Participants completed a pre- and post-test assessment of their knowledge and a survey on their perceived learning and satisfaction with the instructional method. Nursing orientation classes were conducted every other week and the instructional method used alternated with each class. Focus groups are currently being conducted to assess participants’ prioritization and communication skills.

Results of the current study provide some support for the importance of implementing unfolding case study instruction into nursing education.

- There was no statistically significant effect of the use of an unfolding case study on new graduate nurses’ knowledge, perceived learning, or satisfaction.
- Qualitative data suggests that an unfolding case study provides a more engaging and interactive learning environment for new graduate nurses.
- Focus group data from this study may provide further information related to the effect of unfolding case study instruction on new graduate nurses’ clinical practice in relation to prioritization and communication skills.

Consistent with the findings of previous research, this study further emphasizes that alternative educational strategies in nursing education, such as unfolding case studies, may be an improved method of instruction.

References


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