# Mobile Point of Care Technology in Nursing Education: Benefits & Overcoming Hurdles

PRESENTED BY:

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# Our Speaker



**Renee McLeod, PHD, APRN, CPNP, FAANP**

"We must teach for the future. This means teaching to **FIND** rather than to know, **QUESTION,** rather than answer, **ACHIEVE,** rather than accomplish, **INSPIRE** rather than inform"

**Patricia Flatley Brennan**

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# Today

- Using technology in the educational setting

- Overcoming hurdles to adoption of mobile digital point of care technology

- Using mobile devices in the classroom

- Using mobile devices in the clinical setting

- Demonstration of Nursing Constellation Plus

# Technology in Educational Setting

- Solutions
  - Web based
  - Mobile Apps & Tools

- Why use mobile tools



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# Benefits of Using Digital References

- Speed
  - Search multiple resources at once

- Accuracy
  - Trusted information
  - Don't rely on Google

- Learning on the Go
  - Students always have their smartphone



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# Institutional hurdles of Digital Adoption

- Stakeholders
  - Deans
  - Department Chairs
  - Curriculum Committees
  - **Faculty**
  - IT Departments
  - Students
  - Bookstores
  - Clinical sites

- Conflicting motivations

- Cost

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# Solutions

- Start by rethinking what you already do

- Address faculty resistance by demonstrating application

- References you know and love are available for all mobile devices

- Look for integrated software that will allow you to link your existing courses into an integrated mobile-centric curriculum like Skyscape



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# Integrating Mobile Devices in the Curriculum

- Who is in charge of the curriculum?

- Are you in the process of a curriculum revision?

- **Who** are your early adopter faculty?

- IT support not required



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# Implementing Mobile Devices into the Curriculum

- Technology review committee

- Plan time for faculty to get together to discuss their issues, new hardware and software

- Provide a time when faculty can see and play with different hardware and software

- Have faculty review software



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# Implementing Mobile Devices into the Curriculum

- Mobile devices in the curriculum work best when there is an integrated approach to the curriculum and courses

- When to implement?
  - Which program?
  - Which class?
  - Which course?
- Requirements of students
- Appropriate use of technology in the classroom and clinical setting
- Proper technology Etiquette
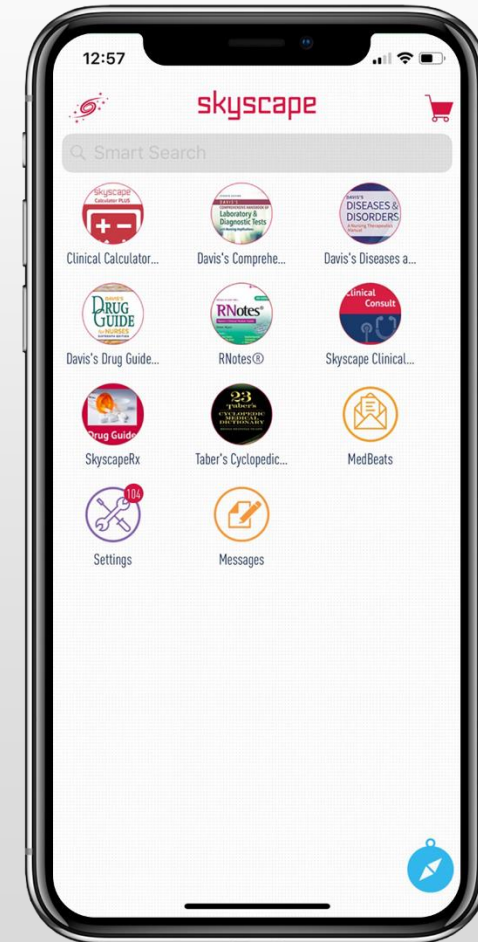  - Airplane mode



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# Implementing Mobile Devices into the Curriculum

- Plan training meetings where <u>ALL</u> the faculty learn how to use the devices and can start working with the programs that are loaded on the devices.

- Provide students and faculty with a list of any optional or required equipment (headphones, keyboard, cover, etc)

- Arrange for monthly brown bag luncheons where faculty can share what they have learned

- Encourage the faculty to use their device and software in their own clinical practice



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# Using Mobile Devices in the Curriculum

- Introduce all the software and demonstrate it during orientation

- Faculty and students need to know how to load software, evaluate software, and update software

- Be sure and continue this in each course

- Include programs for time management, organization, calendar, statistical analysis

- Recognize that students will have their devices full of other software

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# Implementing Mobile Devices in the Classroom

- Students come prepared to class

- Classroom time is treated as clinical time

- Work in pairs (change each class or case)

- Case studies, surveys, quizzes, videos, digital images, library resources, e-mail, discuss internet access and wi-fi

- Use as reference for homework or in-class question and answer.

