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Design & implementation: Patient education skill & simulation training for BSN nursing students

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For healthcare providers, their educational training is organized from the perspective of illness rather than health. According to Bastable (2014), successful patient outcomes are associated with patient education. Even though patient education has been an integral part of nursing practice, most Registered Nurses report not having formal preparation to be a successful educator. The student experience usually is limited to observation of teaching behaviors and theory-based coursework. The American Association of Colleges of Nursing has been transforming nursing education using the Essentials of Baccalaureate Education for Professional Nursing. These essentials confirm the importance of health awareness and preventive teaching, supporting that nurses are caretakers and educators, signifying the importance to design inventive teaching strategies to prepare prelicensure nursing students to become more confident and effective patient educators upon graduation. In a preliminary educational investigation, the purpose was to create a patient education for junior level students in a Bachelor of Science Nursing program based on faculty lectures, faculty laboratory demonstration, and student demonstration of skill in a simulation laboratory. Based on the patient education curriculum, students could choose from the following topics: heart failure, mi/stent, open heart surgery/equipment lines, sepsis/shock/mods, ventilators/ARDS, traumatic brain injury, and burns. Prior to the skill demonstration in the simulation laboratory, students selected one of the eight topics and submitted a term paper summarizing the topic and created a communication script describing how the information would be presented to the patient. ANOVA repeated measures analyzed student responses to nine cognitive questions from week one, five, and eight. The ANOVA analysis found eight statistically significant ($p=.001-.004$) main effects and 21 post-hoc effects ($p=.001-.009$). Eleven statistically significant effects ($p=.001-.031$) were found which demonstrated the positive self-reported affective changes by the nursing students. Alpha reliability estimates ranged from .758 to .907. Students scoring high on a measure of continuous self-improvement had statistically significant ($p<.01$) positive associations with cognitive, affective, engagement, and behavioral measures.

Biography

Dale M Hilty obtained his PhD in Counseling Psychology in the Department of Psychology at The Ohio State University (USA). He is currently an Associate Professor at the Mount Carmel College of Nursing. He has published studies in the areas of psychology, sociology, and religion. Between April 2017 and June 2018, his ten research teams published approximately100 posters at local, state, regional, national, and international nursing conferences.

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Page 91