



Building Community Nursing Competencies in Undergraduate Nursing Students: An Interprofessional Collaboration for Designing Reality-Based Field Simulations

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PURPOSE

- ↑ Interprofessional collaboration in designing student learning.
- Develop low fidelity simulations for a course in community health nursing.
- Engage students in interactive group learning.

BACKGROUND

- Teamwork is a core competency of Interprofessional collaborative health care practice.
- ↑ Demand for nurses with community nursing expertise expected.
- Undergraduate curriculum to include emphasis on nursing skills needed in the community.

INTERVENTION

- School of pharmacy faculty agreed to collaborate on two community-based medication reconciliation scenarios for nursing students.
- Low fidelity simulation conducted in two-hour class period.
- Students were divided into groups and were tasked with working together to answer questions and discuss issues related to home medication reconciliation scenario.
- Student from each group reported findings to class.
- Faculty conducted final debrief at the end of class.

MATERIALS & METHODS

- Used multicolored Skittles, Altoids & Tic Tac candy as “medications”.
- One pill box holder for each group filled with “medications”.
- Large medication identification chart in front of the class.
- Case sheet listing clinical objectives, background, patient assessment and questions.
- Students identified meds in box and worked together to answer case scenario questions.

IMPLICATIONS FOR NURSING EDUCATION

- ↑ knowledge, skills, and competencies in community health nursing curricula may attract greater numbers of students to careers in community based nursing.
- Collaborating with other health disciplines can make for more robust learning experiences.
- Next steps: ↑ opportunities for nurses and students from other disciplines to learn & practice together interactively using simulated field scenarios.

EVALUATION



What did you like best about the med reconciliation group exercise?

- “Hands on learning.”
- “Working as group, we came up with better answers.”
- “No lecture.”
- “Made the time go by fast.”
- “Using knowledge critically as a team.”
- “Confirmation of correct thought processes by teacher at end.”