- Assessment

# Using Mobile Devices in the Clinical Setting

- Use case presentations in class to allow students to practice accessing information and checking facts so they are ready for clinical

- Provide cases that include multiple patient assignments or a new assignment the day of clinical

- Clinical faculty (especially part time) and preceptors need to use the same software tools as the students

College of Nursing
Clinical Preparation Tool - #1

Mr. C (68-year-old African-American male) was admitted with a diagnosis of chronic renal failure. Admitting labs included a BUN of 85 and creatinine of 4.5. and home meds included Lasix 40 mg. TID, 70/30 insulin, and Vasotec 2.5 mg. BID.

Definition of disease:

Possible causes:

Medical treatment:

Expected priority assessment findings:

Relevant laboratory findings (ID normal ranges):

Medications:

    Therapeutic effects:

    Adverse Reactions/side effects:

    Safe dose:

    Reason client is taking medication:

Priority Nursing diagnosis(es):

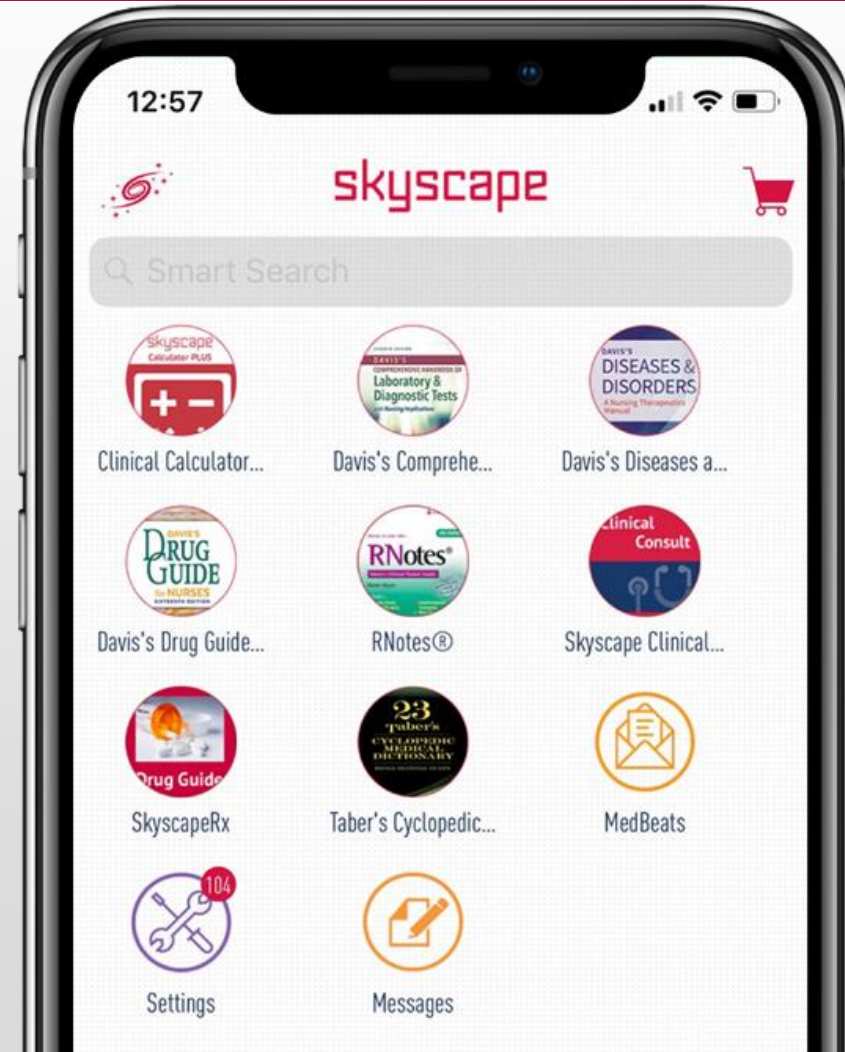Planning/Client goal:

Nursing interventions/Documentation:

# Issues in the Clinical Setting

- Work with stakeholder facilities to create appropriate and realistic technology policies

- Work to allow students and staff to use mobile devices as ports to access the electronic medical record

- Teach students how to keep information confidential regardless of the medium

# Nursing Constellation Plus™ Demo

- Nursing Constellation Plus™ includes 7 essential mobile and web nursing references.

- Quickly find information using
  - Smartsearch
  - Smartlinking / Cross-referencing
  - Bookmarks
  - History



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# WRAP-UP

*POINT-OF-CARE TECHNOLOGY IN NURSING EDUCATION: BENEFITS & OVERCOMING HURDLES*

# Q & A

*POINT-OF-CARE TECHNOLOGY IN NURSING EDUCATION: BENEFITS & OVERCOMING HURDLES*

# Ask a question



Please post your question in the chat window.

# Thank You

- Contact us for more information on Skyscape Solutions
  - Email sales@skyscape.com

- ***RESOURCES referenced in Webinar***
  - ***Nursing Constellation Plus***

- To learn more about Skyscape offerings visit:
  - www.skyscape.com/education

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- Questions:
  - Email webinar@skyscape.com

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