



Designing Learning Outcome Assessments for Ways of Knowing in Nursing: Implications for Professional Education Programs

Janet Landeen

Louela Manankil-Rankin

Tracey Jewiss



Kaleidoscope Curriculum



Person-Based Learning
within a Problem-Based approach

Beyond the Tangible



Experiences of the McMaster Mohawk
Conestoga BScN Program:
Kaleidoscope Curriculum



Honouring the many authors of the Kaleidoscope

Inspire



Engage



Lead





Inspire



Engage.



Lead.



Outcomes for Today

Inspire

- Gain an appreciation of the process of identifying learning outcomes in professional programs.

Engage

- Explore strategies for facilitating students meeting learning outcomes
- Explore ways of knowing as a means of broadening the scope of learning outcomes

Lead

- Identify a range of methods for assessing learning outcome achievement.



Focus to Achieve Today's Learning Outcomes

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PBL/PBL



Thinking Like a Nurse



Ways of Knowing



Integrated Knowing/Acting /Being



Identifying Program Goals/Learning Outcomes



Critical Pressures for Professional Programs

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Degree level expectations

Professional competencies

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Population health needs

Professional Code of Ethics

Lead

Employer expectations-
"job ready"



Accreditation standards

Special interest groups



Framing the Student Experience

Inspire

- Engagement in learning (Barnett, 2009)
- Characteristics of students
- Transformational learning (Mezirow, 1991)
- Reflective practice (Schon, 1987)
- Depth versus breath of learning
- Congruence with McMaster model of nursing & nursing education
 - Student-centred approach
 - Self- directed, lifelong learning

