

Integrating Active Learning in the Curriculum – An Unfolding Case Study

PRESENTED BY:

Tim Bristol, PhD, RN, CNE, ANEF

Karin J. Sherrill, RN, MSN, CNE, ANEF



Our Speaker



Tim Bristol, PhD, RN, CNE, ANEF

Owner NurseTim.com

Faculty Walden University

Advisory Board Health eVillages

His motto...

“Today we will learn
how to learn.”

Our Speaker

Her motto...

“If we finish class and your brain doesn’t hurt, I haven’t done my job.”



Karin J. Sherrill, RN, MSN, CNE, ANEF

GateWay Community College, Faculty

Phoenix, AZ

Nursing Education Consultant

Meet Lee....



- Lee has been a nurse educator for almost 2 years.
- Recently returned from a conference and is excited to make her classroom more active and engaging.
- Although she loves the idea of active learning
 - She's not as confident in her material as she would like to be
 - She's nervous about migrating away from her PowerPoint presentations.

Polling Question I

What do you or would you use for active learning in your classroom? *Select all that apply*

1. Mobile learning
2. Skills tracking
3. Gamification
4. NCLEX® preparation
5. Clickers

Mixing PowerPoint with Active Learning...

- Record lectures and have students prepare prior to class.
- Use the PPT as a guide to active learning activities.
- For every 10 minutes of lecture, include 1 engaging activity – set a timer to keep yourself accountable.
- Lecture – apply – lecture – apply – lecture - apply.



Lee's Classroom....



- Lee's school uses apps and online tools and she decides to integrate the products into her classroom.
- She encourages students to bring the products on their phones, tablets, and laptops.
- She provides them with a patient chart (borrowed from the sim lab) including a medication record, order sheet and lab report.
- She gives the students a hand-off report on Mr. Jacobs a client admitted with COPD.

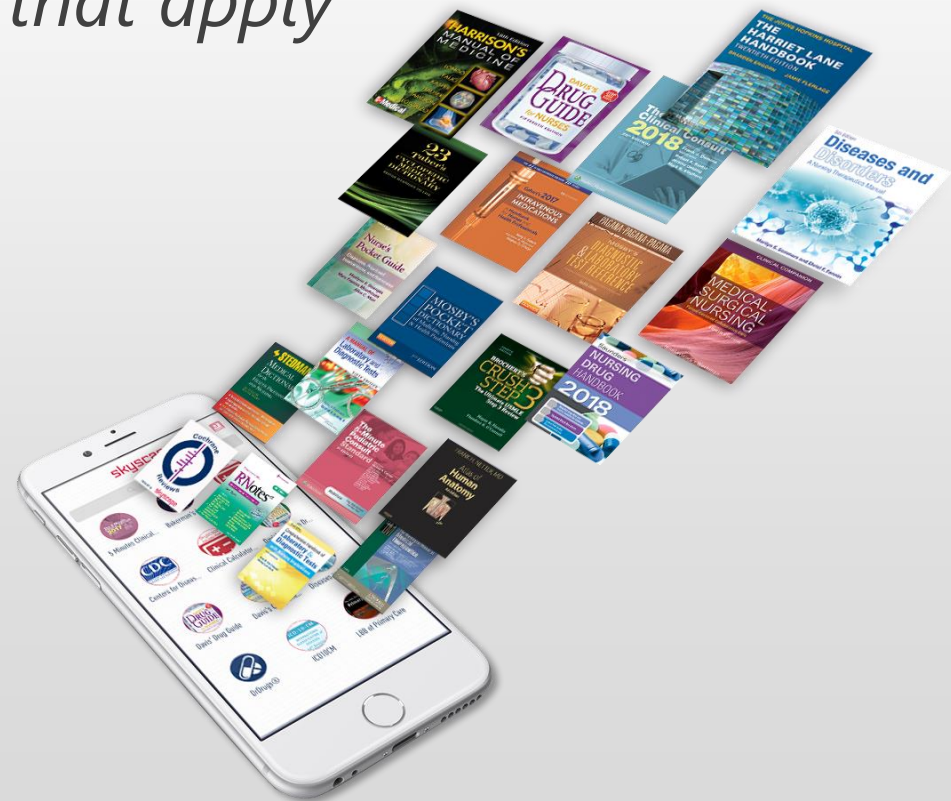
Ask Students To

- Summarize the pathophysiology related to Mr. Jacobs admitting diagnosis.
- Concept map Mr. Jacobs care priorities.
- “Justify” why Mr. Jacobs is on each medication – related to labs, assessment and history.
- Look up each medication in preparation of “giving” it to Mr. Jacobs.
- Define 3 priority teaching points for Mr. Jacobs.
- Determine which orders will be implemented 1st, 2nd, and 3rd
- SBAR a priority problem that Mr. Jacobs is experiencing
- Investigate a current (<2 years) EBP study related to the care of a client with COPD

Polling Question II

What resources should students use during these classroom activities? *Select all that apply*

1. Drug Guide
2. Diagnosis Handbook
3. Lab Manual
4. Textbook
5. Google



Lee's Classroom....Feedback...

