

You are the Nurse: An Innovative Video-Facilitated Unfolding Case Study to Enhance Learning and Provide Opportunities to Develop Clinical Judgement.

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Abstract

Background/Introduction

Core competencies for academic nurse educators include improving the quality of learning experiences. Active learning activities that develop clinical judgement exemplify high-quality learning strategies. Video-facilitated unfolding case studies (VFUCS) represent one innovative type of these strategies.

Purpose

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

Methods or Processes/Procedures

The NCSBN Clinical Judgement Model served as the framework for this project. Patient care during an acute stroke served as the VFUCS topic. Initial steps included obtaining administrative support, recruiting cast members, and securing videography and production assistance. Next steps included developing a script and scheduling the filming day. Final steps included filming, review, and revision of the video.

Results

This project resulted in a 12-minute, professional-quality VFUCS with embedded discussion prompts asking students to assume the role of professional nurse. Throughout the video faculty cast members role-model patient-centered evidence-based nursing actions. The VFUCS improves class learning activities by providing a dynamic immersive experience compared with the previous static one-dimensional written case study.

Limitations

Quality improvement projects require time and effort, which may limit feasibility. Time commitment for this project totaled approximately 100 hours.

Conclusions/Implications for Practice

This project met the goal of improving the quality of learning experiences for students. Faculty will include this VFUCS in the classroom as an active learning activity promoting clinical judgement. As a teaching strategy, the VFUCS allows for flexibility of use with individuals or groups of students in a variety of didactic settings. The VFUCS allows students to safely practice making decisions and providing care in high risk, low volume situations not often encountered during actual patient-care clinical learning. Using this project as a model, academic nurse educators should consider developing other VFUCS on a variety of topics across diverse courses.

Biography

Michelle Ann Plourde is a Clinical Lecturer in the College of Nursing at the University of Florida. She teaches didactic, clinical, and simulation courses in the undergraduate nursing program and serves as a clinical coordinator. Her nursing area of expertise is emergency nursing with a focus on interdisciplinary quality improvement. She practices clinically as a member of the rapid response team at UF Health Shands Hospital. She is a PhD candidate at the Catholic University of America in Washington, D.C. and her research interests include nursing education and emergency nursing practice.

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