

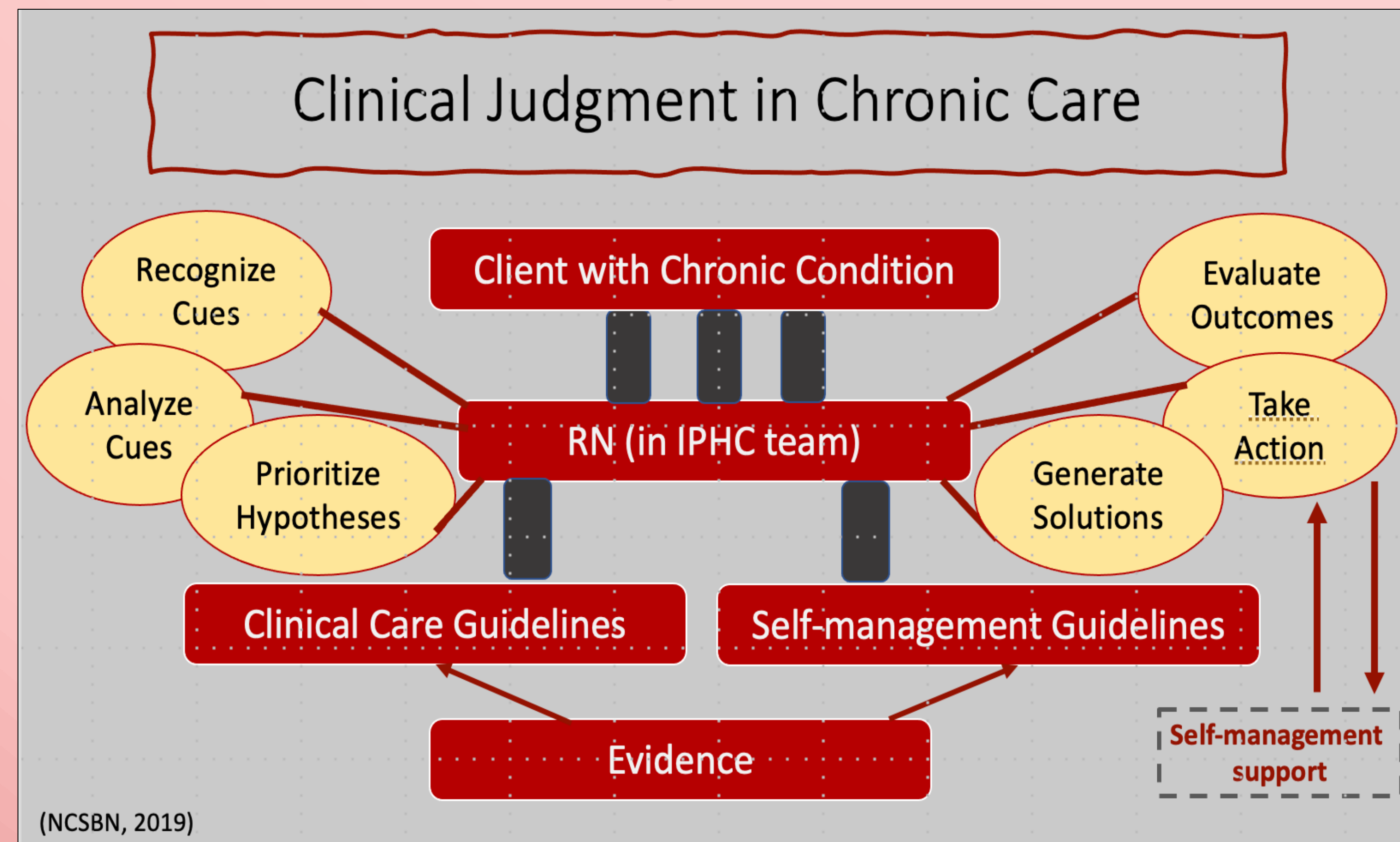


Revitalizing Chronic Disease Management in a Population Health Focused BSN Curriculum: Innovating the Graphic Organizer