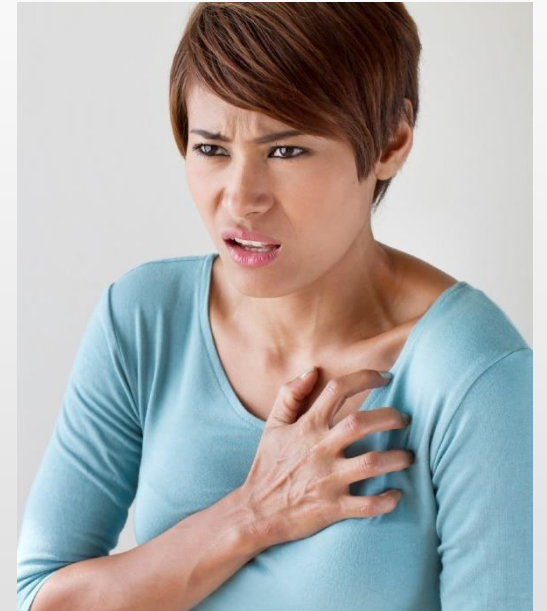
- Lee received positive feedback from students on the active learning in the classroom.
- They felt like “real nurses” as they explored the chart and used their clinical reasoning skills.



Lee's Classroom....Week 2

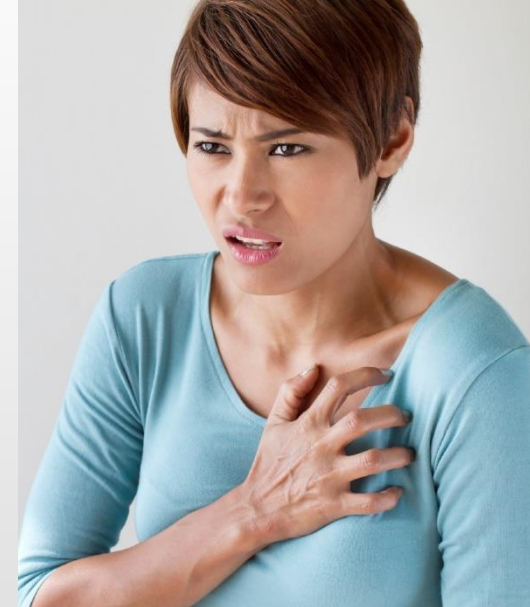


- Lee planned to approach her cardiac content using role play.
- She brought basic assessment tools to the classroom
- Placed a hospital gown over her clothes
- Became "Lee the patient with chest pain", rubbing her chest and moaning with pain.



Lee's Classroom Response

- Students came out of their seats to the front of class
- Asked questions about where her pain was and had her rate the pain on a 1-10 scale.
- After this assessment review, she redirected the class toward
 - Priority interventions in the care of the client experiencing chest pain.



Lee's Classroom....Medications

- Lee had the students explore the cardiac medication on a pre-printed MAR
- For each medication determine
 - How
 - Why
 - When they should give each medication listed.

Initials	Signature	Site Legend			
Medication Administration Record					
Patient Name: Jim Yazzie MR# 67093 Admit Date: 3 days ago DOB: 2/12/1976 Dr. M. Kidney Diagnosis:			Allergies: Betadine Room: Sim-6 Sex: Male Ht: 187 pounds Wt: 5' 8"		
<u>Date</u>		<u>Medication</u>	<u>Administered</u>		
Start	Stop	Dose/Route/Frequency	Date/Initials		
		Accucheck Q 6 hours AC and HS			
		Sliding Scale Accucheck Regular Insulin 0-150 0 Units 151-200 2 Units 201-250 4 Units 251-300 6 Units 301-350 8 Units >351 Call MD & 10 Units			
		NPH Insulin 30 Units SC AC breakfast			
		NPH Insulin 15 Units SC AC Dinner			
		Multivitamin I tablet PO daily			
		Aluminum Hydroxide 15 mL PO with meals daily			
		Digoxin 0.125 mg PO daily			
		Metoprolol 50 mg PO BID			

Meet Lee's Student, Lindsey....



