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Evolving case study applied in a large lecture classroom: A pilot study

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Transferring clinical expertise from the patient bedside to the classroom requires up-to-date clinically competent faculty. In spring 2015 the author was charged with bringing their clinical expertise to a large didactic course by 'flipping the classroom' to a small group interactive education model. The authors developed 17 case studies that would evolve throughout the quarter. The purpose of this pilot project was to evaluate student response to the implementation of the small group interactive education model. At the end of the course, all students were asked to complete a quantitative and qualitative evaluation of the course. A summary of the results (n=56, autumn; n=64, winter) indicated that in both quarters the students found the course academically challenging and engaging. (CEI 4.4, autumn; CEI 4.3 winter) The winter quarter students rated the evolving case study as a means of developing critical thinking skills (4.0 on an ascending Likert 5 point scale). Qualitative results autumn quarter described the evolving case study as "busy work" and "not a good use of class time". The assigned concept maps were "redundant" and 'time consuming. The authors' conclusions were: The lack of an easy to use program for concept mapping was a barrier to effective use of student time. The evolving case study enhanced student critical thinking.