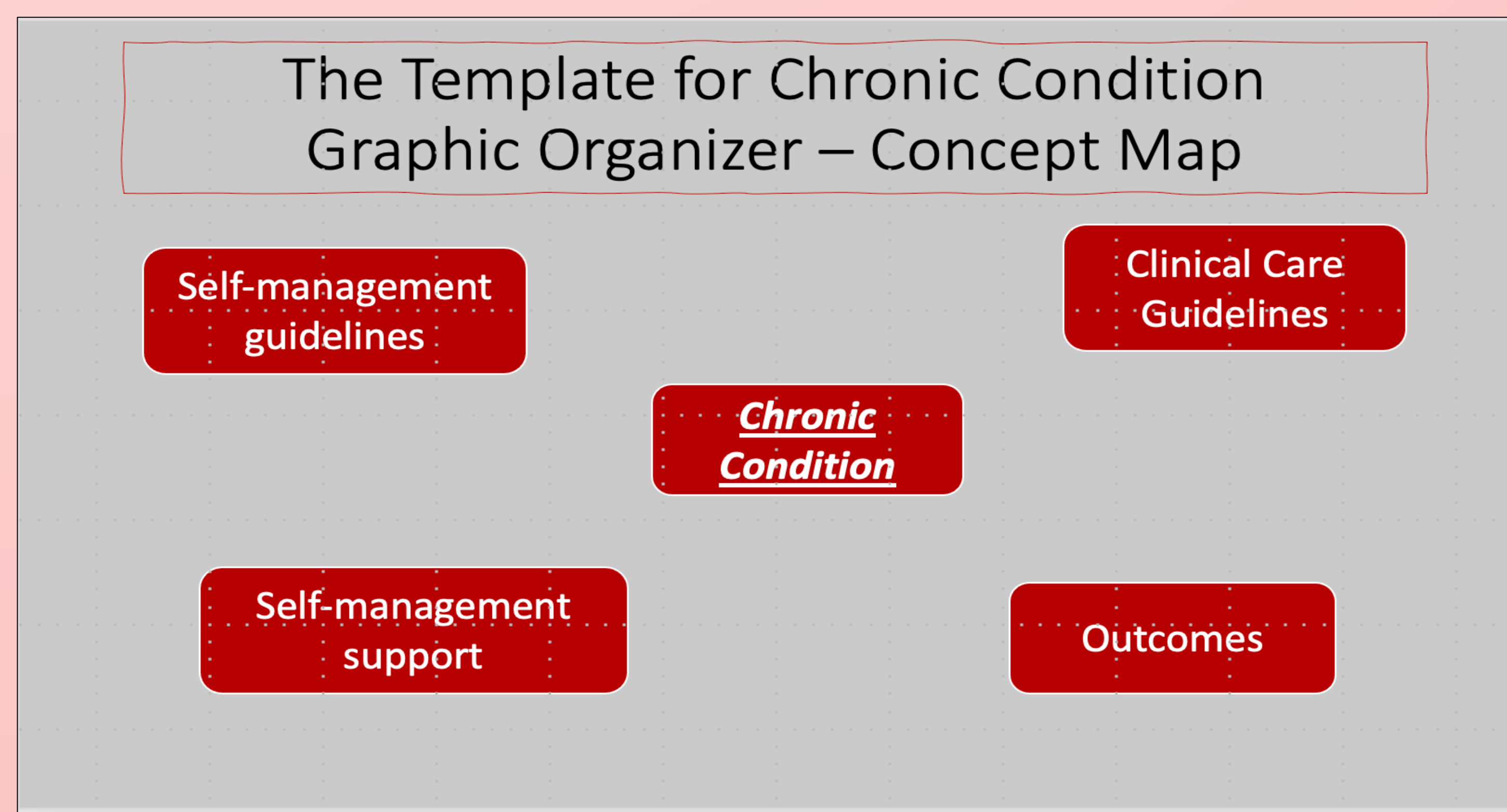
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Connection to the AACN Essentials Sphere of Care:

