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Design & Implementation: Patient Education Skill & Simulation Training for BSN Nursing Students

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Background

For healthcare providers, their educational training is organized from the perspective of illness rather than health (Spector, 2017). According to Bastable (2014), successful patient outcomes are associated with patient education. Even though patient education has been an integral part of nursing practice, most Registered Nurses report not having formal preparation to be a successful educator.

For many years, nursing has stressed the importance of patient education directed at individual needs and preferences. Patient teaching should be delivered in a holistic approach throughout the hospital stay and discharge. Nursing students frequently are not presented with the opportunity to develop and deliver patient education in the acute care setting.

The student experience usually is limited to observation of teaching behaviors and theory-based coursework. The American Association of Colleges of Nursing has been transforming nursing education using the Essentials of Baccalaureate Education for Professional Nursing. These essentials confirm the importance of health awareness and preventive teaching, supporting that nurses are caretakers *and* educators, signifying the importance to design inventive teaching strategies to prepare prelicensure nursing students to become more confident and effective patient educators upon graduation.

Aim

The purpose of this educational intervention was to design and implement a patient education in the nursing acute care course. The intervention was multi-faceted: lecture, research paper, communication script, and simulation experience.

Methods

The purpose was to create a patient education for senior level students in a Bachelor of Science Nursing (BSN) program based on faculty lectures, faculty laboratory demonstration, and student demonstration of skill in a simulation laboratory. Based on the patient education curriculum, students were assigned to small groups and could chose from the following topics: heart failure, mi/stent, open heart surgery-equipment lines, sepsis/shock/mods, ventilators/ards, traumatic brain injury, and burns. Prior to the skill demonstration in the simulation laboratory, students selected one of the eight topics and submitted a term paper summarizing the topic and created a communication script describing how the information would be presented to the patient.

Timed Measurements

1st Assessment: Pre-test
Intervention 1: Faculty lectures, faculty laboratory demonstration, assignment of small group research paper and communication script.
2nd Assessment:
Intervention 2: Students assumed the role of a Registered Nurse in a simulation including the patient and family members. Faculty members spoke via a microphone as the voice for patient.
3rd Assessment:

Instrumentation

First, nine cognitive questions which were based on the course objectives (5-point Likert Scale, Strongly agree to Strongly Disagree). Second, Affective Domain Questionnaire (ADQ; Hilty, Hinze, & Clark, 2018) to monitor the student affective experiences (5-point Likert Scale, Strongly agree to Strongly Disagree). Third, the competitive greatness scale (Hilty, 2017) measures being the best you can be when your best is needed, continuous self-improvement, and welcoming difficult challenges (5-point Likert Scale, Strongly agree to Strongly Disagree).

Hypotheses

Hypothesis 1: There would be a significant difference on the student self-report ratings for the nine cognitive. Hypothesis 2: Significant differences would be found on the ADQ and the competitive greatness scale.

Findings

The three assessments consisted of the same cognitive, affective, and competitive greatness questions. Using SPSS 25, ANOVA Repeated Measures analyzed student ratings to nine cognitive, ADQ, and the competitive greatness questions from week one, five, and eight.

Based on the instruments (nine individual cognitive questions , the ADQ common factors, and the competitive greatness scale), the ANOVA analyses found eight statistically significant ($p=.001$-$.004$) main effects and 21 post hoc effects ($p=.001$-$.009$). Eleven statistically significant post hoc effects ($p=.001$-$.031$) were found which demonstrated the positive self-reported affective changes by the nursing students. Students scoring high on a measure of continuous self-improvement had statistically significant ($p<.01$) positive associations with cognitive and affective measures.

Discussion

Based on the statistical findings, self-report ratings on the instrumentation and course evaluations suggest student learning increased in significant increments throughout the course.

References

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