



Context

University College of Northern Denmark

Key Words

Education, Nursing, Curriculum,
Pre-registration, Baccalaureate,
Case-based work

This Case Study provides:

- A description of integrating the Fundamentals of Care Framework into case-based work within University College-based nursing curriculum
- Examples of a case description and a guide for case-based work drawing on the Fundamentals of Care Framework
- Findings from a rigorous process evaluation involving interviews and focus groups with key stakeholders (faculty and students)

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INTEGRATING THE FUNDAMENTALS OF CARE IN NURSING STUDENTS' CASE-BASED WORK



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Overview of case study

This case study focuses on how the Fundamentals of Care (FoC) Framework has been integrated in case-based work in an educational setting at a School of Nursing in Region North in Denmark. This case study presents the rationale for integrating the FoC Framework in case-based work, how it was integrated, and faculty and student experiences of this integration.

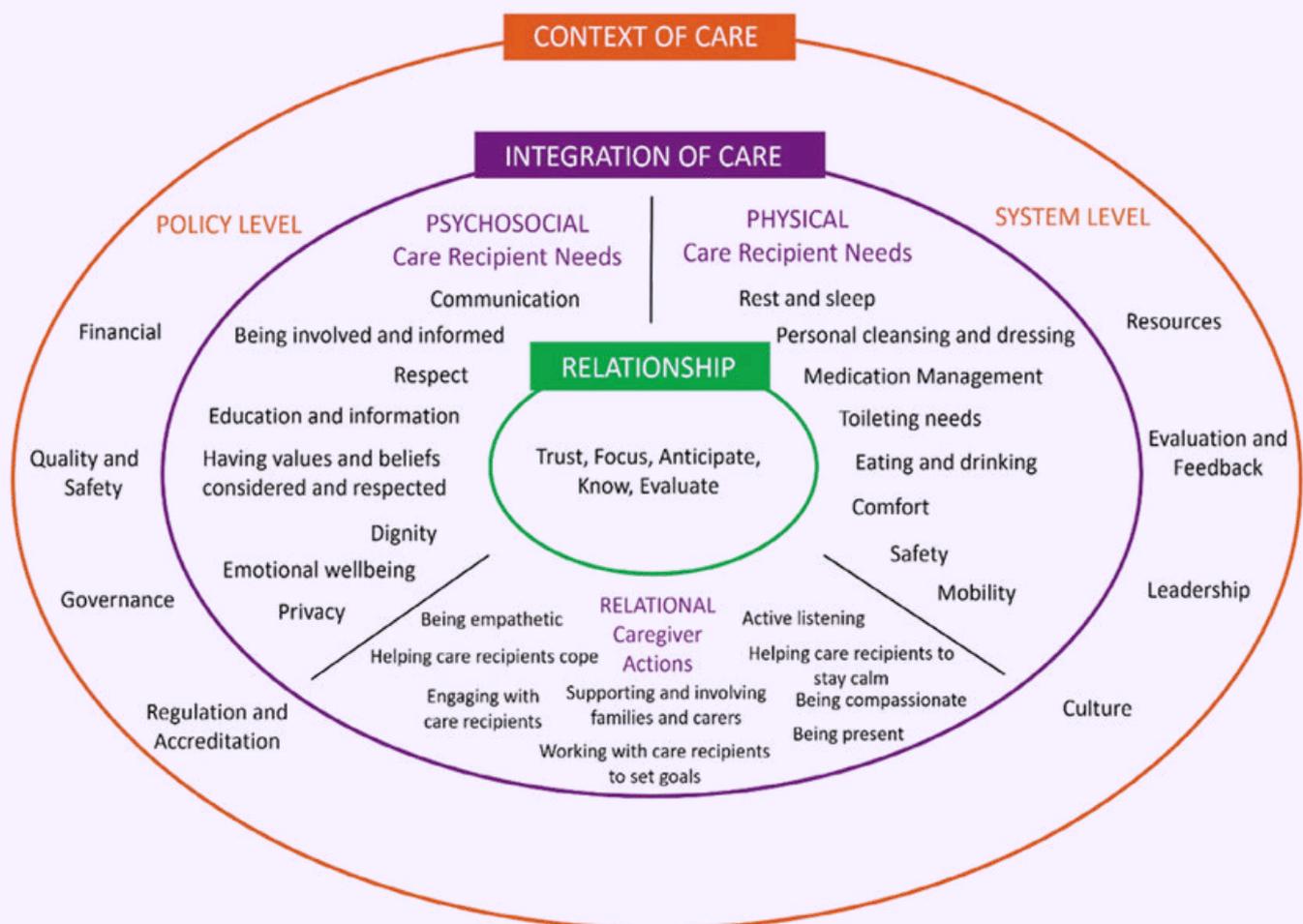


