastroenteritis

Rifaximin, for gastroenteritis

Riluzole, for amyotrophic lateral sclerosis

Riluzole, for amyotrophic lateral sclerosis

Risedronate, for Paget's disease

Risedronate, for Paget's disease

Primary Nursing Diagnosis

Primary Nursing Diagnosis

Diagnosis

Pain (chronic) related to joint swelling and deformity

Outcomes

Comfort level; Pain control behavior; Pain: Disruptive effects; Pain level

Interventions

Pain management; analgesic administration; Positioning; Teaching: Prescribed activity/exercise; Teaching: Procedure/treatment; Teaching: Prescribed medication

Planning and Implementation

Planning and Implementation

Collaborative

The goals of treatment are to relieve pain, inhibit the inflammatory response, preserve joint function, and prevent deformity. Initial medical treatment consists of pharmacologic measures. An appropriate ongoing exercise program is prescribed by the physical therapist; this includes teaching proper body mechanics. Therapy may also include the use of moist heat, but ice may be



Home



Link



History



More

5MCC	>
ADA Diabetes Recommendations	>
Archimedes 360°	>
STS Practice Guideline series	>
Centers for Disease Control and Prevention	>
Davis' Drug Guide	>
Davis's Comprehensive Handbook	>
MedAlert	>
MedWatch	>
Mosby's Nursing Drug Reference	>
Outlines in Clinical Medicine	>
RNotes®	>
RxDrugs™	>
NCCN Guidelines®	>

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SmartLink results in

Mosby's Nursing Drug Reference

Done

Aspirin



Azathioprine



Celecoxib



Cyclosporine



Cytotec



Etanercept



Hydroxychloroquine



Ibuprofen



Indomethacin



Infliximab



Leflunomide



Methotrexate



Minocycline



Misoprostol



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Mosby's Nursing Drug Reference

Main Index

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Mosby's Nursing Drug Reference

methotrexate (Rx)

look for

Information

High Alert

(meth-oh-trex'ate)

Rheumatrex, Trexall

Func. class.: Antineoplastic-antimetabolite (vesicant)**Chem. class.:** Folic acid antagonist**Do not confuse:****methotrexate**/metolazone/mitoxantrone

Action

Inhibits an enzyme that reduces folic acid, which is needed for nucleic acid synthesis in all cells; specific to S phase of cell cycle; immunosuppressive

Uses

Acute lymphocytic leukemia; in combination for breast, lung, head, neck carcinoma; lymphosarcoma, gestational choriocarcinoma, hydatidiform mole, psoriasis, RA, mycosis fungoides, osteosarcoma

Unlabeled uses:

*	*
[131]I	A
12-Hour Nasal	B
2.5% Mydrin	C
20/20 Eye Drops	D
5-ASA	E
5-FU	F
6-MP	G
A	H
A/T/S	I
A.S.A.	J
Abacavir	K
Abatacept	L
Abciximab	M
ABDOMINAL DISTENTION...	N
	O
	P
	Q
	R
	S
	T
	U
	V
	W
	X
	Y
	Z



Home



Link



History



More

Poll...

Do faculty prefer...

- A. Active learning
- B. Passive learning
- C. The Weekend



Faculty Preparation

- **Involvement**
- **Attitudes from sage to guide...**
- **Skills**
- **Consistency for success (tools)**
- **Active learning with a goal**



Why Skyscape – Customization to Curriculum

- Customized package to teach conceptually with the tools that best fit your program
 - Saves money (choice of device, choice of resources from many trusted publishers)



Skyscape Tools

- **Over 600 mobile resources**
- **Solutions customized for your program**
- **WebView**
- **nTrack™**



Smartphones—Skyscape Apps - Conceptual Learning

- **Conceptual learning using Smartphones**
 - Students carry smartphone – no heavy books
 - Reduce reliance on memory
 - Use high quality resources for information
 - Resources are updated
 - Building habits for safety



Skyscape WebView

- Access select Skyscape resources online
- Search a single title or entire library
- Available with a group purchase through your program



Assessment in Situated Learning– nTrack™

- **Consistent Clinical Grading**
- **Managing concepts in the 21st century**
 - Synthesis of concepts
 - nTrack™ connects concepts to the Patient (real or fictitious patients)
 - nTrack™ allows us to monitor success with conceptual learning
 - Class, clinical, lab