Engage

Lead

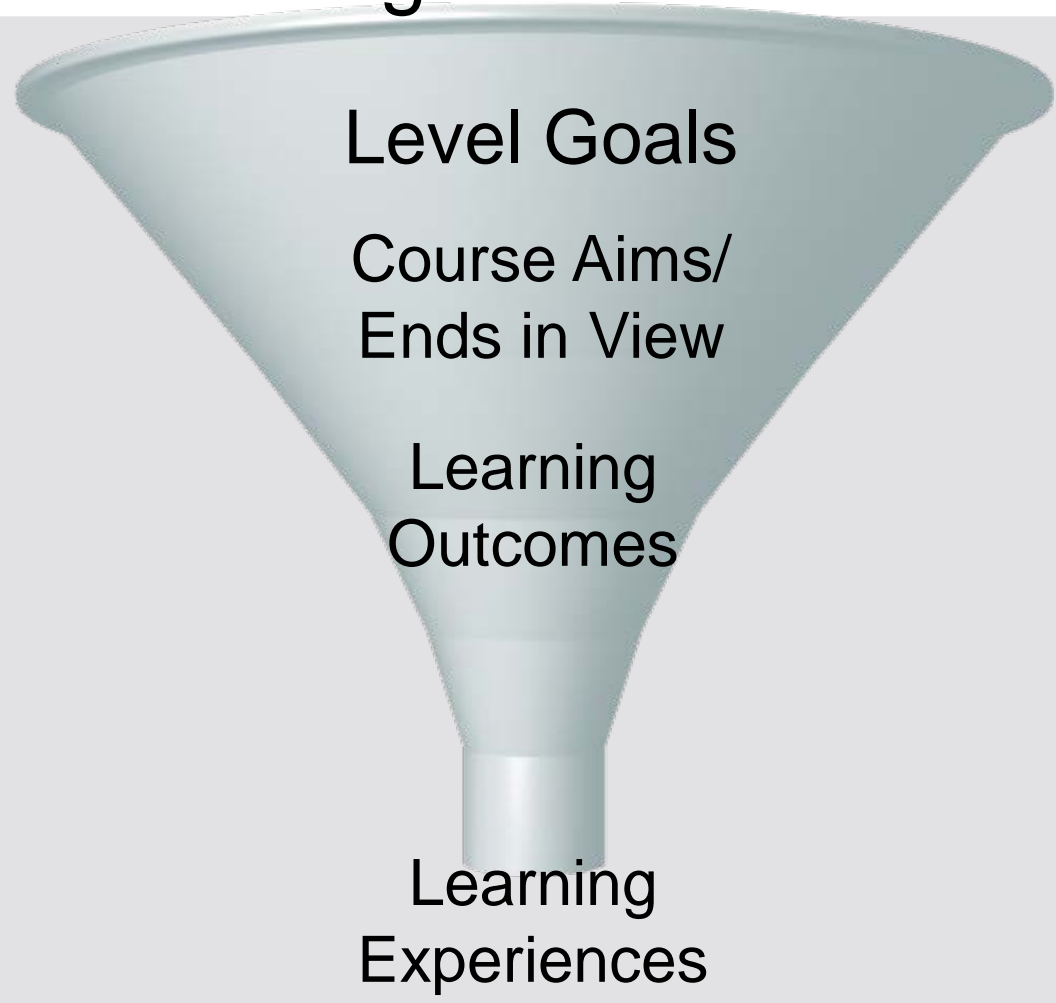


Program Goals

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Kaleidoscope...

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Engage

Lead

Kalos...beautiful
Eidos...shape
Scopeo...to reflect on





Program Goals

11 Programs Goals for BScN

- Assume advocacy roles in partnership with clients and the health care team. Challenge inequities that impact on the health of clients.
- Practice within the professional standards, guidelines, legislation and values of the nursing profession.



Level 1 Learning Outcomes

Advocacy

- Advocates appropriately for self and peers
- Identifies and outlines strategies for personal advocacy
- Identifies key components of concepts of power and empowerment



Level 4 Learning Outcomes

Advocacy

- Advocates for the crucial role of nurses in disaster recovery and primary health care
- Advocates for an Ontario citizen's right to access health care regardless of social/economic status ie. homelessness



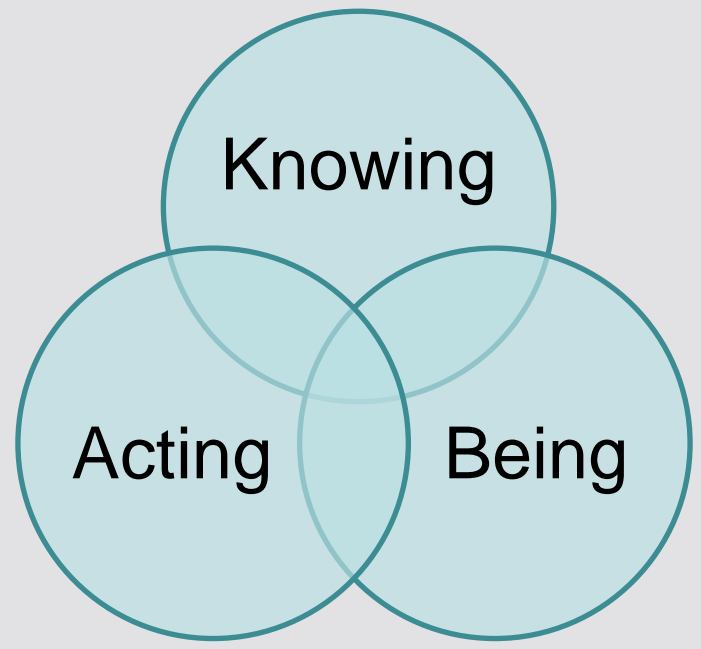
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Kaleidoscope Curriculum



Dimensions of Learning

Barnett & Coate, 2005



- Turn the Kaleidoscope to form meaningful learning approaches





Person-Based Learning

within a Problem-Based approach



Problem Based Learning

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- Active learning & engagement, androgogy, self-direction & student centred
- Problem defined as learning problem
- Virtual clinical-one of earliest simulations-trying to emulate clinicians' thought

(Barrows, 1996; Rideout & Carpio, 2001)





