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Evaluation of a Unique Care Coordination and Transition Management Clinical Module

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Evaluation of a Unique Care Coordination and Transition Management Clinical Module

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Background

- Innovative, integrated patient-centered care coordination (PCCC) clinical module implemented in 2015 in pre-licensure BSN program
 - Holland, et al. (2017) reported “significant and positive effects of the curriculum on student learning outcomes and perspectives of nursing roles and nursing care” in community based settings and care transitions (p. 10).
- “Care coordination and transition management (CCTM) practiced by RNs in all settings across the healthcare continuum has the potential to guide acute care practice and discharge teaching/planning, facilitate care transitions between different providers and settings of care, provide surveillance, and support persons with multiple chronic conditions as they live at home or in assisted living, or receive home care within the community and cope with self management of their health and health care” (Swan, et al., 2019, p. 78).
- “Patient-centered care coordination is a core professional standard for all registered nurses and is central to nurses’ longtime practice of providing holistic care to patients” (American Nurses Association, 2021, para. 1).
- A curriculum evaluation was undertaken to guide further development.

Evolution of Curriculum

2015-2018
Home Care/Hospice Field Observation (2 days)
Ambulatory Care Virtual Simulation
Transitions of Care Case Study
Support Group Observation in Community
2019
Home Care/Hospice Field Observation (2 days) (with TOC assignment)
Ambulatory Care Simulation
Care Coordination Simulation
Case Management Simulation
Support Group Observation in Community
2020 (pre-pandemic)
Home Care/Hospice Field Observation (2 days)
Transitional Care Unit Field Observation
Transitions of Care Case Study
Support Group Observation in Community
2021
Home Care Simulation
Ambulatory Care Simulation
Care Coordination Simulation
Case Management Simulation
Transitions of Care Case Study
Support Group Observation in Community

Curriculum Evaluation Elements and Results (2021)

Learning Outcomes Analysis #1:

Written Assignment

- A patient case study assignment contained identical prompts in 2019 and 2021.
- 5 students from each cohort were randomly selected and written responses analyzed.

Results:

- Students in 2019 and 2021 performed similarly on the case study assignment prompts.
- Students in 2019 that were able to complete home care field experiences were **not** better able to apply nursing care to the case study than students in 2021 that learned fully in simulation.

Learning Outcomes Analysis #2:

3 Question Prompts

- Student responses to 3 question prompts were analyzed.
- 3 questions were used as focus group questions in the original PCCC research study in 2015 (Holland, et al., 2017).
- Same 3 questions were placed on the 2021 course evaluation.

Results:

- Students in 2015 gained rich and broad insights into the role of the RN in care coordination and transition management through home care field observations.
- Students in 2021 described the effect of simulation learning experiences in more limited depth and breadth.

Exemplar student responses associated with Learning

Outcome #3: Identify the RN role in interdisciplinary collaboration to ensure safe, effective transition of patient care across the continuum of care.

2015: "They would call the pharmacy, call the doctor, call PT; they were always in communication with all of these resources.... You're there by yourself, and you have to figure out who should know about what."

2021: "I could tell, through chatting with this client, that this new diagnosis was very difficult to live with on a daily basis and that there was more inter-professional assistance needed."

Resource Evaluation

- Lab availability/scheduling: simulations occurred in corner of a computer lab; group sizes of 18 students
- Funding: no budget allocated for simulations; faculty provided props to enhance fidelity
- Faculty development: lead faculty was new to the course and new to simulation
- Course development: learning experiences limited by pandemic restrictions

Curriculum Evaluation Elements and Results (2022)

Changes Made for 2022

- Spaces more supportive of fidelity were reserved by advance scheduling.
- Group size was limited to 6 students.
- Lead faculty mentored by experienced faculty.
- Simulations more fully developed and robust.
- Guest speakers from home care and hospice added to enhance fidelity.

Resource Evaluation

- Smaller groups allowed richer simulation experience, more active learning, increased student engagement
- Lead faculty completing professional development in simulation to build expertise
- Evaluation revealed that student learning outcomes could be improved
- Although simulation experience was improved, students expressed interest in field experience.

Learning Outcomes Analysis #2:

3 Question Prompts

- Student responses to the 3 question prompts placed on the 2022 course evaluation were analyzed.

Results:

- Students in 2022 described the effects of simulation learning experiences with greater specificity than the 2021 students. They expressed more affective learning than the 2021 students.

2022: "During the simulations with Mr. Pinon, the caregiver strain his wife was facing led us to discuss possible transitions of care, both permanent and temporary, including respite care, in-home care, and long term care facilities. This helped me to better understand how considering more help and handing off care is difficult for family members."



Recommendations for Future

- Although faculty satisfaction and student feedback regarding simulation improved in 2022, the course faculty will explore the feasibility of field experiences again in 2023.
- Learning outcomes analysis suggests that field experiences may contribute to greater achievement of the student learning outcomes.
- Student learning may be maximized through returning to a combination of field experiences and medium-to-high fidelity simulation experiences.
- Module learning outcomes will be revised to better reflect core care coordination and transition management competencies.

Implications

- This project sought to strengthen a unique clinical module whose purpose is to prepare nurses for the current and future needs of patients with chronic and complex health problems.
- The pre-licensure program years ago overcame many barriers to integrating CCTM into nursing education programs described by Swan and colleagues (2019), yet faculty continue to learn how to best enact the curriculum to maximize student learning.
- Many barriers to providing CCTM education to practicing RNs have been identified (Haas et al., 2019). If the vision of Swan and Haas (2014) is to be realized, CCTM must be embedded in pre-licensure RN programs.
- This curriculum module offers solutions to the goal of preparing RN students to enter the workforce with basic competencies in CCTM.



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