

Using a Scaffolded, Multi-modal Approach in Multiple Learning Environments to Improve Student Success

Jessica Lapinski, MR, RN, CNEcl, University of Rochester

Co-Author(s): Julie Waite, MS, RN, University of Rochester

Topic: Academic Nursing: Excellence & Innovation

Category: Quality Improvement/Evidence-Based Practice Project

Abstract

Background/Introduction

With the growing demands in health care since the start of the pandemic, it is crucial to strategically integrate classroom (didactic) and clinical (practice) learning activities to promote nursing student's clinical judgement. To improve the preparation of nursing students for the dynamic, ever-changing healthcare workforce, nurse educators must be intentional and scaffold innovative, active learning strategies into the curricula to provide students with opportunities to improve higher-level critical thinking skills.

Purpose

The purpose of this presentation is to highlight the implementation of meaningful scaffolded content related to the exemplar of sepsis, using a multi modal approach for nursing students in an accelerated undergraduate nursing program.

Methods or Processes/Procedures

The use of multiple technological resources were utilized in various learning environments to provide students with opportunities to apply their knowledge related to the exemplar of sepsis. This multi-modal approach included virtual reality, virtual case studies, high fidelity simulation, and higher-level questioning.

Results

As a result of these combined innovative teaching strategies, student performance improved on examination items related to sepsis compared to questions related to other content within the didactic course.

Limitations

Completion of this integration and assessment of outcomes extended over four semesters. Additional semesters of implementation would reveal added results. In addition, this program has access to high-fidelity simulation resources. Learning activities could be altered based on individual program needs.

Conclusions/Implications for Practice

A multi-modal approach is beneficial for students to retain information and apply their knowledge. Scaffolding content intentionally throughout a course should not be limited to didactic delivery but utilized in a variety of settings, allowing students multiple opportunities to practice clinical judgment skills and apply knowledge.

Biography

Jessica Lapinski has worked in adult med/surg and critical care. Jessica has worked at the University of Rochester School of Nursing since 2013, teaching in the skills labs, clinical settings and most recently teaching didactic in the advanced med/surg course. Jessica has implemented active learning strategies both in the classroom and clinical and has presented nationally on the innovations. In addition to her teaching responsibilities, Jessica also coordinates the Dedicated Education Unit (DEU). She was the recipient of the Clinical Scholar Fellowship in 2019 and has published about innovative educational opportunities for strengthening clinical partnerships within the DEU.

Contact Information

Jessica Lapinski, MS, RN, CNEcl

Assistant Professor

University of Rochester

jessica_lapinski@urmc.rochester.edu

(585) 276-4171
