Connecting Theory to Practice in Gerontology—reflective practice

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Transparency in pedagogy promotes learning. Students in the NUR 102 learn geriatric content and prepare group presentations for the class while going to weekly clinical experiences. The students then connect the three learning experiences through an assignment and critical thinking rubric. This assignment guides students to make direct connections between theory and practice.

In NUR 102, Family Health Nursing, the second required clinical course students continue with ePortfolio pedagogy demonstrating reflection as connection; recognizing links to and with theory, presentations and clinical practice. Students continue and deepen previous learned abilities in weekly clinical reflections, student driven maternity and medical-surgical journal article presentations.

Students learn geriatric content, teach each other through presentations and care for elderly clients weekly. In a triangulated assignment students reflect on clinical practice in gerontology, their group presentation and the meaning it has for their learning and future practice. This assignment is facilitated by Edith Ouellet. The assignment and rubric follow:

The Assignment:

NUR 102 Family Health Nursing Assignment connects to Critical Thinking

Nursing Core Value Outcomes

Communication:

A.) The student uses appropriate and relevant content to illustrate knowledge and skills required to administer nursing care to the older adult.

B.) Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth (use of information technology)

Critical Thinking:

C.) The student thoroughly analyzes their own assumptions about nursing care of the older adult and carefully evaluates these assumptions.

Professionalism:

D.) The student demonstrates professionalism by completing all assigned tasks by the deadline; proactively helps other team members complete their assigned tasks to a similar level of excellence.
GERIATRIC NURSING PRESENTATIONS

Each clinical group will deliver a presentation that covers a portion of the geriatric nursing care content, using real case scenarios from your medical/surgical experiences. Each clinical group will receive a topic (TBD), and each presentation will be a maximum of 20-30 minutes.

Please refer to the syllabus and curriculum objectives. We will focus on topics such as ageism, functional assessments/ability, normal physiologic changes in aging, theories of aging (continuity, disengagement, and activity theory), psychosocial changes, polypharmacy, caregiver role-strain, and cognitive changes in aging. During weekly clinical assignments you apply this knowledge each time you provide nursing care to the older adult and their family.

ePortfolio:

1.) Post your geriatric presentation assignment. Review your CLEWs (Clinical Learning Experience Workbooks) and weekly clinical experience Reflections (these do not all need to be posted into your ePortfolio). Choose at least one personal clinical experience that best demonstrates a connection you can make between the information you learned in the clinical setting and the knowledge you gained preparing and presenting information about the care of the geriatric client. Please post an entry, which discusses this connection, into your ePortfolio. When posting, consider the following criteria in order to guide your reflective responses:

a. Identify and clearly describe the clinical issue/problem related to care of the geriatric patient

b. Please include an assessment and analysis with viewpoints from 2 scholarly resources (peer reviewed academic literature)

c. Include and analyze any assumptions presented by you or others

d. Include a nursing care plan that addresses the identified issue. Be sure to include any complexities or challenges that may exist

e. Conclude with an evaluation demonstrating outcomes related to the presented issue/problem

Once you have completed this work send me an invitation to your ePortfolio by ________.

2.) During your last week of clinical, prepare a summative reflection (using the same reflective tool you use each week). Address each core value in regards to the entire semester experience. Send the completed ePortfolio invitation to me and your clinical instructor by ________.

Critical Thinking–CriticalThinkingCoverSheetandRubric-Revised-1,
Reflection on Geriatric Presentations and Clinical Assignment

I chose this patient to connect to the geriatric presentations for a few reasons. She ties into my group’s presentation of discharge planning and caregiver role strain as well as another group’s topic of polypharmacy. With regard to discharge planning, this woman was hospitalized after a fall that resulted in a fractured right hip as well as a right humeral fracture. Since she was living alone and now unable to care for herself until she healed, plans for discharge had to be made. She was given the choice of which care facility she would like to be released to and then the hospital staff made the appropriate arrangements.