PBL 40 Years Later

Inspire

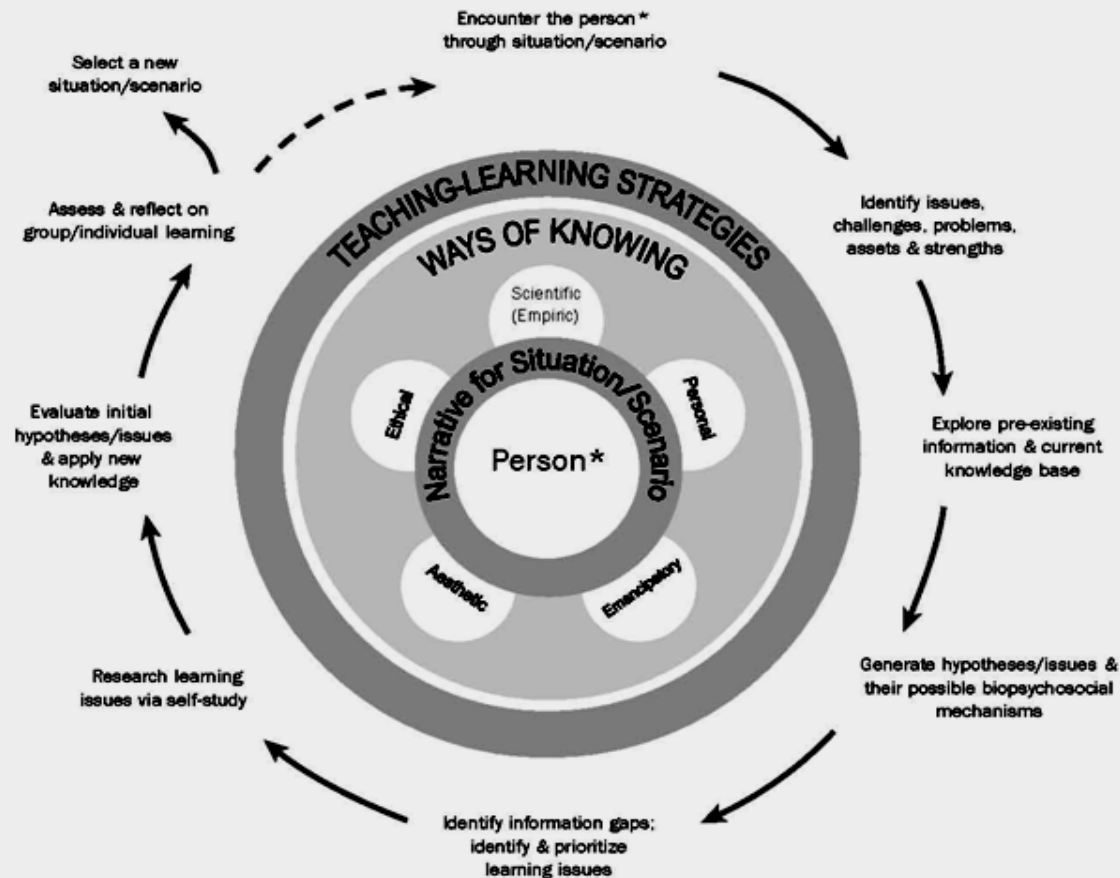
Engage

Lead

- Research on effectiveness & different aspects of PBL (Norman & Schmidt, 2000; Savin-Baden, 2000; Taylor & Mifflin, 2008)
- Promotion of life-long learners & critical thinkers (Benner, Sutphen, Leondard & Day, 2010; Frenk et al, 2010)
- Constructivist learning theory (Dewey, 1938/1997; Vygotsky, 1987)
- Rationale for conceptual learning (Eva, Neville, & Norman, 1998)