FIGURE 1 The Fundamentals of Care Framework. Image obtained, with permission, from <https://ilccare.org/the-fundamentals-of-care-frame-work/> and content within image derived from (Feo, Conroy, et al. 2018; Kitson et al. 2013).

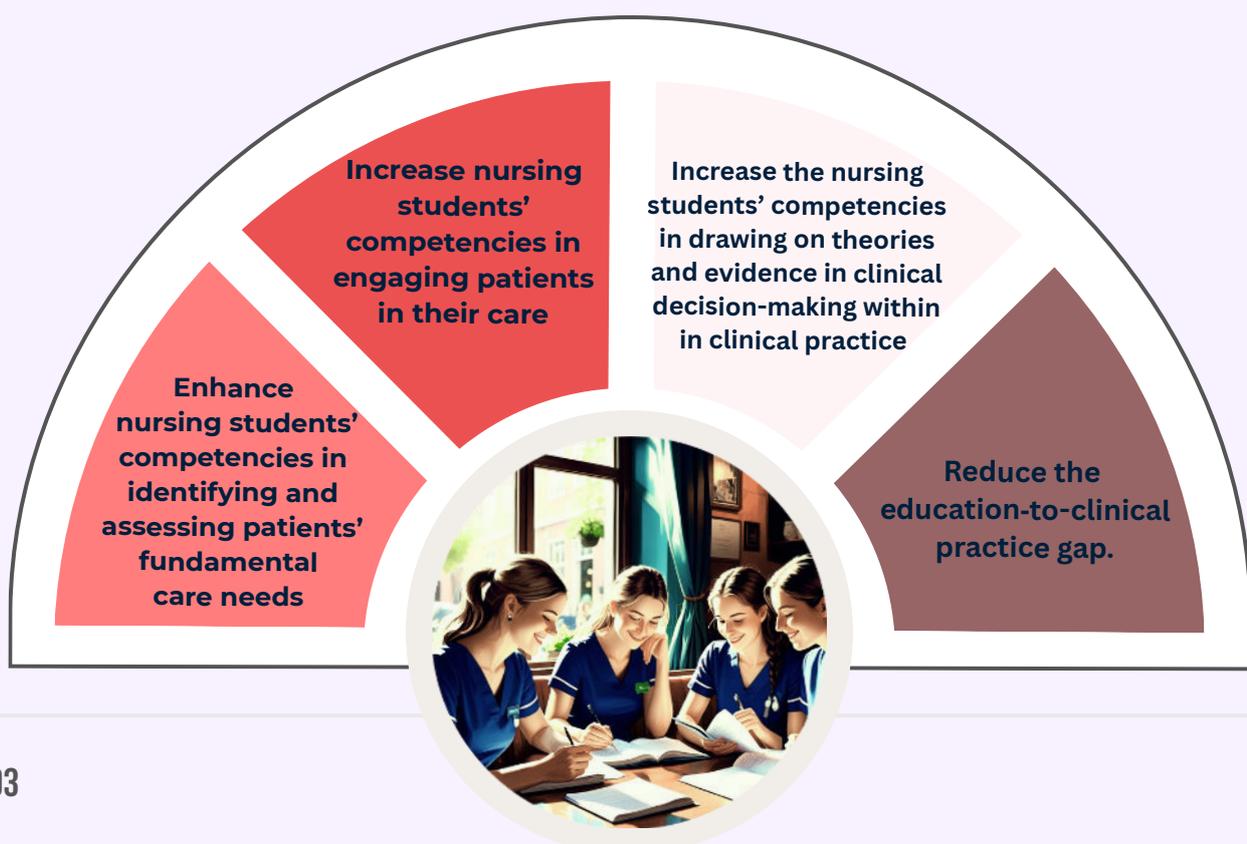
Integrating the Fundamentals of Care Framework in nursing students' case-based work

The rationale for the activity

Nursing education plays a vital role in preparing future nurses to work in highly specialised healthcare systems while also meeting patients' fundamental care needs. However, studies^(1,2,3) underline that newly graduated nurses experience several challenges when transitioning into clinical practice, including:

- Difficulty in identifying and assessing patients' fundamental care needs
- Limited capacity to use evidence and involve patients in clinical decision-making
- Reluctance to question and reflect on their clinical practice
- An education-to-clinical practice gap whereby they find it difficult to see the relevance of what they have been taught during their University College-based education to their work in clinical practice.

