Blended Learning for Nursing Education
Re-igniting the Nightingale Lamp with ICT

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BSN-PB Program at Kwantlen
Launched in Fall 2012

1. Planning the Technological Landscape

2. Shaping Curriculum based on Relational Engagement, Critical Inquiry, Health Promotion

3. Nursing & Faculty Mentors, Faculty Development
Overview of the BSN-PB Program
Methods of Blended Delivery

Prepares students with a previous degree in 27 months
Includes two Residencies and two Capstone Practice courses
Strong use of High fidelity Simulation Labs to reinforce practice

All other courses are taken online
Other practice courses include Primary Health Care, Families
Content is richly enhanced with interactive & creative technologies
Moodle

iPads

eTexts

Mahara

ePortfolios – Collection of Learning Artifacts for each course

Creativity, Interactivity, Multimedia, Reflection

Digital texts, labs & resources

Technological Landscape
Multi-layered approach for enhanced Engagement
Most semesters have courses from every theme
Importance of Mentors
Role Models, Social Support, Expert Guide
Faculty Development
Preparing for the Blended Teaching Environment

Education Courses taken at University of N. Colorado

- Workshops
- Tutorials
- Share Point
- Uniform Design
- Portfolio
- iPads
Practice & Residencies

- Semester 1: Personal
- Semester 2: Chronic, Older Adults
- Semester 3: Mental Health, Medicine, Surgery
- Semester 4: Family, Maternal-Child, Pediatrics
- Semester 5: Community Health
- Semester 6: Global Health
- Semester 7: Capstone Practice Preceptorship

- Semesters 1 & 3: Include 2 weeks of Residency, Labs & SIM Labs

Family Visits

Community Agency Visits
Residencies include Lab Skills

Students can also attend Open Labs throughout the program
High Fidelity SIMs Lab Screen
SIMs System Video Recording
iPads augment SIMS learning
iPads support Practice & Praxis

- Student partners video-record practice skills on the performing student’s own iPad
- Student reflects on own performance by watching the video recording in own time
- Partners discuss the recording and their reflections the next day
LMS – Moodle 2.4
Technological Foundation

http://moodle.org
Learning Activities in Moodle

Learning Activity 1

Overview and Expectations
Interactive Activities
Supported in Moodle LMS

- Forums
- Journals
- Chats
- Wikis
- Glossary
- Group Projects
Creativity is a Key Focus

Visual of the Characteristics of Qualitative Research

By Beejay Digno
Integrating Web-based Applications

By Danielle Fransen
Voice Thread adds Interactivity

Can respond using mic, text, or video

http://voicethread.com

Featuring Laurel Tien & Danielle Fransen
Edureations enhances Multimedia

Combines:
- Images
- Narration
- Text
- Drawing

On a White Board screen

http://www.educreations.com
Mahara ePortfolios support:

Reflective Learning

Personalized Learning

Lifelong Learning

https://mahara.org/
iPads and Apps

Apps are used to:

- Augment and enrich content
- Support creativity
- Facilitate interaction
- Personalize learning

http://itunes.com
Apps for Visual Conceptualization

- Multisensory learning
- Aesthetics
- Interactivity
- Creativity
- Experiential learning

By Beejay Digno
Apps for Theory Representation

By Maria Moisa

**CONTINUITY OF CARE MODEL**

Continuity of care is essential for quality of care but.

- **Information continuum** - effective transfer of information and accumulated knowledge of a client
  - 1. Share information in real time and access to information on a regular basis;
  - 2. Windows embedded devices connected in facilities are now on the network using database systems for managing;
  - 3. Online intelligence systems

- **Management continuum** - consistent and coherent approach to service provision
  - 1. Insurance companies should not interfere with management of patients;
  - 2. Unnecessary changes in the management of patients management of patients;
  - 3. Continuity care document (CCD) is important for the patient and the health care provider

- **Relational continuum** - ongoing therapeutic relationship between provider and client
  - Important psychologically and emotionally

**Characteristics of the continuum of care**

1. Contract
2. Collaboration
3. Communication
4. Convenience
5. Consistency
6. Contingency

**Breaks in continuity of care**

1. Patient: non-emergent, unresolved problem, rural residence, non-adherence, cognitive problems, lack of able caregiver, complex nature of service users mental health needs could be a barrier to providing continuity of care;
2. Provider: lack of providers, poor documentation;
3. System: limited access, fragmentation, communication failure, information systems;

**Facilitators of continuum of care**

1. Information continuum: teamwork communication;
2. Relational, personal, therapeutic, and longitudinal continuity: adequate staffing levels, staff absence, and a resulting reliance on temporary agency workers;
3. Cross boundary and team continuity: positive experiences of teamwork, support, leadership and decision making

**Improvements in**

- **Information continuum**
  - Complete, concise, and legible medical records are essential;
  - Timely transmission of patient data and care plan between providers and settings;
  - Guidelines and policies may improve informational continuity (e.g., routine telephone calls to family physicians at admission and discharge, etc.);
  - Electronic records systems and would like discharge summaries sent electronically;

- **Management continuum**
  - Education enlists the patients and/or caregiver as a collaboration in carrying out the plan;
  - Integrated pathways are time-task care plans that co-ordinate the required tasks and track the expected outcomes, and disease management programs have dedicated personnel to co-ordinate care for specific conditions;

- **Relational continuum**
  - Convenient facilities staffed by regular healthcare providers would be ideal;
  - Telehealth may improve access to specialist consultation and allow regular follow-up;
  - Improvements in workforce stability (reduced vacancy rates)
Apps for Therapy Modeling

Reminiscence Therapy
by Alisia Di Pomponio

Alisia Di Pomponio
NURS 5220
Relational Engagement
April 2013
Authoring iPad content on MAC

Coordinator engaged in the creation of iPad content productions using a MAC and apps e.g. iBooks Author to design multi-touch documents with embedded video, interactive graphics & diagrams, 3D objects, etc. to enhance learning, interaction and experiences.

http://www.apple.com/ca/ibooks-author/
Summary

Online Learning

• Enhanced with creative, interactive, content and productivity software, iPads, and apps
• Theory concentrated in online components of program
• Presence and expression encouraged by technology
• Family and community visits, research projects, mentors provide face to face contact

Residencies - Lab & Practice

• Labs enhanced with high fidelity simulations and iPad recordings
• Semester 3 and 7 are intense ten week hospital placement experiences, 40 hours/week
• Nursing skills are first taught online, practiced in labs in semesters 1 and 3, then applied in actual practice areas in 3 and 7.
Thank you!

Questions about the Program?

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Go to Website for More Information

Questions?

Contact Us

More Info