Person-Based Learning (PBL) within a Small Group

Problem-Based Learning (PBL) Framework



*Individual, family, group, community, or population

Landeen, J., McGraw, M.J., & Mohide, E.A. (2009). With adaptation from Walsh, A. (2005). The tutor in problem based learning: A novice's guide. Hamilton, ON: Program for Faculty Development, Faculty of Health Sciences, McMaster University.
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The Outer Circle

Inspire

- Encounter Person thru scenario
- Identify issues, challenges, assets, strengths
- Explore pre-existing info & current knowledge

Engage

- Generate hypotheses
- Identify info gaps & prioritize learning needs
- Research learning issues/self-study

Lead

- Evaluate initial hypotheses & apply knowledge
- Assess & reflect on group/individual learning
- Select new scenario or return to learning cycle



A New Vision of PBL/PBL

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Engage

Lead





The Person in the Middle

Inspire

- Encounter the person (individual, family, group, community)
- Use of narrative to have person come alive

Engage

Lead





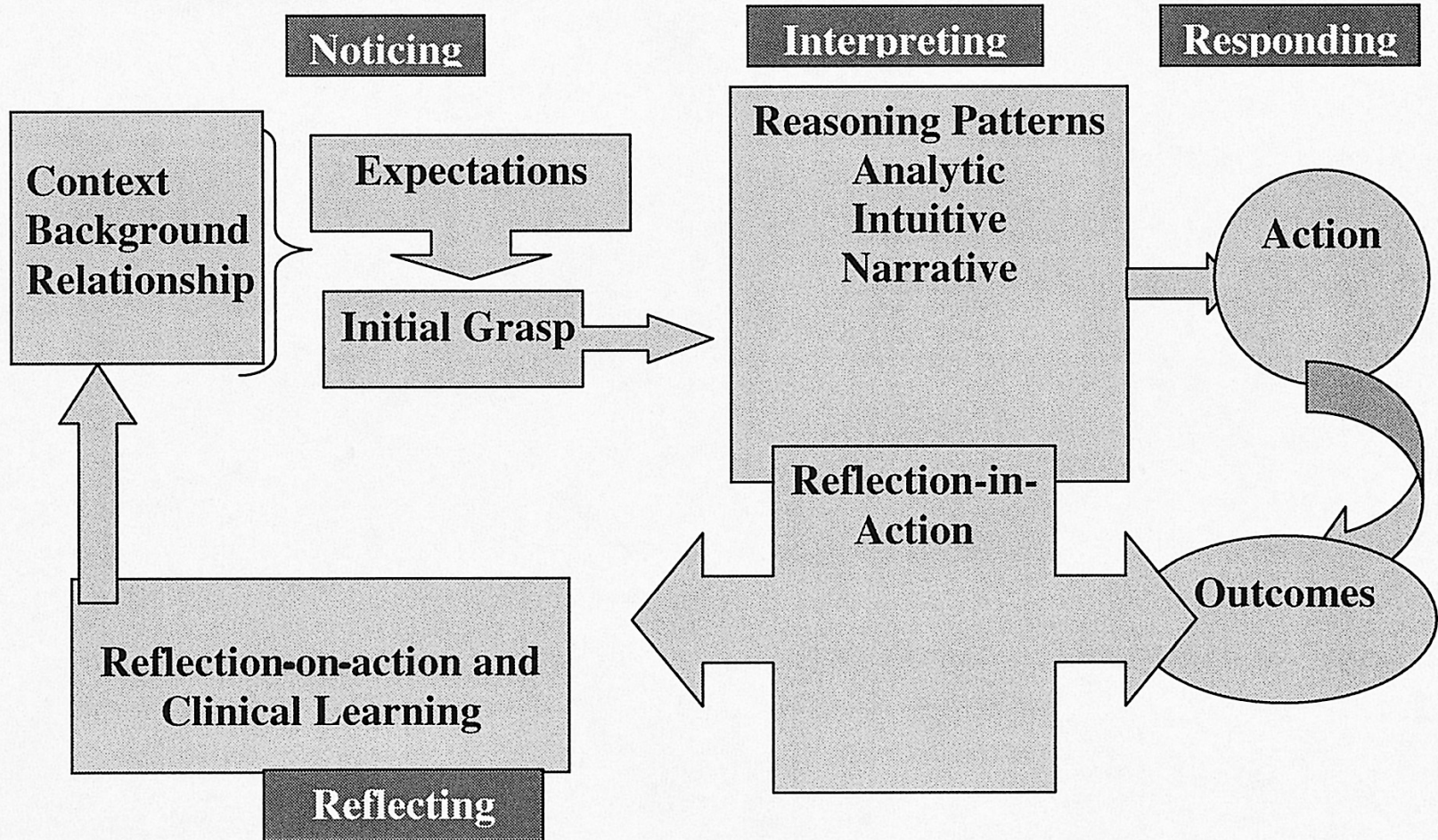
- Turn the Kaleidoscope to form meaningful learning approaches