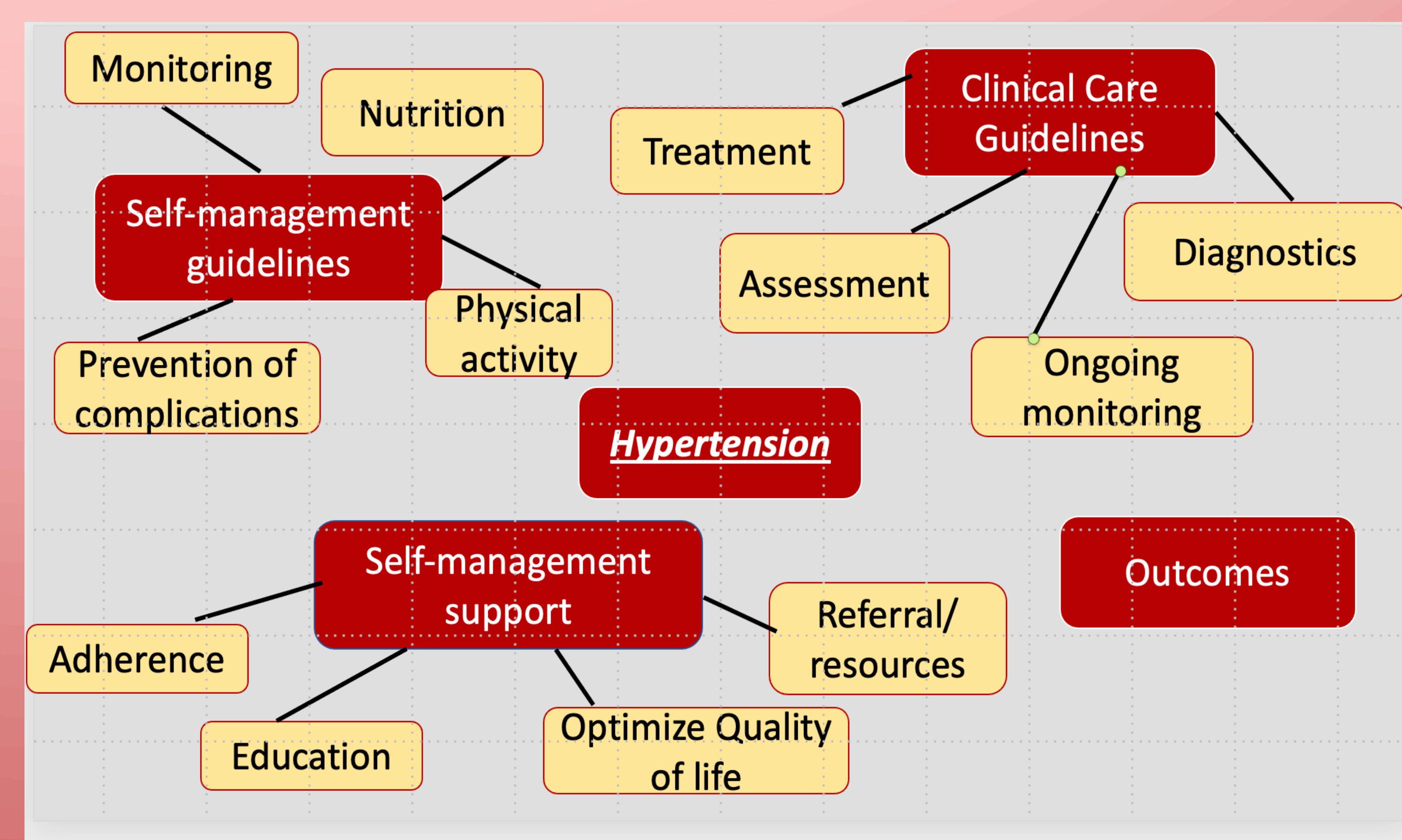
Chronic Disease Care A Conceptual Model



Key Elements in Non-acute
Chronic Disease Care for RN



The Template Expanded with Possible Sub-elements



Graphic Organizers

- Used > 25 years in nursing education.
- Commonly used in clinical to connect related groupings of data and nursing diagnoses.
- Commonly used to link clinical to didactic courses.
- Purpose - establishing the required concepts and linking to clinical application.
- Teaching with the graphic organizer supports learning the connections between concepts.
- Using the graphic organizer multiple times in the learning environment aids learning the essential elements that pertain to each concept.
- Complex concepts and topics are clearer and more understandable to the learner.

(Daily, Morgan, & Brennan, 2015; Green & Dillard, 2021; William & Mary TTA, 2015)

