STUDENT-LED GERIATRIC NURSING CONFERENCE: EVIDENCE IN PRACTICE

OVERVIEW OF TEACHING STRATEGY

This teaching strategy provides students with the opportunity to develop research-based sessions that address key clinical issues related to care of older adults in hospital and rehabilitation settings. Students work in groups over a six-week timeframe to develop a 40-minute concurrent session podium presentation based on: 1) an ethical dilemma that occurred during their clinical experience that may have compromised the safe and effective care of older adults; or 2) a clinical protocol or event that occurred on the clinical unit that has impacted the care of older adults. The groups are asked to find evidence to support their selection of the ethical issue or protocol and discuss implications for safety and improved care. The conference has one keynote presentation, usually provided by a local nursing expert discussing research that lays the foundation for best practices in care of older adults. Successful implementation of the conference provides students with a beginning understanding about how to use leadership skills in improving care. This teaching strategy is based on a student-led, all-day conference that evolved over time at Community College of Philadelphia, and has become a much anticipated event in the Community College of Philadelphia Department of Nursing.

LEARNING OBJECTIVES

Students will:

- Work as a group to plan and implement a concurrent session at a conference that describes ethical or clinical issues that impact the quality of care for older adults.

- Collaborate with peers to design a presentation that is based on review of evidence that underlies clinical nursing practice in order to challenge the status quo and offer new insights to improve the quality of care for older adults.

- Explore significant clinical issues that have implications for providing individualized, competent care to older adults.

- Use available evidence as a foundation to propose creative, innovative solutions to clinical practice problems and to advocate for improved care for older adults in hospital and rehabilitation settings.
ACCS ESSENTIAL NURSING ACTIONS

- Assess Function and Expectations
- Coordinate and Manage Care
- Use Evolving Knowledge
- Make Situational Decisions

NLN EDUCATION COMPETENCIES

- Human Flourishing
- Nursing Judgment
- Professional Identity
- Spirit of Inquiry

GETTING STARTED

This teaching strategy focuses on assessment of function and expectations, coordination and management of care, use of evolving knowledge, and making situational decisions with older adults. It enhances students’ human flourishing, nursing judgment, professional identity, and spirit of inquiry.

1. Each clinical group, with the assistance of their clinical faculty member, will develop and present a topic for discussion. Groups will focus their presentations on either an ethical issue or a clinical guideline/practice that impacts the care of older adults on their clinical unit. Each group will be allotted a total of 45 minutes for their presentation.

2. Each student will submit a critique of one scholarly peer-reviewed journal article that will be used to develop the presentation. A copy of the article must be submitted with the critique to designated faculty members prior to the presentation. Questions for discussion related to identifying and critiquing the research articles for presentation should include the following:

   A. Does the title of the article adequately describe its contents? Did the title stimulate your interest to read the article? Does the title relay significance for nursing practice?

   B. In reading the introduction, purpose, research questions and literature review, do the authors make a case for the significance of their study? Does it seem important as a contribution to evidence-based practice for nursing?
C. Is this a qualitative or quantitative study? What information supports your answer?

D. What did you learn from the discussion section of the article? How would you use this information in your practice with clients in general?

E. Find regular times for students to meet to discuss plans for the presentation, review research articles with the entire group and brainstorm about creative ways to deliver the information to their peers (i.e. case studies, use of internet resources, role-playing).

On page 6 of this document are the Community College of Philadelphia Conference Preparation Guidelines.

F. The conference is designed to be similar to a professional nursing conference. Therefore, students should be asked to dress professionally, rather than in their clinical attire. This aspect of the conference helps develop students’ sense of professionalism, as well as prepare them for important roles outside of the clinical setting, such as in academic and policy settings.

MATERIALS

1. Large lecture hall or open space appropriate for a keynote speaker presentation.

2. Adequate space to facilitate several concurrent podium presentation sessions. This space should also be conducive to 15 minutes or less of transition from one group presentation to another.

3. One full day, ideally towards the end of the semester, that all students, full-time faculty, part-time faculty, and adjunct faculty can reserve for conference attendance.

4. Conference brochure: the conference brochure should provide a clear itinerary for the day. It should also allow students to share with peers, faculty, and other members of the academic community who attend the conference the depth and breadth of their nursing scholarship.

On page 8 of this document is a sample brochure from the 2010 and 2011 Conference at Community College of Philadelphia. It will provide
an overview of the types of presentations selected by the students and faculty.

5. Suggested Tools

A. ConsultGeriRN.org, the website of the Hartford Institute for Geriatric Nursing at New York University's College of Nursing, contains the most essential geriatric assessment tools. The How to Try This series is recommended for use by students as they consider best practices in clinical settings and how use of assessment data can influence care decisions.

I. As an example, one year a group of students addressed the fall risk protocol on their clinical unit and discovered that the assessment being used at the hospital was not evidence-based. As a result of the conference, the students were able to use the Hendrich II Fall Risk Assessment Tool to provide improved assessment of fall risk on their clinical unit.