Clinical Reasoning & Judgment in Nursing

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Engage
Lead





Lasater Clinical Judgment Rubric

Dimension	Beginning	Developing	Accomplished	Exemplary
Effective noticing involves:				
Information Seeking	Ineffective in seeking information; relies mostly on objective data; has difficulty interacting with patient & family; fails to collect important subjective data	Makes limited efforts to seek additional information from patient & family; often seems not to know what information to seek &/or pursues unrelated information	Actively seeks subjective information about patient's situation from patient and family to support planning interventions; occasionally does not pursue important leads	Assertively seeks information to plan intervention: carefully collects useful subjective data from observing and interacting with patient & family



- Turn the Kaleidoscope to form meaningful learning approaches





Pedagogical Approach: Ways of Knowing in Nursing

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- Empiric (scientific, evidence based)
- Ethical (moral component-Codes of Ethics)
- Personal (consistent with therapeutic use of self)
- Aesthetic (art of nursing)
- Emancipatory (critical reflection & action based on inequities)

(Carper, 1978; Chinn & Kramer, 2008)

Ways of Knowing Activity

Inspire

Aesthetic



<http://nurseinterrupted.files.wordpress.com/2012/05/mandala21.jpg?w=430>

Engage

Empiric



http://www.sri.com/sites/default/files/uploads/hs_science.jpeg

Lead

Emancipatory



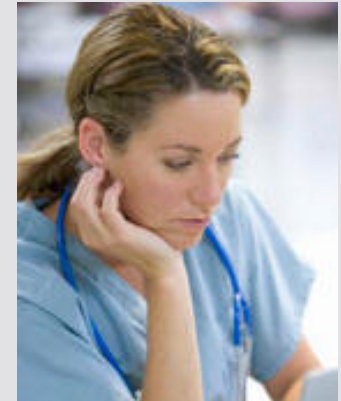
<http://t2.gstatic.com/images?q=tbn:ANd9GcT6yjg8W2x--39hRhu-WjDSJmL4N9SRvD5LLHp7yWkaRREUxBd0KQ>

Personal



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Ethical



<http://www.fine-europe.eu/images/droit/droit-ateliers.jpg>



Level 1 Outcomes

Class on Ways of Knowing

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- Define each of the five ways of knowing in nursing: empiric/scientific, ethical, personal, aesthetic, emancipatory
- Provide examples of each pattern of knowing
- Describe the importance and contribution of each way of knowing to nurses' knowing and knowledge



- Turn the Kaleidoscope to form meaningful learning approaches





Kaleidoscope Curriculum



Person-Based Learning
within a Problem-Based approach

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PBL/PBL Experience

Combining Ways of Knowing and Thinking
Like a Nurse and PBL/PBL



PBL/PBL Tutorial Performance Indicators

Scaffolded across 4 years in 4 dimensions

- Thinking Critically
- Learning and Meaning
- Engaging with Group/Team
- Becoming a Professional Nurse

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Thinking Critically

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Level 1

- Asking critical questions like, “Why is this important?” “What does this mean?” “How does it relate to...?”
- Seeking to answer the questions with thoughtful interpretation of meaning and personal knowing