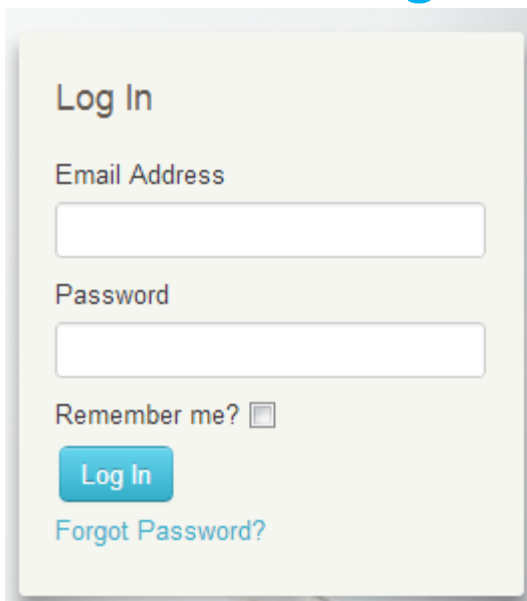


nTrack™ - Individual Student Login

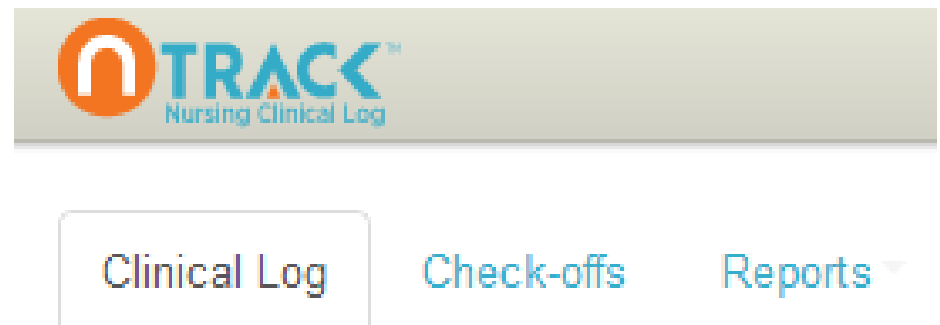
- **Student Login**

- Student's tabbed listing of their modules.

- **Clinical Log**



A screenshot of the nTrack Student Login form. It features a light beige background with a subtle drop shadow. The form includes a 'Log In' heading, an 'Email Address' label above a text input field, a 'Password' label above another text input field, a 'Remember me?' checkbox, a blue 'Log In' button, and a 'Forgot Password?' link.



nTrack- Add a Clinical Log

1. Select SEMESTER (choose from list)
2. Select COURSE (choose from list)
3. ADD SITE/DATE information (choose from list*)
4. Click GO button

Clinical Log

1. Semester

2. Course

3. Site/Date

4.

nTrack- Add a Clinical Log

- **Add Clinical Log Information**

SAVE button:

Save information at any time
(can still be edited later)

▼ Clinical Log

► Site Information: 01/01/2013-YK - local

Patient	Subjective	Objective	Diagnoses	Therapies	Tests	Procedures	Communications	Follow-up	Save	Submit	Cancel
---------	------------	-----------	-----------	-----------	-------	------------	----------------	-----------	------	--------	--------

Different parts to your Clinical Log

SUBMIT button:

Submits log to faculty for
review

- Patient Demographics
- Subjective Data
- Objective Data
- Medical Diagnoses
- Prescribed Therapies
- Tests Ordered
- Medical Procedures
- Patient Communications
- Follow-up

nTrack- Add a Clinical Log

- **Patient Demographics**

Patient Demographics

Age *

Select

Seen patient before

☐

Gender

Select

Race/Ethnicity

Select

Race Other

Participation *

Select

Time spent with
patient

0

Hours

0

Minutes

Enter patient information

* **MANDATORY** required information

nTrack- Students and Faculty Assess

• Clinical Log View

- Are concepts being identified and mastered
- Cumulative data review for all students
- Use for your systematic plan of evaluation

Clinical Log

Add

▼ Filter ▼

Status

All

Reviewed
By

All

Location

Begin typing here

Go

Reset

Filter Criteria: All Statuses All Faculty All Locations

	ID ▼	Location	Date ▼	Course Name ▼	Age ▼	Status	Comments	Reviewed by	Semester
	442	YK - local	1/1/2013	Principles and Theories for NP Practice I [NURS 5485-1]	Adult (19yrs+ to 34yrs)	■	+		Winter 2013
Displaying items 1 - 1 of 1									