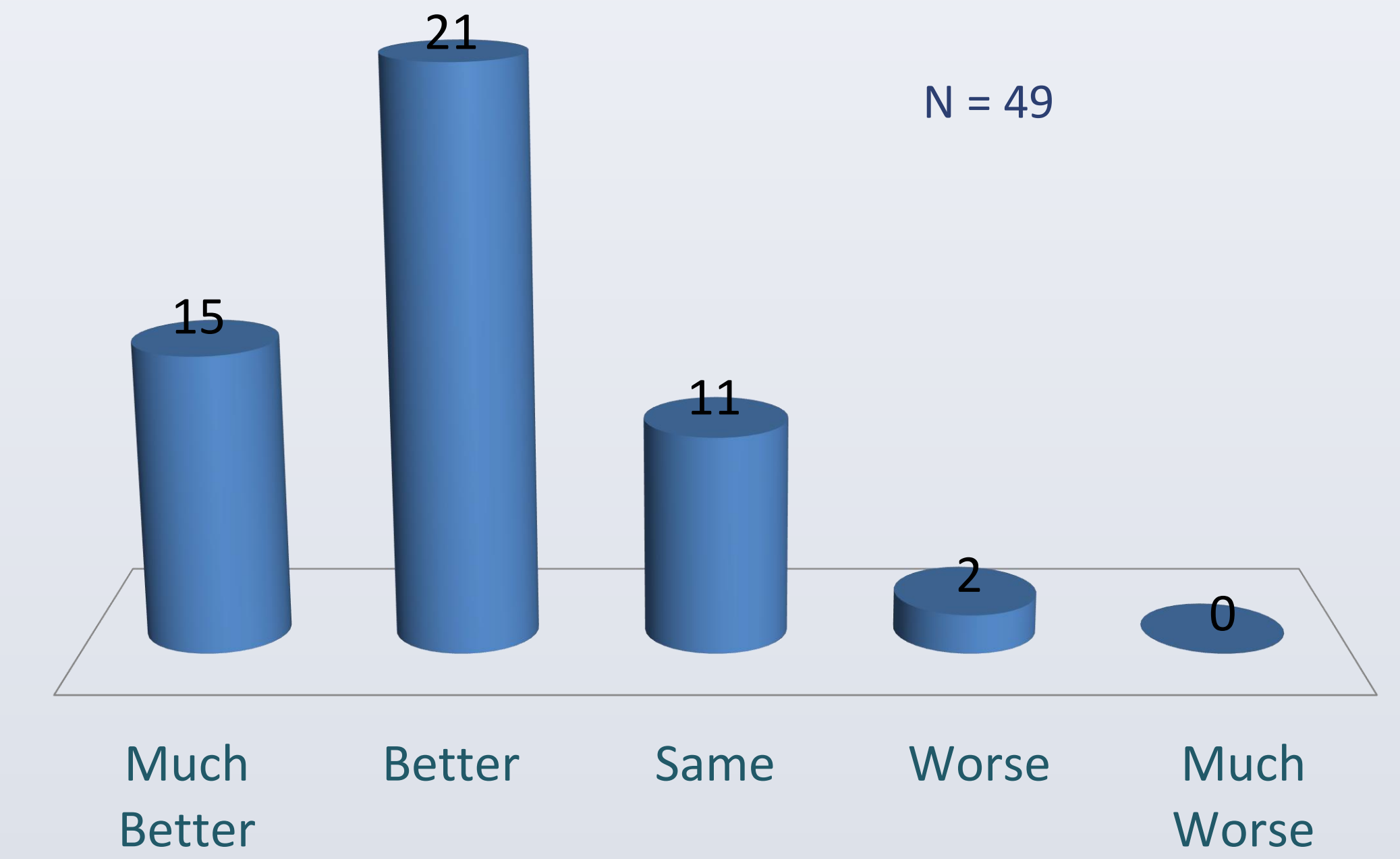


What did you like least about the med reconciliation group exercise?

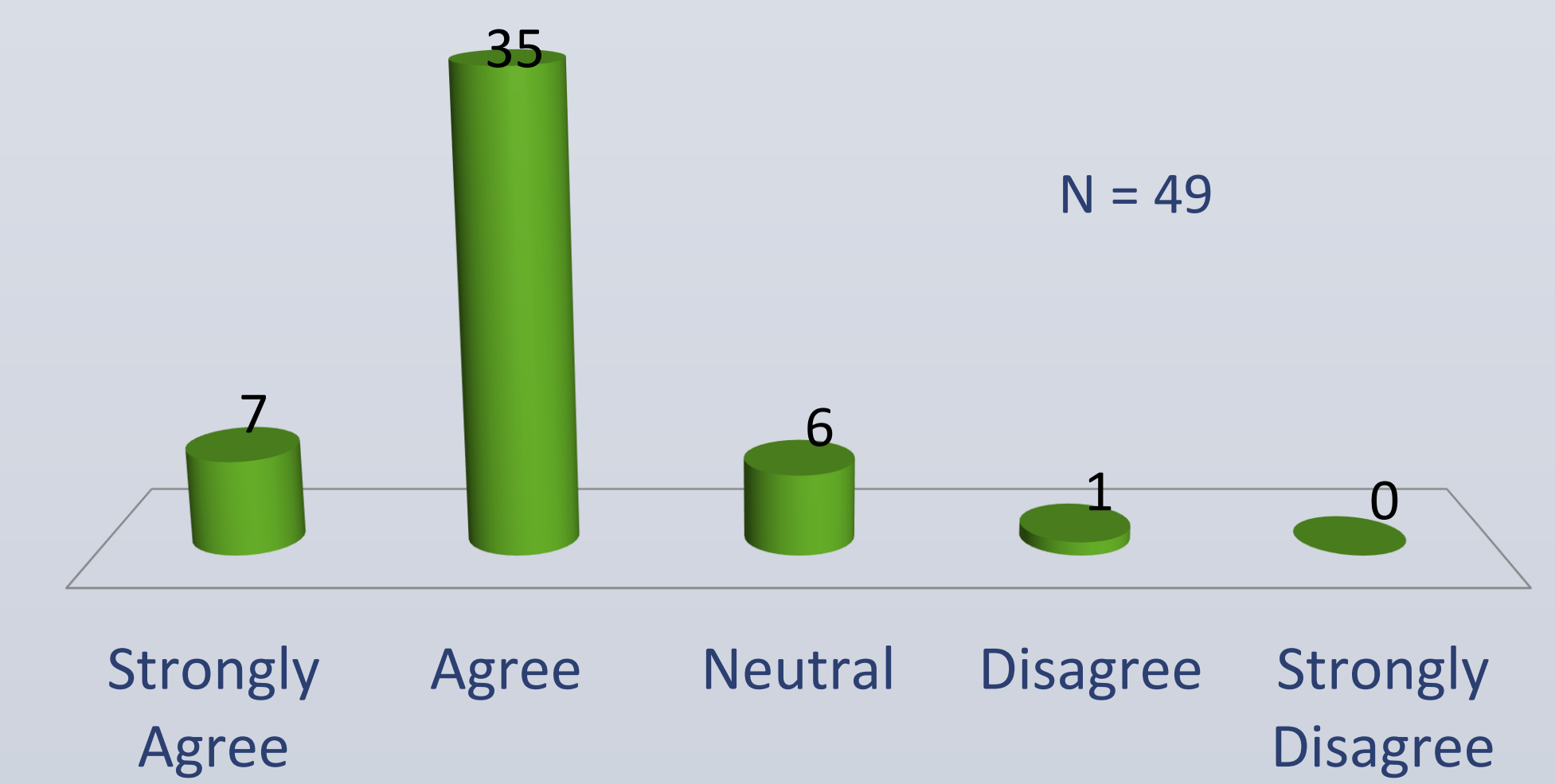
- “Didn’t know right answers until the very end.”
- “I didn’t like having to report to the class.”
- “The room got noisy, it was hard to hear.”
- “Some of the questions seemed repetitive.”