Caregiver role strain came into play, also. Since her son and daughter-in-law live next door to her they are in a position to oversee this patient’s day-to-day well-being while allowing her to retain some of her independence. If the patient was unable to go to a rehabilitation facility, these family members would have had to provide the rehabilitative care, but were unable to do so because of their children and work schedules. Even though they were relieved of this total care responsibility, they may still have caregiver role strain because they need to coordinate and oversee the care given to the patient and will want to visit her on a regular basis, which is more difficult since she will not be right next door.

As to polypharmacy, this patient, as is the case with many elderly patients, has been prescribed several different medications. Now, with the recent injuries and surgery, she has more pharmaceuticals added to her daily regimen. In completing the geriatric presentations, and watching the other groups present their topics, I was able to learn effectively about the care of the elderly. Taking care of a geriatric patient in the hospital helped to reinforce this learning since I feel that I learn best by actually seeing the situation in person.

In this power point you will see the work from two students and how they scored on the critical thinking rubric. (Sample NUR102 Reflection)

Here is a handout which was prepared by a student group when presenting class content. The Acute Delirium hand out is appropriate for various medical surgical settings.

We continue to sample and explore if there is a correlation of ePortfolio critical thinking scores, GPA and course grades. Students state they begin to connect theory to practice in this course but longitudinal assessment is showing increasing connection of reflective learning with critical thinking in the third and fourth semesters.

Supporting Materials--Can this assignment be used in your program? Look at background information.

Where is the practice used?

○ Course (all sections)
Program

Professional Majors

Currently 96 students are admitted each year into Three River’s Community College, CT-CCNP (nursing program), 48 are admitted into the NUR101 Fall section and 48 are admitted into the NUR101 Spring session. These students continue throughout the program if they meet the theory and clinical outcomes of the course. Occasionally some do not for a variety of personal and academic reasons. NUR102 is the next course in the sequence of four clinical nursing courses.

Reflection as Integrative:

Students’ ePortfolio reflections are designed to help them...

- Make connections within a course
- Make connections across courses and semesters

Students are specifically asked to make the connections between theory, clinical and presentations. Students utilize clinical stories from both NUR101 and NUR102. Some students also draw upon their personal experiences of caring for loved ones.

Reflection as systematic & disciplined:

Students’ ePortfolio reflection processes continue the weekly reflections in clinical. This assignment is a one-time assignment.

Reflection as Social Pedagogy:

Students use ePortfolio to share/peer review/discuss/collaborate, connecting around course work, reflections, plans, goals, stories, etc.

- Sharing their ePortfolios with & getting comments from faculty and peers

Students do share with faculty and peers. In some semesters students have shared with external groups such as the National League for Nursing and TRCC Advisory Panel. This was done through a video taping of the presentation and input on iTunes University.

(How to access Geri Presentation on iTunes University)

iTunes U

1.) Install iTunes if needed

2.) Go to the iTunes store (on the left),

3.) Click on iTunes-U (along the top)

4.) Click on Universities and colleges (on the right)

5.) Choose TRCC from the menu (under "T" alphabetically)

6.) Click on TRCC nursing – there should be 9 videos listed

**If you have an iTunes account you can also access from the college’s
Reflection as a process of guiding personal change:

Students use ePortfolio for educational and career development, identity formation, by sharing in their summative reflection how they are incorporating theory to practice and practice to theory.

The course description includes:

NUR* K102 8 CREDIT HOURS

FAMILY HEALTH NURSING

Prerequisites: NUR* K101; BIO* K235; PSY* K111.

Corequisites: NUR* K103; PSY* K201; SOC* K101.

The student will focus on issues affecting the family, including childbearing, childrearing, geriatric care and intermediate health care needs of limited duration. The medical surgical health problems include care for the client in the peri-operative period and the client experiencing orthopedic and simple genito-urinary conditions. The course addresses several psychiatric disorders: anxiety and cognitive disorders, common child and adolescent psychiatric disorders. The student will have clinical rotations that provide experience caring for the childbearing family as well as caring for medical-surgical clients across the lifespan. Theory: 60 hours Clinical: 180 hours