

18<sup>th</sup> International Conference on

# Nursing & Healthcare

December 05-07, 2016 Dallas, USA

## Promoting nursing students' metacognitive analysis using concept maps as a teaching and learning strategy

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**Background:** Studies on the use of concept maps in education has been published since the 80's, but limited quantitative data exists in the last five years. Millennial generation is a new term that describes the current generation of students. These students are distinctly different in their approach to learning. These students must be adequately prepared to meet the complex health care demands that are emerging as a result of the aging population, innovations in technology and distinctly different learning needs.

**Aim:** This longitudinal, mixed-method study explores the impact of using concept maps as a valuable teaching and learning strategy which can enhance students' metacognitive analysis.

**Method:** A mixed-methods approach with a pre and post test was used to measure students critical thinking, n=35. Descriptive analysis was performed on formative analysis data obtained mid-semester and summative analysis at the completion of the course.

**Results:** Students who use concept maps as a learning strategy scored significantly better on critical thinking tests than students and than other students in their cohort.

**Conclusions:** Concept mapping is an effective teaching and learning which promotes student engagement and a higher level of metacognitive analysis. Further research is required to determine if there is a long-term change in students' level of critical thinking.

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## The challenges of identifying atopic eczema in darkly pigmented skin

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The colour of the skin is an important factor when making assessments and diagnosing clinical conditions. Especially when making visible observable assessments such as gauging tissue perfusion, assessing for jaundice, pallor, cyanosis and the blanch response. However, the author has found that the challenge of assessing darkly pigmented skin is rarely mentioned in clinical books in the UK; and especially surprising when making clinical assessment in dermatology. The concept of clinical dermatology occurred in Europe in 19<sup>th</sup> and 20<sup>th</sup> century when all classic texts described skin disease as they would present in white skinned patients. There is little research or academic acknowledgement of the difference in the presenting skin condition when assessing or making differential diagnoses of the white or darkly pigmented skin. Dadzie (2013) discovered in a recent survey of trainee dermatologists in the UK, found it challenging to manage dermatological conditions in the ethnic minority population. There are deficiencies in dermatological educational resources and the training of dermatologists in the field of skin colour. Epidemiological studies and data obtained from health services indicate that there are observable differences in the presentation of different dermatological conditions in different ethnic groups. This presentation will explore the physiological difference in the presentation and effects of eczema in darkly pigmented skin (black African, Caribbean & Asian) and how to manage the condition.

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