Level 4

- Justifying reasons and/or actions, acknowledging the concept of uncertainty.
- Interpreting and evaluating information to ascertain its applicability to the person and the context



Learning and Meaning

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Level 1

- Demonstrating use of ways of knowing in care scenarios
- Considering context in the meaning and importance of the care scenario
- Demonstrating self-directed learning by identifying own learning gaps and follow through with acquisition of new knowledge to apply to care scenarios

Level 4

- Reflecting upon learning to develop one's transformation and transition into practice
- Expressing the value of what has been learned and its significance and relevance to professional practice



Video of Care Scenario

Inspire

Engage

Lead



- Turn the Kaleidoscope to form meaningful learning approaches





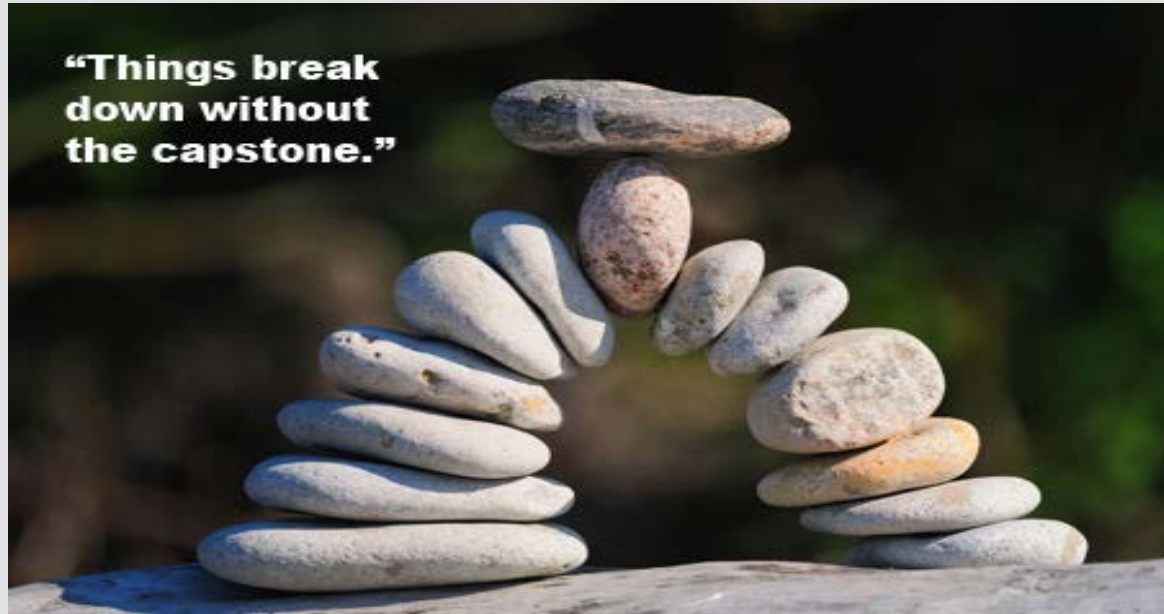
Putting it all together

The Capstone Conference
Seeing Possibilities: Hope through design

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Marking Rubric

- The development of the rubric was based on the following documents:
 1. Rubric for the Six Facets of Understanding (Wiggins and McTighe, 2005)
 2. Integrative Learning VALUE Rubric (AAC&U, no date)
 3. Undergraduate Degree Level Expectations (University Undergraduate Degree Level Expectations, 2007)
 4. National Competencies in the Context of Entry-Level Registered Nurse Practice (College of Nurses, 2009)



Capstone Conference Marking Grid

Part A: Scientific thought

Explanation:

- Demonstrates ability to describe and explain the curricular theme as it relates to the activities created
- Demonstrates ability to describe the significance of the activities to the community of practice
- Demonstrates ability to review the literature as it relates to the presentation
- Demonstrates ability to determine implications to education, practice, research, and policy
- Demonstrates ability to articulate a conclusion that synthesizes all the experiences



Capstone Conference Marking Grid cont'd.

