

Innovative Pedagogy in Nursing Education: Considering Genetic Competencies

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Nursing Education, 2005

- Diverse, complex nature of students
- Diverse licensure preparation programs in nursing
- Variations in clinical practice settings
- Volume of content
- “Additive” curriculum (Diekelmann, 2004, *JNE* 43(8), 341-344.)
- Nursing faculty shortage



National Faculty Survey on Innovation, NLN, 2005

- Report of content-laden, highly structured, tightly sequenced curricula
- Faculty express burden with “covering content”
- Limited partnerships with students, nursing service and other schools of nursing



National League
for Nursing

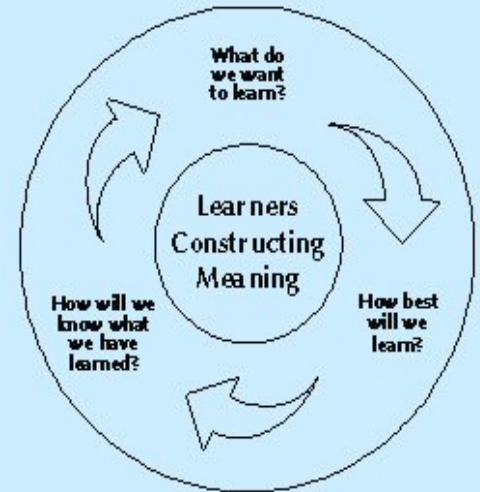
Innovation in Education: A Call for Reform (NLN,2003)

- Transition students from passive recipients to active participants in education
- Envision new ways of teaching
- Commitment to life long learning
- Faculty modeling of investigation and discovery



Nursing Curriculum

- Content of genetics
 - Component of a existing course?
 - An entire, stand-alone course?
- Didactic (classroom teaching) opportunities
- Clinical/ Laboratory experiences



Didactic integration

- Faculty development strategies surrounding genetics/genomics

Didactic integration

- Preparation & Dissemination of “Tool kits” for faculty & coursework
 - Suggested learning objectives
 - Suggested readings, web resources
 - Supplemental/Adjunct learning materials
(ie. Media, case studies)





Didactic integration

- Use of new technologies
- Establish a genetics nurse education web site
- Preparation of a pod-cast for integration into course assignment
- Live audio web casts/ web seminars as part of a course



Clinical integration

- “Tool kit” – suggestion as to how to mesh knowledge gained from classroom into clinical setting
- Integration into “Pre” or “Post” conferencing



Clinical integration

- Virtual Clinical Practicum Experience
- Group gathering, Multi-site
- Standard Teleconferencing technology
- Learn from experts
- Local, on-site debriefing
- Exemplar: Care of client with Burns



Clinical integration

- Presentation addressing foundational terminology and concepts
- Gathering appropriate genetic information through PE and family history
- Pharmacogenomics
- Process of genetic counseling
- Case studies examining ethical concepts



Symposium approach

- Thematic approach to learning
- Time specific immersion
- Interdisciplinary opportunities
- Multiple stations, high student engagement
- Exemplar: Disaster response & Management

Symposium



MORGUE Pulseless/ Non-Breathing	MORGUE Pulseless/ Non-Breathing	EVIDENCE
IMMEDIATE Life Threatening Injury	IMMEDIATE Life Threatening Injury	
DELAYED Serious Non Life Threatening	DELAYED Serious Non Life Threatening	
MINOR Walking Wounded	MINOR Walking Wounded	

Humanities/Aesthetic approach



- Use of film, theater
 - A Question of Genes (PBS)
 - Dreams & Dilemmas (Fanlight)
 - Lorenzo's Oil (George Miller)
- Embedded teaching/ application

Next Steps

- Regional/Local champions
- Creative group work addressing praxis strategies
- Watching for your collective work- eager to integrate!

