

ABSTRACT

Skills pass-offs have proven to be a valuable technique for demonstrating nursing students' competence while performing skills. (1, 2, 3, 4) Ogden-Weber Technical College (OWTC) uses skills pass-offs in their practical nursing (PN) program as the evaluation method for assessing nursing skill competency. Historically, evidence has shown seven or more students have failed the tracheostomy skills pass-off every semester in the PN program. This project introduces the flipped approach within the skills lab to improve the pass rates of tracheostomy skills pass-offs in the PN program at OWTC.

PICO QUESTION

Practical nursing students at OWTC will decrease the tracheostomy skill lab pass-off failures rates with the implementation of the flipped classroom approach compared to the traditional approach by September 2018.

LITERATURE REVIEW

Review of the literature compares the traditional approach with the flipped approach in a teaching setting, determining the positive attributes of the flipped classroom, such as evidence of the benefits and improvements to the learning environment. (1, 2, 3, 4, 5, 6, 7, 8, 9)

- Student-Centered Learning
- Self-Directed Learner
- Hands-on Learning Activities
- Self-Concept
- Pre-Class Learning Materials
- Knowledge Retention



Effectiveness of the Flipped Classroom Approach Applied to Learning Skills in the Lab at Ogden-Weber Technical College

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PROJECT METHODOLOGY

The focus of this project is to implement lower cognitive levels of thinking outside of class time and higher levels of cognitive thinking during class time. With the use of pre-class materials, the students arrive to class prepared for an advanced learning experience. Three days of hands-on skills application are provided prior to passing off the skill.

Pre-Class Learning Materials

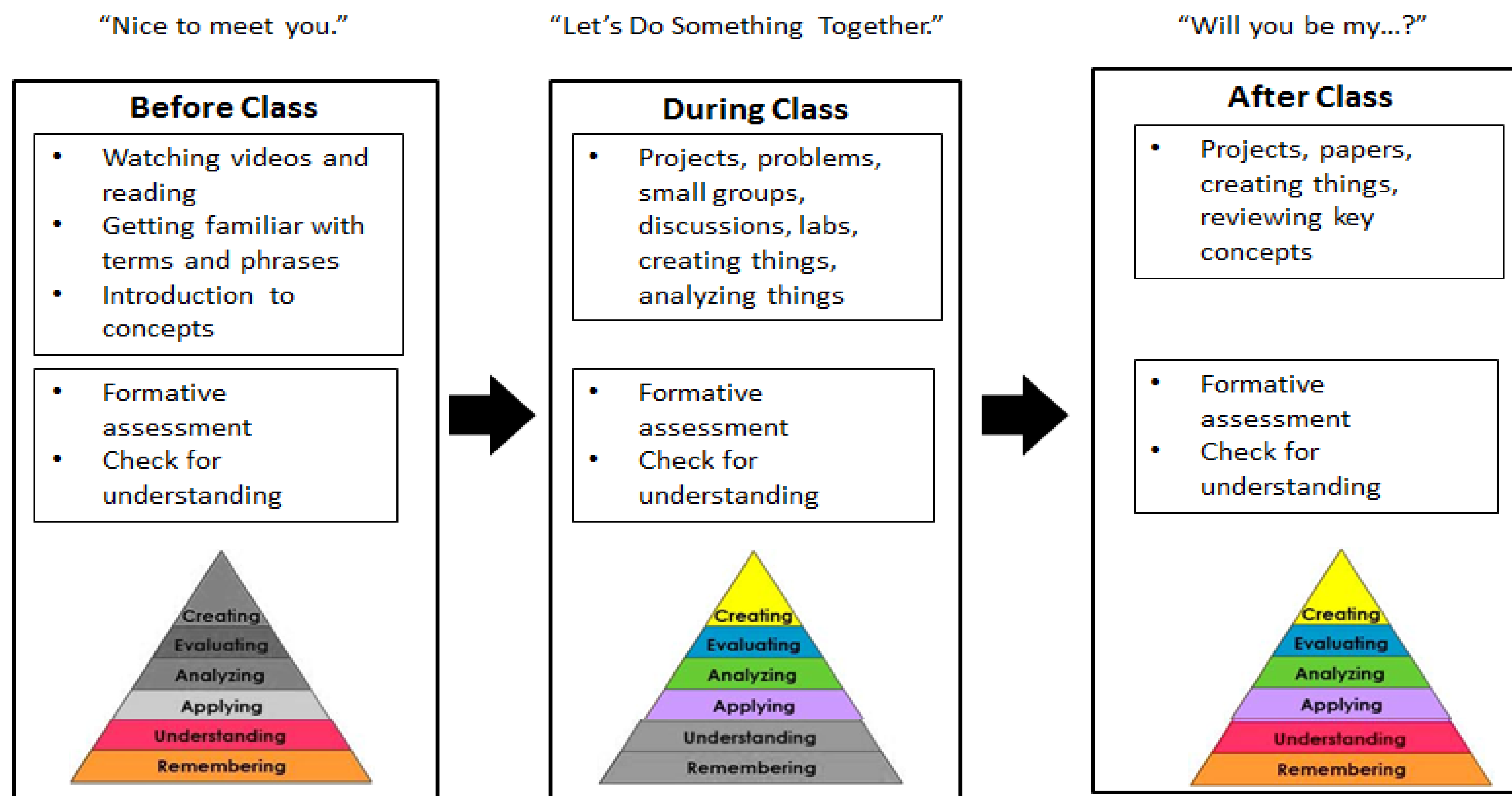
- ✓ Read chapters about tracheostomy cares
- ✓ Review step-by-step checklist
- ✓ View demonstration video
- ✓ Complete online quiz

Class/Skills Lab

After completing pre-class materials, the students are prepared for hands-on application of skills related to tracheostomy cares. The basic knowledge has been obtained, now higher cognitive knowledge can be incorporated as part of the learning process.

Evaluation

In Fall Semester 2018, there was a 60% reduction in failure rates of tracheostomy-care skills in the lab. The flipped approach has been adopted by OWTC faculty for other lab skills.



FLIPPED LEARNING

THEORETICAL FRAMEWORK

Adult Learning Theory

This theory focuses on the process of learning from the adult perspective. There is a progression of students' thinking from a lower level to a higher level that comes with age and experience.⁽¹⁰⁾ There are six assumptions:

- 1st Need to Know
- 2nd Self-Concept
- 3rd Experience
- 4th Readiness to Learn
- 5th Orientation
- 6th Motivation

CONCLUSIONS

The implementation of the flipped approach with tracheostomy care in the skills lab was successful because there was a 60% reduction in failures of the tracheostomy skills pass-off. All of the skills labs will currently implement the flipped approach for the following skills:

- Assessment
- Foley Catheter
- Medication Administration
- Wound Care
- Nasogastric Tube: Insertion, Irrigation, and Removal

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