DESCRIPTION, APPLICATION, AND EVALUATION OF A MODEL TO TEACH COMMUNITY BASED AND PUBLIC HEALTH NURSING ACROSS DIVERSE CLINICAL EXPERIENCES

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LEARNER OBJECTIVES

1. The learner will be able to describe the Pillars Constructivist Model and its role in facilitating diverse community-based and public health nursing clinical education.

2. The learner will be able to discuss the outcomes of the mixed-method evaluation of the Pillars Constructivist Model.
CHALLENGES IN CLINICAL EDUCATION

• The challenge
• Simple tools
• Student outcomes
• Nursing outcomes

*Can you rise to the challenge?*
DESCRIPTION AND DEVELOPMENT OF THE PILLARS CONSTRUCTIVIST MODEL

▪ Logistical limits of home care agencies
▪ Defining Public Health Nursing Practice vs. Community-Based Nursing Practice
▪ Call to action for nursing education in the U.S.
THE PILLARS CONSTRUCTIVIST MODEL

1. Determinants of health
2. Evidence-based practice in community care
3. Lived experience
4. Role of the nurse in the community/public health setting
5. Interdisciplinary collaboration
IMPLEMENTATION

- Serve local, transform regionally
- Student accountability: Self-directed learning in the specific conceptual areas
- Active learning: Enrich the achievement of knowledge
- Innovative strategy: Support development of skills and habits for independent life-long learning
EVALUATION OF THE PILLARS CONSTRUCTIVIST MODEL

Research Question #1:
Does the model serve as a unifying structure to facilitate consistent opportunities for student learning in all conceptual areas across diverse clinical experiences?

Research Question #2:
Does the model consistently facilitate growth in understanding and disposition to act in all five conceptual Pillars?
THE SAMPLE: N = 36 STUDENTS
N = 6 CLINICAL FACULTY

Ethnicity of Students
- Caucasian
- Hispanic
- Asian
- Other

Language of Students
- English primary
- English secondary
METHODS: QUESTION #1

Is the model able to unify diverse student experiences into consistent learning opportunities?

Rating scales given to students and faculty measuring:

1. Individual Pillars
2. Individual clinical sites
RESULTS: QUESTION #1

Student and Faculty Ratings

<table>
<thead>
<tr>
<th>Pillar 1</th>
<th>Pillar 2</th>
<th>Pillar 3</th>
<th>Pillar 4</th>
<th>Pillar 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Mean</td>
<td>6.51</td>
<td>5.86</td>
<td>6.97</td>
<td>6.44</td>
</tr>
<tr>
<td>Faculty Mean</td>
<td>8.25</td>
<td>8.17</td>
<td>8.5</td>
<td>7</td>
</tr>
</tbody>
</table>
METHODS: QUESTION #2

Did the students grow in their understanding and application of knowledge in all the pillars?

Case study measured expanded knowledge base. Answers elicited in the following areas:

- Problem identification
- Nursing interventions
- Potential barriers
- Additional assessments needed
- Resources for further guidance
RESULTS: QUESTION #2

Individual Pillar Scores:

Wilcoxon signed rank test
RESULTS: QUESTION #2

Total Summed Pillar Scores: Paired samples T test (*Pillar 4 excluded)
Significant change in total concepts

M pre = 2.05; M post = 2.16; difference of means = -0.11, SD = 0.31, t = -2.05, df = 31, p = 0.05
FACULTY FOCUS GROUP

- Applicability of the pillars
- Exemplars of student success
- Best approaches for supporting students through their learning process
DISCUSSION - TRANSFORMING CLINICAL NURSING PRACTICE

- Overall model → Enriched achievement of student knowledge
- Pillar 5 → Significant improvement of student collaboration
- Pillar 4 → Highlights the need for innovative teaching strategies
GLOBAL IMPACT: USING TOOLS TO TRANSFORM NURSING PRACTICE
REFERENCES:

