



ONE PAGE CASE STUDY: AN INNOVATIVE CLINICAL TEACHING METHOD TO FACILITATE INTEGRATED LEARNING PROCESS AMONG UNDERGRADUATE NURSING STUDENTS

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ABSTRACT

Introduction: In the dynamic landscape of healthcare, the demand for well-prepared and adaptable nursing professionals has never been greater. As such, the education and training of undergraduate nursing students must evolve to meet the complexities of modern healthcare delivery systems. Traditional clinical teaching methods, while valuable, may fall short in facilitating the holistic understanding and integration of theoretical knowledge with practical application. This one-page case study explores an innovative clinical teaching method designed to enhance integrated learning among undergraduate nursing students. **Objective:** To determine the student perception on one page case study method on integrated clinical teaching and learning. **Design:** Non-experimental Descriptive Design. **Settings:** Selected Nursing College of Metropolitan city **Methods:** Before the clinical placement, students underwent training in the one-page case study method. Following this student chose a clinical case from their assigned area (Eye/Burns/ENT) and applied the case study format to completed their integrated learning project. Subsequently, feedback regarding students' perception of this method was collected through a Google Form. **Results:** Descriptive Statistics used for data analysis. Students' perception on one page case study method for integrated learning collected using 5-point Likert Scale. Majority of the students given positive perception about the new integrated learning method. Overall rating of the Likert scale was 4.8 **Conclusion:** The utilization of one page case study facilitates integrated learning of disease condition, pharmacology including pathogenesis.

KEYWORDS :

INTRODUCTION:

In the dynamic landscape of healthcare, the demand for well-prepared and adaptable nursing professionals has never been greater. As such, the education and training of undergraduate nursing students must evolve to meet the complexities of modern healthcare delivery systems. Traditional clinical teaching methods, while valuable, may fall short in facilitating the holistic understanding and integration of theoretical knowledge with practical application. This one-page case study explores an innovative clinical teaching method designed to enhance integrated learning among undergraduate nursing students

Problem Statement:

A Descriptive study to determine the students' perception on One-page case study: An Innovative clinical teaching method to facilitate integrated learning process among undergraduate Nursing students in a metropolitan city

Objectives:

To determine the student perception on One-page case study method on integrated clinical teaching and learning.

MATERIALS AND METHODS

Research Approach: Quantitative Research Approach

Research Design: Non-experimental Descriptive Design

Setting: Selected Nursing College of Metropolitan city

Sample: 28 Undergraduate Nursing Students

Sampling Technique: Non-Probability, Convenient Sampling

Tool: Structured Questionnaire

Data Collection

Step 1: Electronic consent was obtained from the students.

Step 2: Prior to their clinical placement of Adult Health Nursing II, students were provided training on the format of one page case study method, which entails: History, Specific assessment findings, Etiology and Risk factors, Gross and Microscopic pathological changes, significant investigation findings, Nursing careplan and pharmacological management.

Step 3: Students selected a clinical case corresponding to the area of their clinical placement (Eye/Burns/ENT) and applied the one page case study format for completion of their integrated learning project.

Step 4: Feedback on students' perception of the one page case study was collected via a Google Form containing 6 items. Students rated their agreement on a scale from Strongly Agree (5) to Strongly Disagree (1) for each item. Average scores were calculated for each item.

RESULTS:

Perception of the students on One page case study obtained using 5-point Likert scale. Overall rating of the Likert Scale was 4.8.

Table 1: Frequency and Percentage Distribution of student perception on One page Case Study

Sr. No	Students Perception	Strongly Agree		Agree	
		F	%	F	%
1.	Effectively communicated the key points and concepts	17	60.7%	11	39.3 %
2.	Aligned well with the learning objectives of the Subjects	16	57.14%	12	42.8 6%
3.	Captured my interest and maintained my engagement throughout.	20	71.4%	8	28.6 %
4.	Easy to comprehend	19	67.8%	11	32.2
5.	Clear and concise manner on one page.	20	71.4%	8	28.6 %
6.	Effectively facilitated my learning of concepts	21	75%	7	25%

DISCUSSION:

In a descriptive qualitative research design using focus group discussion method guided the study included undergraduate nursing students, assessed the effectiveness of case Study Analysis as a teaching strategy. They concluded that this method is effective for imparting professional knowledge and skills in undergraduate nursing education and it results in deeper level of learning and helps in the application of

theoretical knowledge into clinical practice. It also broadened students' perspectives, improved their cooperation capacity and their communication with each other. Finally, it enhanced student's judgment and critical thinking skills which is key for their success.

Results of the present study shows that the one-page case study is effective in creating an integrated teaching learning process among undergraduate nursing students.

CONCLUSION:

The utilization of one page case study facilitates integrated learning of disease condition, pharmacology including pathogenesis. The innovative clinical teaching method has illuminated the transformative potential it holds for facilitating integrated learning among undergraduate nursing students. By seamlessly blending theoretical knowledge with practical application, this method has demonstrated remarkable efficacy in enhancing the educational experience and preparing students for the complexities of modern healthcare.

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