In the planning of the course content on fundamental nursing care in a baccalaureate nursing education at the School of Nursing at University College, North Denmark, it was therefore considered crucial to:



To achieve the afore mentioned objectives and focus on fundamental care, in 2016 the faculty and management at the School of Nursing decided to integrate the conceptual FoC Framework in curricula⁽⁴⁾. One initiative was to integrate the FoC Framework in case-based work. For more information on integrating the FoC Framework in curricula more broadly, please see case study on integrating the Framework into baccalaureate nursing education.

The Activity

Aim of activity: The FoC Framework was integrated in case-based work in nursing education as a tool to support nursing students' understanding of fundamental nursing care and to enhance their ability to explore, analyse, and reflect on this care.

Why this activity: Case-based work as a pedagogical method has been shown to stimulate nursing students' reflexivity, whilst the FoC Framework can draw attention to nursing actions related to fundamental care.

Case-based work

Using a case-based approach engages students in discussion of specific scenarios that resemble or typically are real-world examples. This method is learner-centered with intense interaction between participants as they build their knowledge and work together as a group to examine the case. The instructor's role is that of a facilitator while the students collaboratively analyze and address problems and resolve questions that have no single right answer.

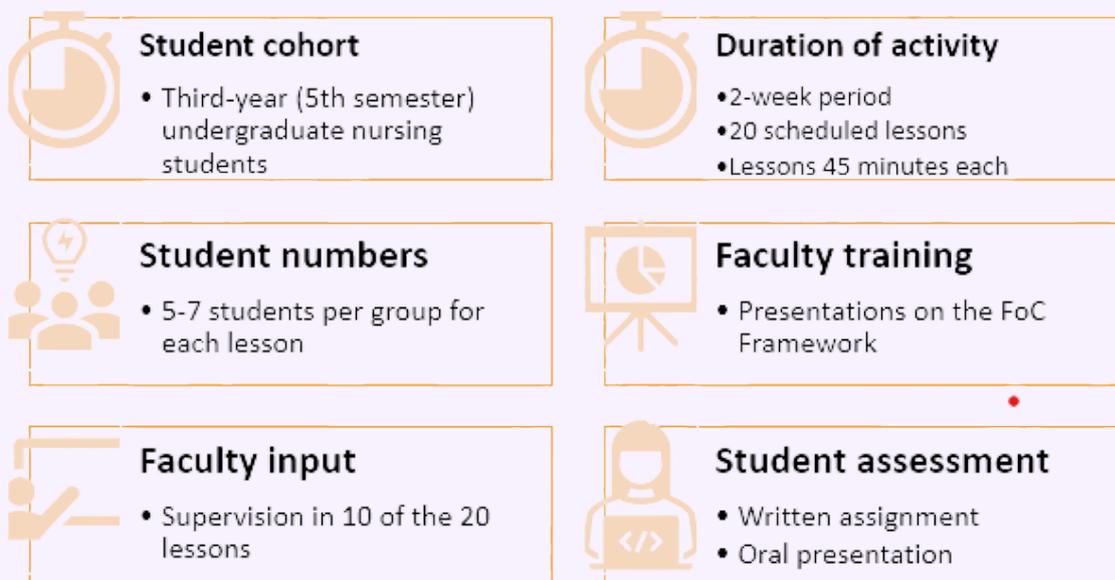
<https://www.queensu.ca/ctl/resources/instructors/instructional-strategies/case-based-learning>

Who the activity was for: Nursing students in 5th semester (third year) of baccalaureate nursing education and faculty members supervising the case-based work at a School of Nursing in Denmark.