Status Legend

Pending submission:



Submitted:



Reviewed:



Rejected:



Comments

Edit

Delete

Submit

nTrack- Easy management / Paperless

- **Clinical Log View**
 - See the status of a log

Status Legend

Pending submission: 

Submitted: 

Reviewed: 

Rejected: 

Clinical Log

Add

Filter

Status

All

Reviewed By

All



Location

Begin typing here

Go

Reset

Filter Criteria: All Statuses All Faculty All Locations

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Displaying items 1 - 1 of 1

Status Legend

Pending submission:



Submitted:



Reviewed:



Rejected:



Comments

Edit

Delete

Submit



QSEN and NCLEX Integration

Preparing Students

Form Effective Habits to Think Conceptually

- **Practice quickly during lecture**

- Every 20 minutes pause lecture – good teaching principle
- One activity can be ‘find 3 priorities for a client with respiratory acidosis’

- **Practice quickly during lab**

- Nurses are knowledge workers
- QSEN says we should effectively use our tools
- NCLEX “after getting report what is missing”

- **Practice effectively in clinical (NCLEX)**

- Prioritize tools for concept management
- What 2 pages (show the faculty person or a peer) were most helpful for you today (only one can come from the drug guide).



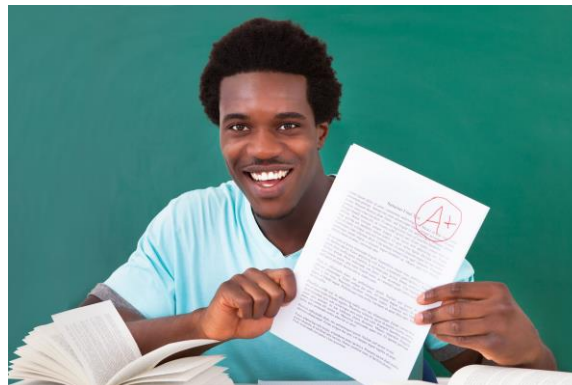
Form Effective Habits for Studying

- **5 Questions a day**

- Students are to complete 5 NCLEX practice questions in Skyscape every day
- Each student shares one question that they got wrong during class, lab or clinical

- **Priority Drill**

- For you patient, choose the data that is a priority
- Share that data with a peer and justify your answer
- In class the patient is a case study or Youtube video



Assessment that is Realistic

- **Clinical Journal in nTrack**
 - Which client needs [NCLEX] did you see today?
 - Which QSEN competencies did you see today?
- **ePortfolio with nTrack**
 - Realistic portfolio of clinical experiences
 - Artifacts from managing patients in case studies, simulations, clinicals
- **Screen shot from active learning experience**
 - Once you found the priority, take a screen shot and text/email



Q & A

- **Questions and Answers**

- Please use the chat window on the right to send in your questions for Nurse Tim.
- If you have any questions or queries after the webinar please email us webinar@skyscape.com



Webinar Archive

- **Recording archive will be available at**

- www.skyscape.com/nursingwebinar2013

- **Please email us your questions to**

- webinar@skyscape.com



The screenshot displays the Skyscape website interface. At the top, there is a navigation bar with links for 'Free Apps', 'Resources', 'Physicians', 'Nurses', 'Students', 'Schools & Groups', and 'About Us'. A search bar is visible with the text 'american academy of pediatrics' and a 'GO' button. Below the navigation bar, a banner for the 'SKYSCAPE FREE WEBINAR SERIES' features a globe and several laptops. The main content area highlights a 'Featured Webinar' titled 'Smartphones and Tablets in the Nursing Curriculum' scheduled for October 1, 2013, from 3:00 PM to 4:00 PM EST. The webinar is presented by Tim J. Bristol, PhD, RN, CNE, ANEF. A list of four learning objectives is provided: 1. Enhance critical thinking in clinical and class, 2. Integrate conceptual learning at all levels of the curriculum, 3. Engage and interact with learners to promote active learning, and 4. Prepare students for QSEN and NCLEX integration. A 'Register for our Upcoming Webinar' button is prominently displayed. To the right, a 'Get Notified about Upcoming Webinars' section includes a text input field for an email address and a 'Submit' button. The Skyscape logo is located in the bottom right corner of the page.



Thank You

Learn more about Skyscape Solutions
www.skyscape.com/group