OUTCOMES

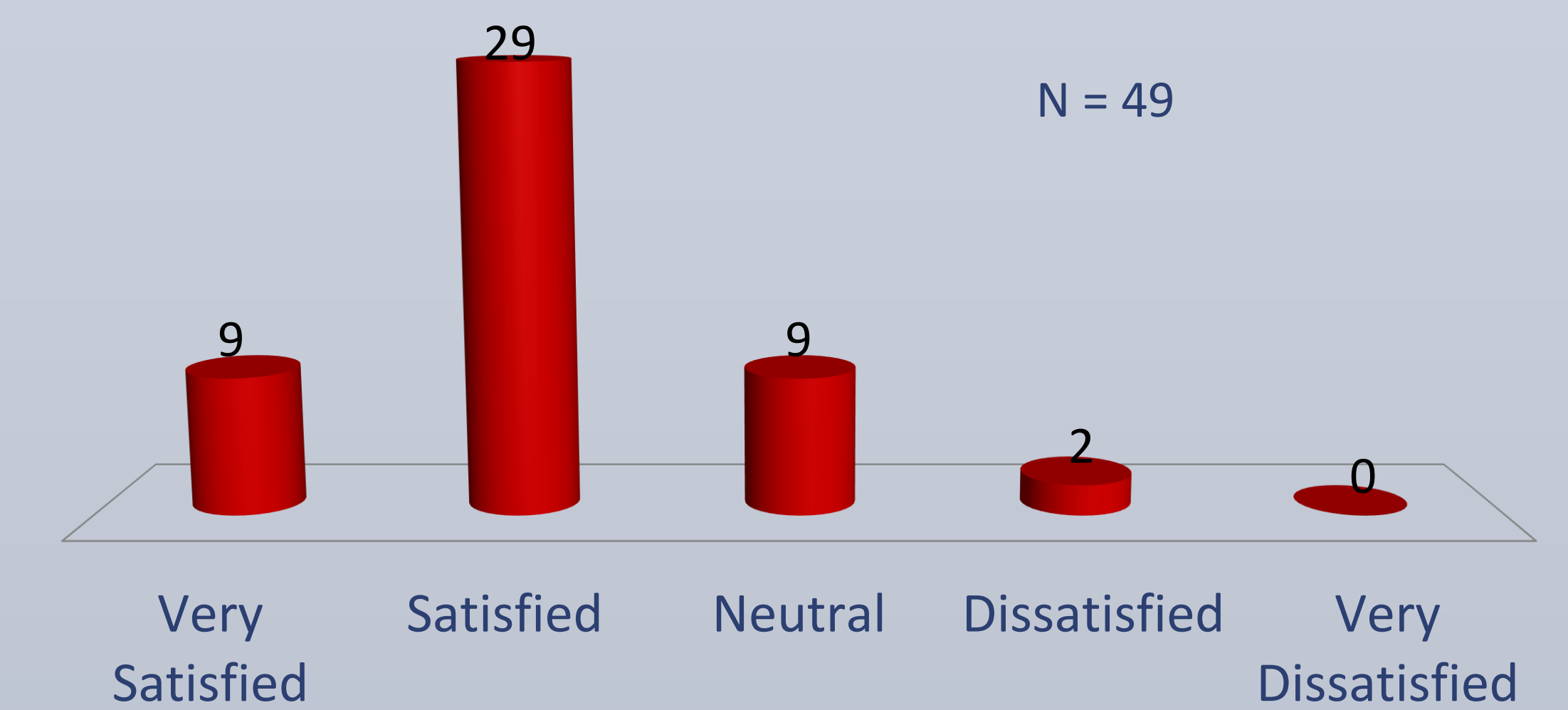
Compared to other types of learning methods, how would you rate today’s medication reconciliation exercise?



The medication reconciliation group exercise enhanced my learning.



Overall student satisfaction with activity.



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