   Tool
   Article
   Video

II. As a second example, students found the clinical protocol for pain assessment to be limited for patients with delirium or dementia; using the How to Try This Pain Assessment Scale and adapting it to clients with cognitive impairment, they were able to improve comfort guidelines on their clinical unit.

   Tool
   Article
   Video

SUGGESTED READINGS

- Appraisal of Guidelines for Research & Evaluation

- Academic Center for Evidence-Based Practice
AHRQ: Putting Evidence Into Practice:  
http://www.ahrq.gov/clinic/healthaff.htm

ASSESSMENT TOOLS

ConsultGeriRN.org, the website of the Hartford Institute for Geriatric Nursing at New York University's College of Nursing, contains many evidence-based assessment tools. Those listed below from the Try This.® and How to Try This series are particularly recommended for the content on geriatric syndromes. The tool, an article about using the tool, and a video illustrating the use of the tool, are all available for your use. The SPICES tool is listed first, since it is an overall assessment tool; the remaining tools are listed in alphabetical order.

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GERIATRIC NURSING CONFERENCE: EVIDENCE IN PRACTICE

The student led geriatric conference will be held at the end of the semester. The event will take place in the format of a mini-conference. Each clinical group, with the assistance of their clinical faculty member, will develop and present a topic for discussion. Groups will focus their presentations on either ethical practice in nursing or on a clinical guideline/practice that impacts the care of older adults on your clinical unit. Each group will be allotted a total of 45 minutes for their presentation. This time includes 30 minutes for presentation of information and 15 minutes for questions from the participants.

The day will be organized to allow participants to select from one of three offerings during each concurrent session time. Below is the tentative schedule for the day.

8:00 am      Greetings and keynote presentation  
8:30-9:15     First concurrent sessions  
9:30-10:15    Second concurrent sessions  
10:30-11:15   Third concurrent sessions  
11:30-12:15   Fourth concurrent sessions  
12:30-1:15    Fifth concurrent sessions  
1:30-2:00 pm  Wrap up and awarding of certificates

Guidelines

- A representative from each group will participate in a random draw to determine whether their evidence-based presentation will address either an ethical or a clinical guideline or practice.

- Groups that draw an ethical practice will be asked to identify a scenario from their clinical setting and discuss the ethical implications related to that scenario. Groups that draw a clinical practice or guideline will be asked to identify a particular practice and find evidence for best practice techniques.

- The topic chosen must be emailed to (name of faculty) no later than (date). The title of the presentation and a short (four to five sentences) abstract, as well as a critique of one article, are due on (date).
The abstract should briefly describe the planned presentation. A reference list must accompany the abstract and include at least one article for each person in the group (i.e., if there are eight students in the clinical group, the reference list must consist of at least eight articles). The abstract will be used in the conference brochure. This information should be submitted electronically to (name of faculty). Please include audiovisual needs at this time.

Each student will also submit a critique of one scholarly peer-reviewed journal article that they are using for the presentation. A copy of the article must be submitted with the critique.

- Clinical faculty will serve as mentors for this presentation and may provide time during post conference for planning

- This is to be considered a scholarly activity. While humor is appreciated, please do not plan to use games or comedy skits as part of the presentation.
Conference Brochure (EXAMPLE)

Community College of Philadelphia

Department of Nursing

Geriatric Nursing Conference:
Evidence in Practice

Keynote Speaker:
Elaine Tagliareni EdD, RN, CNE, FAAN

Friday April 23, 2010
Conference Program

7:30-7:45 Registration and Welcome

7:45-8:20 Keynote Speaker Dr. Elaine Tagliareni
“Leadership: The Importance of Using Evolving Knowledge in Clinical Decision Making”

8:30-9:15 Concurrent Sessions*

<table>
<thead>
<tr>
<th>S2-3</th>
<th>“WHEN GOOD TIMES GO BAD”: IATROGENESIS</th>
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<tbody>
<tr>
<td></td>
<td>XXX Medical Center: Names of Students, Carol Moriarity, Instructor</td>
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<tr>
<td></td>
<td>Iatrogenesis: any unintentional effect that a client suffers as a result of a healthcare encounter. This presentation will demonstrate how negligence and the adverse effects of diagnostic, therapeutic and prophylactic procedures have contributed to increased hospital admissions and complications, including decreased life expectancy.</td>
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<tr>
<th>S2-19A</th>
<th>DEMENTIA: DOES IT HAVE TO HURT?</th>
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<tbody>
<tr>
<td></td>
<td>XXX Medical Center: Names of Students, Patricia Kline, Instructor</td>
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<td></td>
<td>The focus of this presentation is the abuse of clients with dementia. The research provides evidence that elder abuse exists and is common among geriatric clients with dementia. This presentation will examine the use of evidence-based practice to facilitate proper treatment as well as ways to limit the frequency of abuse.</td>
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<tr>
<th>S2-19B</th>
<th>A JOURNEY THROUGH CHANGE: AGING</th>
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<tr>
<td></td>
<td>XXX Hospital: Names of Students, Martina Russell, Instructor</td>
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<tr>
<td></td>
<td>People are living longer than in past generations. The increase in longevity leads to experiencing more age related changes. Using research this presentation will focus on changes affecting the geriatric community including how those changes impact the lives of the elder population in today’s society.</td>
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<tr>
<th>S2-19C</th>
<th>HEART DON’T FAIL ME NOW</th>
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<tbody>
<tr>
<td></td>
<td>XXX Hospital: Names of Students, Amy Burckhardt, Instructor</td>
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<td></td>
<td>Heart failure results in approximately 300,000 deaths each year. Based on researched grounded in ACC/ASA 2005 guidelines for managing the stages of heart failure, this presentation will examine nursing assessments and interventions, including exploring the nurse’s role in risk reduction and the progression of heart failure.</td>
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9:15-9:25 Break

