

# An Innovative Approach to a Capstone Course

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# Objectives

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- ❑ Apply the recommendations of the Carnegie Foundation study into a capstone course within the context of nursing students' pediatric experience
- ❑ Integrate the recommendations with constructivist learning theory to foster clinical reasoning and professional formation



# Carnegie Foundation Study Results

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- ❑ Education to Practice Gap
- ❑ Lack of consistency with multiple entry levels
- ❑ Ineffective communication and interaction with the interdisciplinary team

Benner, Sutphen, Leonard, & Day, 2010

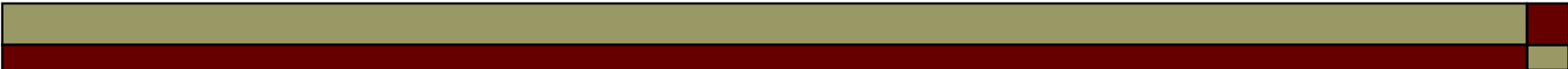
# Carnegie Foundation Study Recommendations

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- ❑ Integrate concepts related to liberal arts
- ❑ Foster development of clinical reasoning and ethical comportment

Benner et al., 2010





# Carnegie Foundation Study Recommendations

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- ❑ Learn in the context of the situation
- ❑ Integrate classroom and clinical learning
- ❑ Develop clinical reasoning and multiple ways of thinking
- ❑ Develop professional formation

Benner et al., 2010

# Capstone Course

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- ❑ Keystone of learning
- ❑ Strengthen the student's abilities
- ❑ Opportunity to link the classroom learning to clinical learning

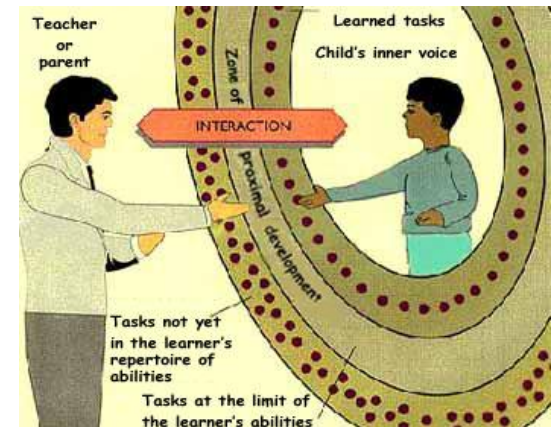
Schroetter & Wendler, 2008



# Constructivist Learning

- Cultural-Historical theory
- Social environment and culture impact learning
- Zone of Proximal Development
- Behavior results from higher mental processes

Cole, John-Steiner, Scriber, & Souderman, 1977





# Proposed Capstone Course

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- Weaves the Carnegie Foundation recommendations into the context of a pediatric clinical experience
- Opportunity for a student to compare and contrast pathophysiology in the care of a child with complex endocrine diagnosis



# Capstone Course

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- ❑ RN Preceptor



- ❑ Collaborates with faculty to guide the student's achievement of course objectives
- ❑ Models the reasoning process
- ❑ Promotes insight to facilitate student learning

# Situated Cognition

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- Pediatric endocrine focus



- Contrast Type 1 diabetes to hyperinsulism
- Respond to various parameters of blood sugar
- Decision tree for options: oral glucose, nasogastric feeding, intravenous support

# Integration of Theory into the Clinical Environment

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□ Theoretical concepts



□ Contrast complex pathophysiology

□ Utilize therapeutic communication

□ Apply child developmental theory

□ Enhance technical competence

# Develop Clinical Reasoning

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- Thinking



- Interacts with members of the interdisciplinary team
- Learns multiple ways of thinking
- Gains thoughtful insight
- Integrates scientific knowledge and evidence based practice to deliver the most appropriate intervention

# Integrate Ethical Competment

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- Ethical decisions



- Gains insight of the ethical decisions confronting the medical and nursing profession
- Participates in discussion with families regarding decisions relating to their child undergoing a pancreatotomy as a life saving surgery for hyperinsulism



# Professional Formation

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- ❑ Integrates behaviors consistent with a sense of ethical and moral reasoning
- ❑ Excludes technical competence as the only essential behavior
- ❑ Applies the latest evidence to the care of their patients with electronic learning

Benner et al., 2010; Sasikarn, Isaramalai & Pohthong, 2010



# Professional Formation

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- ❑ Interacts with members of the interdisciplinary team
- ❑ Gains insight into decisions made on the endocrine unit through exposure to various patient scenarios
- ❑ Engages in the profession by making a commitment to lifelong learning

# Group Process

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## □ Seminars



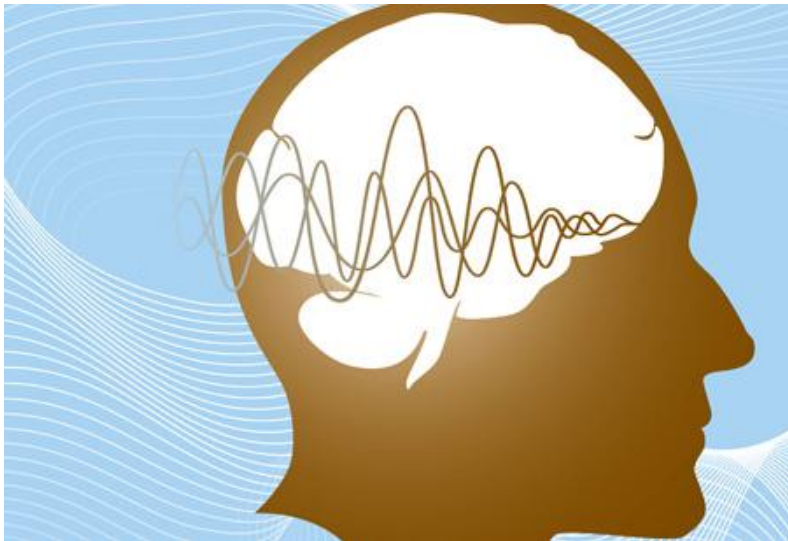
- Share experiences
- Use simulations to reenact patient scenarios
- Grow professionally in a non threatening atmosphere



# Clinical Evaluation

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- Clinical judgment



- Reflective journaling
- Discussion of thought processes that contribute to clinical decision making
- Discover misconceptions

Lasater & Neilson, 2009



# Nursing Education Implications

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- ❑ Recommend consistency in entry level course requirements
- ❑ Develop learning strategies that foster clinical reasoning skills in the student throughout the curriculum
- ❑ Build relationships between educational and service communities



# Thank You

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- Dr. Barbara Patterson, PhD, RN, ANEF
- Ruth Seitter, MSN, RN, CNE
- Debby Hines, MSN, RN, CNE, NEA-BC



# References

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- Available upon Request
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