



Learning with older people—Outcomes of a quasi-experimental study[☆]



Sanna Koskinen^{a,*}, Leena Salminen^{a,1}, Pauli Puukka^{b,2}, Helena Leino-Kilpi^{a,c,3}

^a Department of Nursing Science, FI-20014 University of Turku, Finland

^b National Institute for Health and Welfare, Box 57, FI-20521 Turku, Finland

^c Turku University Hospital, Turku, Finland

ARTICLE INFO

Article history:

Accepted 24 November 2015

Keywords:

Nursing students
Older people
Career
Attitude
Knowledge
Quasi-experimental design

SUMMARY

Background: Nursing students' interest in older people nursing needs to be enhanced, as there is a demand for competent nurses who prefer to work in older people nursing. Educational approaches involving older people are encouraging; they increase positive learning outcomes.

Objectives: The aim of this study was to evaluate the outcomes of the Learning with Older People Programme (LOPP) in terms of nursing students' interest in older people nursing, their attitudes towards older people and their knowledge level about ageing.

Design: A quasi-experimental, pre-post-test design with non-equivalent comparison group was used.

Settings: Two different Finnish nursing schools geographically apart from each other.

Participants: A nonprobability, convenience sample of nursing students ($n = 87$; $n = 46$ in the intervention group, $n = 41$ in the comparison group) in the middle of their 3.5 year bachelor degree studies and enrolled in compulsory theoretical older people nursing courses participated in the study.

Methods: Data were collected in 2014 using a structured questionnaire that included background questions, students' interest in older people nursing as a primary outcome measure and their attitudes towards older people and knowledge level about ageing as secondary outcome measures. The data were analysed statistically.

Results: In the intervention group, students' interest in older people nursing was significantly higher and their attitudes towards older people were more positive than those of students in the comparison group. There were no significant differences between the groups in terms of the students' knowledge level about ageing.

Conclusions: An educational approach involving older people resulted in encouraging outcomes. It is worth considering whether or not older people could be a valuable resource for nursing education.

© 2015 Elsevier Ltd. All rights reserved.

Introduction

Nursing students' intentions to work in older people nursing have been studied worldwide in recent years (e.g., Abrahamsen, 2015; Neville et al., 2014; King et al., 2013; Xiao et al., 2013; Koskinen et al., 2012; Stevens, 2011). This is understandable at a time when populations are ageing rapidly throughout the world (United Nations, 2013), resulting in increasing demands for nursing care for older people and for nurses who prefer to work in older people nursing. The factors potentially shaping students' intentions to work in older people nursing are numerous and complex, including teaching and learning about older people nursing (Neville et al., 2014; Liu et al., 2013). Service user involvement in health care education has tentatively resulted in positive

outcomes in such areas as interpersonal skills, empathic understanding and developing an individualised approach to the patient (Repper and Breeze, 2007; Towle et al., 2010; Rhodes, 2012), which are essential to older people nursing as well. Older people as service users can provide a unique experiential knowledge of life and ageing, which represent significant learning opportunities and might potentially alter nursing students' perceptions (MacDonald and Gallant, 2007), eventually causing them to view older people nursing as a potential career alternative. This study addresses these issues by evaluating the outcomes of a new educational approach involving older people in terms of nursing students' interest in older people nursing, their attitudes towards older people and their knowledge level about ageing.

Background

Nursing students do not generally prefer the work in older people nursing. Students' attitudes towards older people as well as their knowledge about ageing are inconsistently intertwined with their career intentions (Neville et al., 2014; Liu et al., 2013). Students who have expressed prejudiced attitudes (Xiao et al., 2013) that older people are out of step with time, resistant to change and uninteresting have

[☆] Funding Sanna Koskinen receives funding for her doctoral studies from the University of Turku Graduate School (UTUGS).

* Corresponding author. Tel.: +358 2 333 8418.

E-mail addresses: smtkos@utu.fi (S. Koskinen), leesalmi@utu.fi (L. Salminen), pauli.puukka@thl.fi (P. Puukka), heleiki@utu.fi (H. Leino-Kilpi).

¹ Tel.: +358 2 333 8576.

² Tel.: +358 2 029 524 6704.

³ Tel.: +358 2 333 8404.

been less likely to want to work in older people nursing (Henderson et al., 2008). In turn, students who have had more positive attitudes towards older people (Pan et al., 2009), regarded them as participants in a wide variety of activities and interests, have more often chosen to work in older people nursing (Henderson et al., 2008).

Whether or not students choose a career in older people nursing is likely related to their knowledge of ageing. Graduating nurses who have chosen a career in caring for older people tend to receive the same scores in perceived theoretical knowledge as those who have chosen general hospital care (Abrahamsen, 2015). On the other hand, at the same time that students' knowledge of old age has increased fewer of them have chosen careers in older people nursing (Zisberg et al., 2015).