9:30-10:15 Concurrent Sessions

<table>
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<tr>
<th>S2-3</th>
<th>GO GENTLY INTO THAT DARK NIGHT: PALLIATION</th>
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<tr>
<td></td>
<td>XXX University Hospital: Names of Students, Anne Marie Costello, Instructor</td>
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<td></td>
<td>Palliative care strives to achieve the best possible care for clients and their loved ones facing a terminal illness. An interdisciplinary approach is required. This presentation will focus on palliative needs, physical treatments, psychosocial issues, and the spiritual dilemmas of those in the last stage of life.</td>
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<tr>
<th>S2-19A</th>
<th>ARE WE WHAT WE EAT?: NUTRITION</th>
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<tbody>
<tr>
<td></td>
<td>XXX University Hospital: Names of Students, Joan Della Rocca, Instructor</td>
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<tr>
<td></td>
<td>People are living longer and healthier lives. A major goal of our health system is to maintain health and prevent chronic problems related to nutrition in the aging population. This presentation will focus on dietary needs, screening tools, nutritional education, lifestyles changes and the prevention of malnutrition in geriatric clients.</td>
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### 9:30-10:15 Concurrent Sessions

| S2-19B | **RESTRAINTS: IS THERE AN OPTION?**  
XXX LTAC: Names of Students, Patti Rexer, Instructor  
The risks versus benefits of restraint utilization in acute care geriatric clients will be examined. This presentation will focus on identification of different restraint types and their intended purposes including cost effectiveness. Alternatives to restraint usage will be explored. |
| S2-19C | **IS PAIN DIFFERENT WHEN YOU ARE OLDER?**  
XXX Hospital: Names of Students, Anne Slivjak, Instructor  
Pain management in the geriatric client is a broad and complex topic. Effective pain management in this group requires an understanding of their unique issues and pain sources. This presentation will focus on pain assessment and treatment including pharmacological and alternative options. |

### 11:15-11:25 Break

### 11:30-12:15 Concurrent Sessions

| S2-3 | **“THE THOUGHT ESCAPES ME”: COGNITIVE DEFICITS**  
XXX Hospital: Names of Students, Tamika Curry, Instructor  
This presentation will explore assessing cognition and early detection of cognitive deficits in geriatric clients. Areas to be examined include: screening tools, common underlying conditions, nursing interventions, delayed treatments, undiagnosed deficits, patient teaching, medications and successful trends in providing quality care. |
| S2-19A | **“IT’S TOO MUCH PRESSURE”: SKIN BREAKDOWN**  
XXX Hospital: Names of Students, Tammi Britt, Instructor  
Advances in predicting pressure ulcer has increased awareness and lead to steps to decrease their incidence. Data is available for proper evaluation and prevention in at risk clients. In this presentation methods to prevent pressure ulcers will be discussed including: nutrition, repositioning, safe environment and staff education. |
| S2-19B | **TO FALL OR NOT TO FALL**  
XXX University Hospital: Names of Students, Petrina McFarland, Instructor  
This presentation will address the serious issue of falls and their repercussions, in the geriatric population. The associations to risk, causes, categories, assessment, prevention and treatment will be explored. The nurse’s role as part of the healthcare team will be examined in relationship to risk reduction, safety and quality of care. |
| S2-19C | **WHAT’S IN YOUR MOUTH?: ORAL ISSUES**  
XXX University Hospital: Names of Students, Elaine Kemp, Instructor  
Oral health is an essential part of elder care. Research shows that oral hygiene is associated with multiple disease entities including cardiovascular and glucose issues. This presentation will examine the effects on speech, nutrition, infection, decay and self-esteem. |

### 12:15–12:25 Break

### 12:30-1:15

| S2-3 | **LET’S TALK ABOUT SEX: SEXUALITY AND SENIORS**  
XXX Medical Center: Names of Students, Connie Sumner, Instructor  
Sexuality and intimacy among the elderly is multifaceted involving bio-psycho-social components. The relationship of the aging process to sexuality and intimacy will be discussed. Developmental, social and medication factors will be explored including a model that may prove useful in assessing a client’s sexual health. |
1:20 – 1:45 Conclusion and Evaluation

*PLEASE NOTE: Name of hospital and nursing students were included in the conference day brochure but have been deleted from this posted brochure.

Thanks to
the Class of 2011
and
Nursing 132 Faculty
for an excellent
Geriatric Nursing Conference:
Evidence in Practice