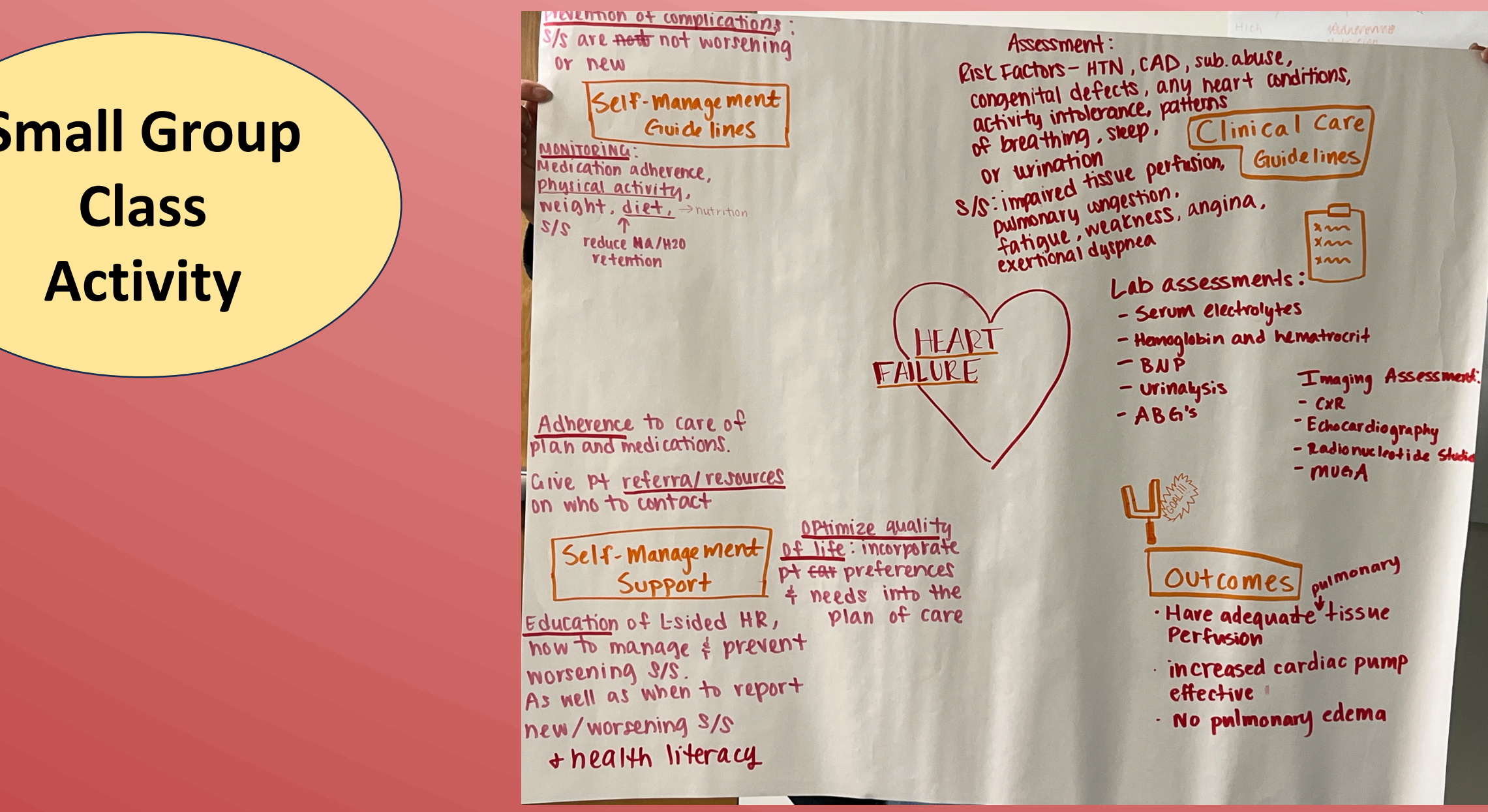
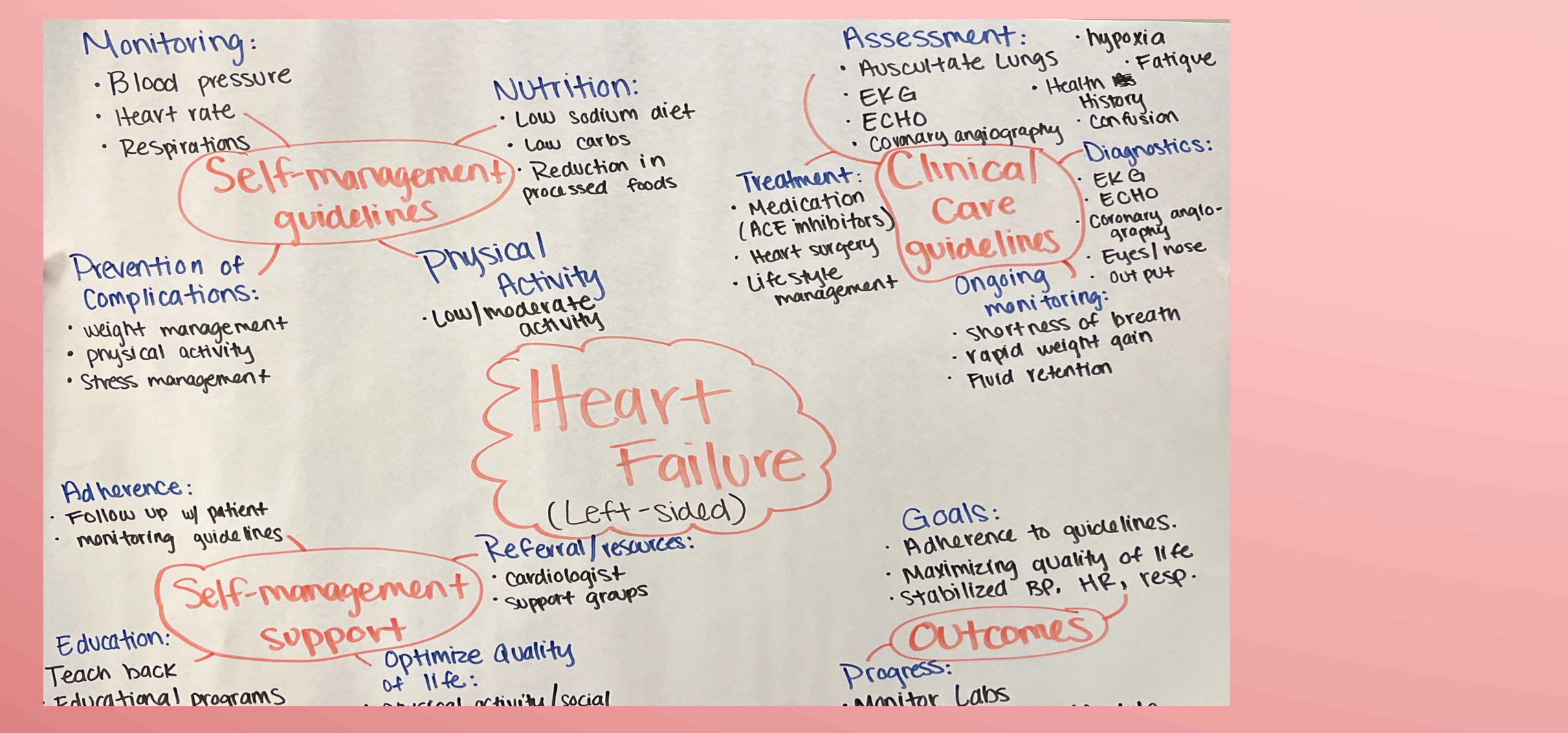
Observations