- Lindsey is one of Lee's second semester students.
- Lindsey makes an appointment with Lee because she failed her first exam.
- She said "high school was easy and I never had to study, I don't know how to focus my study."
- What can you suggest?"

Encourage Lindsey To

- Form a habit of studying
- Focus on the top 3 priorities of care
- Take 50 to 75 questions each week – Sign up for Skyscape's NCLEX QOW
- Prepare BEFORE class by reviewing material that will be covered
- Summarize readings after each section
- Review notes within 24 hours after class
- Participate in an effective study group
- Seek campus tutoring services for study skill development

Polling Question III

Which study resources could Lee recommend to Lindsey?
Select all that apply

1. Note taking system
2. Clinical Skills Tool
3. NCLEX® Q & A Book or App
4. Study Group

Lee's Skills Lab....



- Uses a “ticket-in-the-door” pre-assignment
- Student must come prepared to Skills Lab
 - Watch a video
 - Review the skills check list's
- Lee's goals
 - Focus more time on practice
 - Less time on instructor demonstration.

Polling Question IV

When learning Nursing Skills which methods are best for a visual learner? *Select the ones you use.*

1. Read about Skill / Steps
2. Watch a video of skill being performed
3. Answer NCLEX type questions on skill
4. Record a video performing skill
5. Perform in simulation lab and clinic

Lee's Skills Lab....Critical Thinking

- Lee recognizes that performing the skills in the lab is not realistic to the hospital.
- She'll never forget when she had to place a catheter in a 350 pound woman with a fractured hip and thought "they didn't teach me this in nursing school!"
- As students are practicing their skills, she provides them with "curve balls" to stimulate critical thinking



Sample “Curve Balls”...

- “As you are placing the NG tube, your client’s begins coughing harshly. What will you do?”
- “You need to change your client’s IV and their platelet count is 45,000/microliter. What will you do?”
- “As you are turning your client, their abdominal surgical dress becomes saturated with blood. What will you do?”
- You are ordered to give furosemide 40mg IV push. Your potassium was 3.4mEq this morning. What will you do?”

Lee's Clinical Day....



- Lee arrives to the hospital for clinical and sees unit's census is very low.
- She's concerned about keeping her 10 students engaged and learning during their 12 hour shift.
- She jots down some activities that can keep the students engaged.

Active Learning in Clinical....

Have pairs of students:

- Auscultate heart and lung sounds on 5 patients, comparing and contrasting differences.
- Gather supplies for an 'urgent' procedure – i.e.. central line placement, chest tube placement, NG insertion.
- Compare and contrast the fluid and electrolytes status of 5 patients.
- Practice hand-off report on each other.
- Formulate a SBAR to the health care provider.

Lindsey's Follow up Appointment....



- Lindsey returns to see Lee for her follow up appointment.
- Things are going better for Lindsey.
- She really appreciated the class activity where Lee used an unfolding case study in the form of test items.
- She felt it allowed her to grasp the content and perfect her ability to take high level items.

Unfolding Case Questions...

- Begin with basic admission information – do not give answers – student's must prioritize care.
 - *The nurse is working as a charge nurse in the emergency department when a 60-year-old female arrives who has been vomiting and has had diarrhea for the last 2 days.*
- Pose the information in the form of an application test item, students determine the answers to the question.
 - *The nurse places the client in a hospital gown and onto a stretcher, what should be the nurse's next priority action?*
 - *Vital signs are: Temperature 101.8° F (38.8° C), Pulse 112, Respirations 24, Blood Pressure 88/56 (67). Which action prescribed by the health care provider should the nurse implement first?*
 - *It is decided that dialysis needs to be started for AKI. The health care provider is planning to place a dialysis catheter in the left subclavian vein. What actions should the nurse take in preparation for this?*

Lee's Satisfaction....



Lee is quite pleased with the changes that have taken place in her classroom, lab, and clinical teaching areas. She has determined that more active learning is needed and she'll continue to grow her repository of activities each semester.

Skyscape

INNOVATIVE TOOLS FOR NURSING EDUCATION

As Lee reviews tools for active learning she discovers Skyscape Solutions available:

- Skyscape Medical Library
- Skills Hub
- TestZapp for NCLEX®



**SKYSCAPE MEDICAL
LIBRARY**

400 Medical Resources
30 Publishing Partners



SKILLS HUB

Learn - Track - Quiz
Instructions - Videos - Quiz



TESTZAPP

Prepare for Board Exams
Anytime-Anywhere

Q & A

INNOVATIVE TOOLS FOR NURSING EDUCATION

Ask a question



Please post your question in the chat window.

Thank You

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