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Baccalaureate nursing students create a holistic and culturally competent innovative toy or activity to teach a “created” pediatric patient receiving an intervention for a chronic disease

Objective: The goal was to create an assignment that promoted understanding of the challenges that pediatric patients face when undergoing a procedure related to a primary diagnosis of a chronic condition, witnessed in recent times in acute pediatric clinical settings. While clinical experiences in pediatric courses are limited, this construction and simulation of an individualized case study encompasses aspects of nursing care with caring, creativity, teamwork, and application of previous courses’ knowledge. Students need to use empathy and creativity with application of previous course knowledge to create an age-appropriate teaching game or toy, appropriate for their individualized patient.

Methods: Students enrolled in the pediatric course, as juniors in the BSN program, were divided into groups of four. Each group was given a “child profile” as a case study; including the chronic disease, physical deficits, length of disease process, psychological concerns, psycho-social conditions, and the developmental and socio-economic characteristics that are challenges in the holistic care of this patient and family. Each case study is of critical importance and describes a diverse culture with health maintenance beliefs to be acknowledged and valued while providing individualized care of pathological conditions including sickle cell crisis, cystic fibrosis, asthma, type I diabetes, and more. The groups must use the growth and development knowledge including fine and gross motor development, pathophysiology of the disease process, and understanding of the procedure that the child will need an appropriate toy or game to meet the educational needs. The groups can individualize the case by describing coping skills used, and any other personalized characteristics to make the child and family “come alive”. The “child” must be able to physically and cognitively use the item for education, and it must be realistic for the child. As an example, an Amish child would not benefit from learning to use a video game requiring electricity. The presentation of their cases to their classmates includes the “pretend child” as a case study with name, medications, lab values, prioritized nursing diagnosis related to the interventions provided to the child during the shift when the “procedure” is to be performed. Previously completed assignments had been included like videos of a simulated patient interacting with the created toy/game. Creativity for the presentation is important. The method of evaluation is included in the rubric such that, it can be used to determine if their toy/activity has been effective and met their goal for teaching.

Results: Previous completed assignments have included videos of individually created simulated patients interacting with the game/toy. Creativity, cultural competence, understanding of the disease processes, application of growth, development, psycho-social, psychological, socio-economic, and pathophysiology of a condition impacting a pediatric patient have been strengthened and effectively evaluated in the rubric.

Evaluation: This assignment will be evaluated with end of course evaluation using qualitative comments, scores from the rubric, qualitative feedback from clinical instructors based on the attention to all aspects of the pediatric patient and family rather than only the disease process and interventions. Current data gathering includes components of ATI testing in categories mentioned previously.

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