- Performance in assignments and clinical judgment focused interactive learning activities suggest increased competence in applying the components of chronic condition care and self-management support.
- Exam items that focus on distinguishing and applying this learning suggest improvement based on item analysis.
- Student course end written reflections indicate increased competence.
- Teaching these complex interconnected chronic care components is more fluid and learner-centered.
- **Using the graphic organizer for each chronic condition addressed in the course supports application of principles of nursing care in chronic disease care and self-management support.**

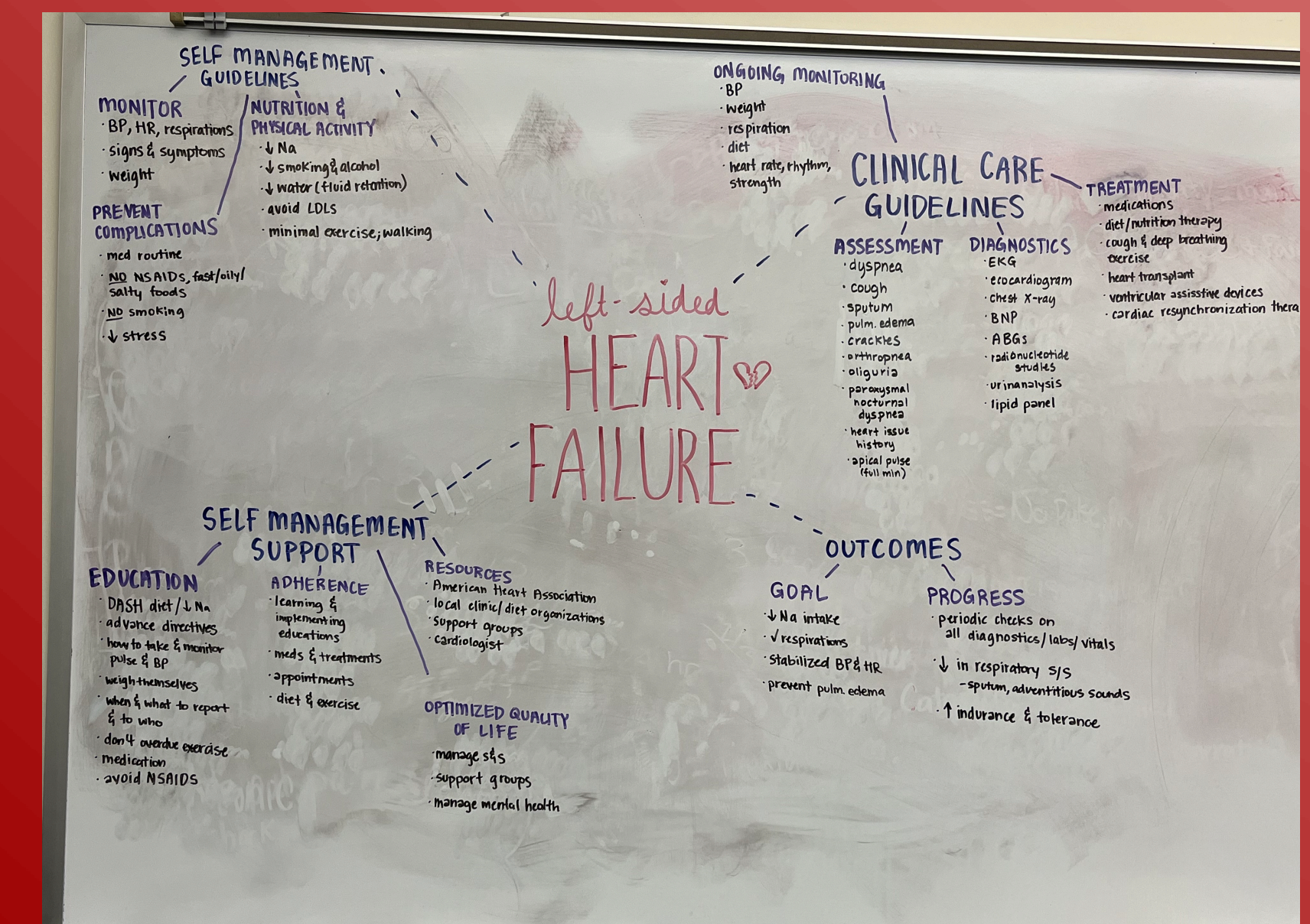
- ### 2nd Semester Course: Aging Chronicity and Care Coordination
- Non-acute care focused
 - Care of older adults
 - Care of individuals with chronic conditions across the lifespan
 - RN role in self-management support

- ### Curricular Guiding Concepts
- Vulnerable populations
 - Health disparities
 - Social determinants of health
 - Primary care

- ### Semester Emphases
- Semester 1**
- Primary & secondary prevention
 - Community based clinical across the lifespan
- Semester 2**
- Secondary & tertiary prevention
 - Community based clinical, emphasis older adults
- Semester 3 & 4**
- Acute care clinical emphasis
 - Primary care clinical integration
 - Vulnerable populations
- Semester 5**
- Comprehensive community health
 - Clinical immersion



Small Group
Class
Activity



References

Daley, B. J., Morgan, S., & Beman Black, S. (2016). Concept maps in nursing education: A historical literature review and research directions. *Journal of Nursing Education*, 55(11), 631-639. doi: 10.3928/01484834-20161011-05.

Green, J. D & Dillard. (2021). Scaffolding the scaffold: Creating graphic organizers to support your students' learning. *Transformative Dialogues: Teaching and Learning Journal*, 14(12), 62-72. doi: https://journals.kpu.ca/php/td/indx

National Council of State Boards of Nursing. (2019). Clinical judgment measurement model. *Next Generation NCLEX News*. https://www.ncsbn.org/public-files/NGN_Winter19.pdf

William & Mary Teaching and Technical Assistance. (2015) Graphic organizers: Guiding principles and effective practices. *Considerations. Teaching and Technical Assistance, William and Mary.*