Inspire

Interpretation

- Demonstrates ability to interpret meaning of activities to the unit level paying particular attention to the difference it makes within the context.

Engage

Application

- Demonstrates ability to succinctly describe activities and its elements
- Perspective
- Demonstrates ability to articulate insight or critical/key learning from experience

Lead



Capstone Conference Marking Grid cont'd.

Part C: Interview

- Demonstrates ability to clearly articulate the message of the presentation
- Demonstrates ability to respond to complex question
- Demonstrates ability to respond to questions that relate to integration, complexity, and transition

Empowering Nursing: Making a Difference with a Few Simple Words

Jenna Cuyllle ◦ Erin McMahon ◦ Denise Peddle

Bachelor of Science in Nursing Program

McMaster Mohawk Conestoga Collaborative Program

BACKGROUND & LINK TO CURRICULAR THEME

The personhood and caring theme has a humanistic focus on the nurse and client as people and on the therapeutic relationship that develops between them (McMaster University, 2009). The concept of empowerment is defined as a multi-dimensional social process through which individuals gain control over their own lives (WHO, 2010). Empowered nurses empower their clients (Laschinger, Gilbert, Smith & Leslie, 2009).

LITERATURE REVIEW

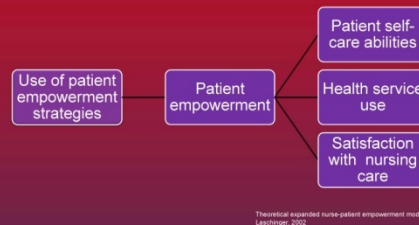
- Empowerment promotes the recognition and development of the client's strengths, resources and skills (WHO, 2010).
- Empowerment is intended to help individuals adopt self-determination and autonomy (WHO, 2010).
- Empowered nurses are better able to empower their clients, positively impacting the client's feelings of empowerment and improving health outcomes (Laschinger et al, 2009).
- Laschinger's model suggests a link between nurse/client empowerment and positive healthcare outcomes including greater self-care abilities (Laschinger et al, 2009).
- Trummer et al. (2009) found that a client empowerment program encouraged better communication with clients resulting in better health outcomes (as cited in Laschinger, et al, 2009).

ACTIVITIES



INSIGHTS

The purpose of this activity was to determine if a simple empowerment intervention can improve the therapeutic relationship and result in positive outcomes for both the nurse and the client. A review of the literature was conducted to determine the importance of empowerment to nurse motivation and client outcomes. We proposed our empowerment activity based on Laschinger's nurse-client empowerment model (Laschinger et al., 2009). The activity was implemented using a simple statement (I am glad you are here) or question (Have I answered all of your questions today?) to make the client feel valued and supported in the therapeutic relationship.



IMPLICATIONS FOR FUTURE RESEARCH

Future research could explore a direct link between specific empowerment activities and improved patient outcomes using both qualitative and quantitative research methods.

DISCUSSION

A record keeping system was used to track empowerment activity, client demographics, and nurse/client response.

"I saw an improvement in this particular patient's interactions both with me and with other patients on the unit."

"I saw this activity as an opportunity for clients to address their specific learning needs, and I felt my care was more patient-centred because of this."

"When I made the statement [I am glad you are here today] the client finally made eye contact with me and smiled. It felt like he opened up more after that."

CONCLUSIONS

This activity allowed us to explore the effect of simple empowerment statements. Although we did not measure specific client outcomes, some of the effects we observed were improved communication and client centred care. With these improvements, we as nurses felt empowered and able to make a difference with a few simple words.

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Transitions from Community of Learning to Community of Practice

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<http://t1.gstatic.com/images?q=tbn:ANd9GcTfMpQIE3pcVFE0wYnGJ6NT0o6xQ1S2BJgbs5Qa19NoaIWBQICOBw>



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