The impact of teaching and learning about older people nursing in nursing school or a community setting on students' career intentions, attitudes or knowledge has rarely been examined using rigorous experimental designs. The few previous studies using quasi-experimental design have mostly focused on the clinical competence required in older people nursing. Smith and Barry (2013) studied two groups in a nursing school setting, one that simulated home care visit to an elderly diabetic client and conducted a geriatric home safety assessment and another that had no simulated experience; while the experience positively impacted students' self-confidence regarding care of a geriatric client in the home, they found no differences between the groups in terms of theoretical learning. In another study, expert role modelling – viewing a video recording with a voice-over narrative of an expert nurse – improved students' clinical ability to notice, interpret and respond to the needs of a simulated geriatric hip fracture client (Johnson et al., 2012).

Chen and Walsh (2009) implemented a Creative-Bonding Intervention (CBI) where students incorporated art activities in their visits with older people in a community setting. The results showed that students had more positive attitudes towards older people than students who just visited with older people. Another study used a Longitudinal Elder Initiative (LEI) in which students were paired with an older adult in the community during their first clinical course and visited that individual over the course of 1.5 years, thereby increasing their competence in several key areas specific to geriatric assessments compared to students who did not attend the LEI (Davis et al., 2008). A reminiscence educational programme implemented as an integrative part of a community health practicum demonstrated significantly higher levels of cultural self-efficacy for students who participated in the intervention (Shellman, 2007). Based on the previous educational initiatives, no sound conclusions can be drawn regarding the most effective way to teach and learn about older people nursing and promote positive attitudes and higher knowledge level and thus, potentially increase interest in older people nursing. However, the outcomes of the educational approaches that involve older people in student learning are encouraging and warrant further study.

Aim

The aim of this study was to evaluate the outcomes of the Learning with Older People Programme (LOPP) in terms of nursing students' interest in older people nursing, their attitudes towards older people and their knowledge level about ageing. We propose the following three hypotheses (H): Students in the intervention group (IG)

- H1.** are more interested in older people nursing,
- H2.** have more positive attitudes towards older people, and
- H3.** have higher knowledge level about ageing than students in the comparison group (CG).

The objective is to develop nursing education so that it better responds to the increasing need for competent nurses in the care of older people.

Methods

Design

A quasi-experimental, pre-posttest design with a non-equivalent comparison group was used.

Setting

Two different nursing schools geographically apart from each other were invited to take part in the study. In Finland, nursing degree programmes are arranged as higher education according to European Union directives (Directive, 2005/36/EC, 2013/55/EU). Nursing degree studies for a bachelor's degree, resulting in a registered nurse license, consist of 210 credits according to the European Credit Transfer and Accumulation System (ECTS). Full-time studies last for 3.5 years. In line with the directives, the nursing curriculum must contain courses about older people nursing. However, Finnish legislation (Polytechnic Act, 932/2014) gives nursing schools autonomy to decide the time, extent and the mode of delivery concerning older people nursing. The participating nursing schools both offer courses on older people nursing midway through the degree programme.

Standard Teaching

A compulsory, theoretical nursing course for older people worth three ECTS credits, which lasted for one month and was offered at both nursing schools, is regarded as standard teaching practice. The learning objectives for the courses deal with such topics as ethical action, health promotion, decision-making, guidance, cooperation, development and management, multicultural nursing, societal activity, clinical nursing and medication. The courses were delivered through activating lectures, wherein the contents of the lectures were divided into short segments and the students were repeatedly presented with important questions and encouraged to discuss them. Throughout the course, the activating lectures were supported by self-study, with materials provided via the learning management system. Different nurse educators responsible for the theoretical courses assessed the students similarly at both nursing schools, with students receiving grades for the course ranging from 1 (Sufficient) to 5 (Excellent).

New Educational Approach

Learning with Older People Programme (LOPP) is theoretically based on 1) the explicitly recognised, unique experiential knowledge possessed by older people and 2) students learning from and with older people in a dynamic mutuality. The aim of LOPP is to promote nursing students' understanding of ageing, older people and older people nursing. LOPP draws on the expert experiences of people in the community who are over the age of 70. Older people are recruited from the local pensioner and patient organisations and via various community contacts. They are not trained on how to act in LOPP and are welcomed without any predetermined qualifications. LOPP is a five-day intensive week consisting of 27 contact lessons (equivalent to one ECTS credit), carried out in classrooms equipped with a computer and data projector at the nursing schools. When LOPP takes place, the week is solely devoted to lessons involving older people and there are no other classes in that week.

The content of LOPP is based on existing nursing curricula for older people at the two nursing schools under study. The curricula emphasise the health promotion and well-being of older people and diverse nursing care for older people. The unique idea behind LOPP is that students and older people work together daily in small groups on various topics. There are approximately five students and two older persons per group and most of the time the groups work on their own. After a short orientation and introduction by the first author (SK), activating methods are

Download English Version:

<https://daneshyari.com/en/article/368011>

Download Persian Version:

<https://daneshyari.com/article/368011>

[Daneshyari.com](https://daneshyari.com)