

Background

Core competencies for academic nurse educators include improving the quality of student experiences that facilitate learning and allow evaluation of program outcomes.

Active learning activities that develop clinical judgement exemplify high-quality learning strategies.

Video-facilitate unfolding case studies (VFUCS) represent one innovative type of these strategies.

Purpose

The NCSBN Clinical Judgement Model served as the framework for this project.

This project aimed to develop a VFUCS classroom activity to develop student skills in recognizing and analyzing cues, prioritizing hypotheses, generating solutions, and taking appropriate nursing action.

Betts, J., et al. (2019). Building a Method for Writing Clinical Judgment Items for Entry-Level Nursing Exams. *Journal of Applied Testing Technology*, 20, 21-36.
Billings, D.M. & Halstead, J.A. (2023). *Teaching in Nursing: A Guide for Faculty* (7th ed.). Elsevier.
Christensen, L.S. & Simmons, L.E. (2019). *The Scope of Practice for Academic Nurse Educators & Academic Clinical Nurse Educators* (3rd ed.). National League for Nursing, Wolters Kluwer.
NCSBN. (2020). *NGN News: The NGN Case Study*. <https://www.ncsbn.org/publications/ngn-news--spring-2020>

Methods & Procedures

Best-practices for patient care during an acute stroke served as the VFUCS topic. Faculty used course module learning outcomes as the framework for measuring student success at the completion of the VFUCS activity.

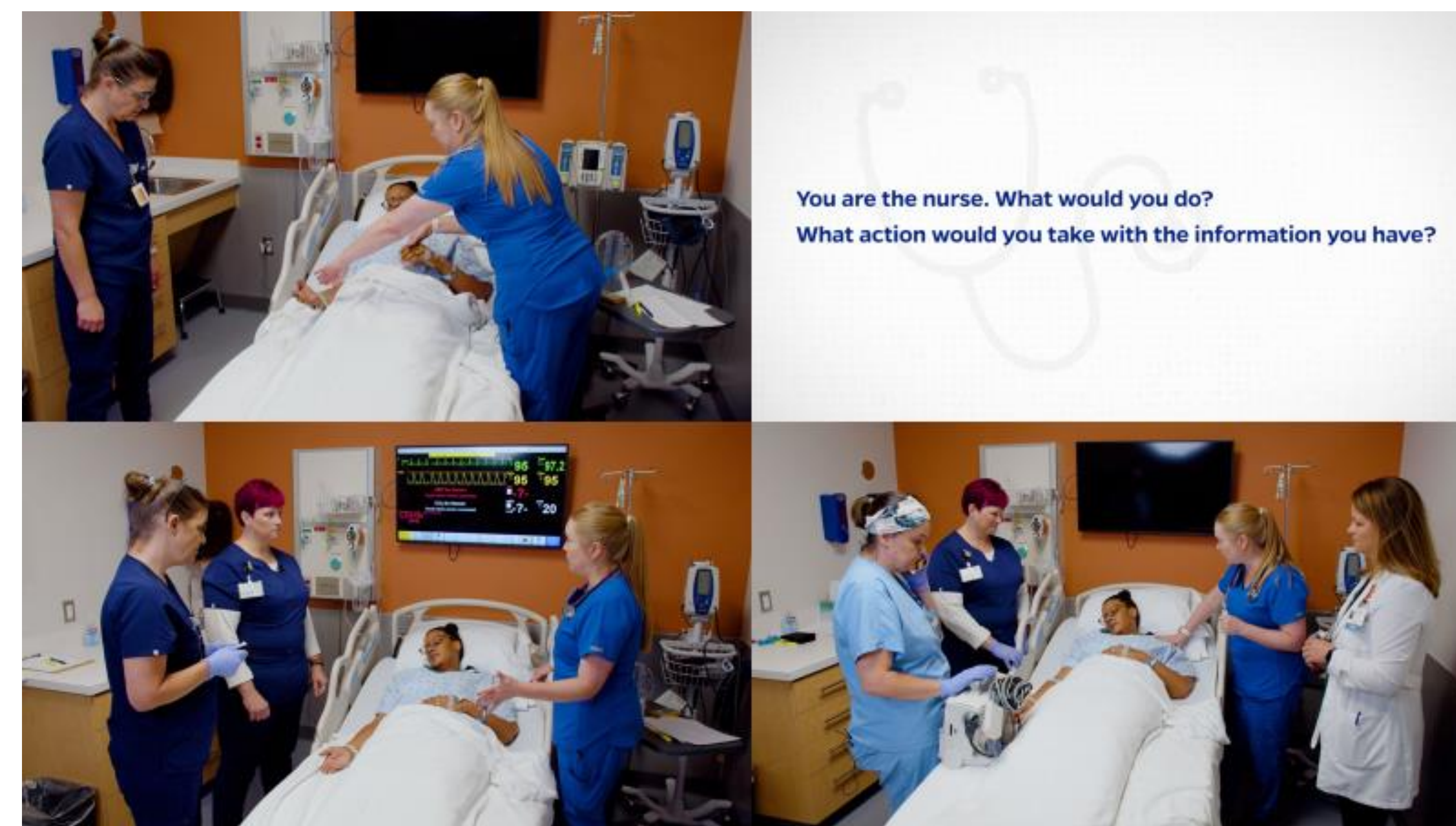
Initial steps for this project included obtaining administrative support, recruiting cast members, and securing videography and production assistance.

Next steps included developing a script and scheduling the video filming day.

Final steps included filming, review, and revision of the video.

Post-production actions included developing and implementing a dissemination plan of VFUCS description and practice implications.

The VFUCS



Scan this QR code to view a segment of the VFUCS



Results

This project resulted in a 12-minute, professional quality VFUCS with embedded discussion prompts asking the students to assume the role of professional nurse. Throughout the video, faculty cast members role-model patient-centered & evidence-based nursing actions.

The VFUCS provides an improved class learning activity and dynamic immersive experience compared to the previously used one-dimensional written case study.

Implications

Faculty successfully implemented the VFUCS activity in the classroom for a BSN course during the fall 2023 semester.

As a teaching strategy, the VFUCS provides:

- Flexibility of use for differing sized groups of students in varied didactic settings.
- An opportunity for students to safely practice making patient care decisions for high-risk, low volume situations not often encountered during actual patient-care clinical learning experiences.

Using this project as a model, academic nurse educators should consider developing their own VFUCS on other topics across diverse courses.

Time commitment for this project totaled approximately 100 hours.