Integrating the Fundamentals of Care Framework in nursing students' case-based work

Where the activity took place: Baccalaureate nursing education, University College of Northern Denmark, Denmark

What the activity involved: The students worked with a case over a 2-week period in groups of five to seven. Twenty scheduled lessons of 45 minutes were allocated to the case-based work. Ongoing supervision from a faculty member was available in ten out of the twenty lessons. As University-based nursing educators, faculty members are trained to supervise the concepts of case-based work, including facilitating students' reflexivity. Faculty members had attended presentations, workshops and discussions on the FoC Framework provided by local FoC facilitators. For more information about FoC facilitators, please see the case study on integrating the FoC Framework across a baccalaureate nursing program in Denmark (see Case Study 'Integrating the FoC framework in baccalaureate nursing education'). The case-based work was finalised by a written assignment, which was followed by a short oral presentation. Feedback from fellow students and supervisor was given.



Integrating the Fundamentals of Care Framework in nursing students' case-based work

Based on an example of a case description, students were asked to:

- Identify problems within the case that relate to fundamental care
- Prioritise the identified problems by using the Airway, Breathing, Circulation, Disability, Exposure (ABCDE) algorithm, which is a systematic approach to the assessment and treatment of critically ill patients
- Justify relevance of identified problems by referencing theory and research-based literature
- Describe and justify relevant interventions
- Incorporate reflections on clinical decision-making and clinical leadership

An example of a case study description is provided below.

CASE STUDY EXAMPLE

A 59-year-old male was admitted to an acute cardiology department with chest pain and severe shortness of breath. The patient was described as pale, restless, and tired. Abnormal blood pressure, high pulse rate, and saturation of 88% were registered. The electrocardiogram and blood samples indicated acute myocardial infarct. The patient was married and had two children. He owned a company and lived a busy life. He was overweight, smoked, and did not exercise.

Throughout this process the students were asked to reference the FoC Framework to identify and justify problems related to the patients' fundamental care needs and prioritize and justify fundamental nursing care interventions for the specific case. Faculty members supervised the students to actively use the FoC Framework in the reflective process.

Implementation of the activity

The implementation process was based on the i-PARIHS framework (Integrated Promoting Action on Research Implementation in Health Services)⁽⁵⁾. Examples of implementation initiatives included:

- Management engagement and support at the organisational level (e.g., allocating resources such as time and staff to engage in integrating the FoC framework in nursing education)
- Establishing a team of FoC facilitators to actively facilitate the integration of the framework
- FoC educational activities for faculty members (e.g., workshops and symposiums on FoC)
- FoC written into curricula (e.g., written into requirements for exams and lectures on FoC throughout all semesters and integrated into students' IT-platform)
- Continuous evaluation among faculty members of the integration of FoC (e.g., oral and written evaluations following workshops and symposiums)

Evaluation of the activity

Method of evaluation: Participant observations, focus groups, and semi-structured individual interviews with 18 nursing students and three faculty members.

Results: The results identified 4 themes representing how the students and faculty perceived and used the FoC Framework in case-based work:

1. Getting a grasp on Fundamentals of Care;
2. Searching for the relevance of fundamental care in case-based work;
3. Perceiving Fundamentals of Care differently; and
4. Welcoming consistency and clarity in curricular planning.

Overall, the FoC Framework appeared to support students' learning about fundamental nursing care and the skills and behaviours required to deliver this care to a consistently high standard. In some situations, the students reported that the FoC Framework drew attention to using theories to elaborate on the elements within the framework. However, there was diversity in the understanding of the FoC Framework among the faculty. This diversity impacted the students' understanding and use of the FoC Framework, creating uncertainty as to the use of the Framework in case-based work as well as uncertainty around the Framework's relevance to clinical practice.

Summary

Integrating the FoC framework in case-based work may be one way to teach nursing students the complexities of fundamental nursing care. Using the framework seems to increase the nursing students' attention towards drawing on theories and evidence in a reflective process. However, for students to use the framework there is a need for clarification on how the conceptual framework can be used, particularly in combination with other theories, philosophies and evidence in nursing care.

Tips

- Ensure consistency on how faculty understand and teach FoC by offering ongoing workshops and presentations on the FoC Framework
- Ensure teaching staff role model how to use/integrate the FoC framework in their reflections on nursing care
- Ensure management support, engagement and commitment to the integration of FoC

For more information:

Please see published paper: Voldbjerg, S.L., Lyng Larsen, K., Nielsen, G., & Laugesen, B. (2020). Exploring nursing students' use of the Fundamentals of Care framework in case-based work. *Journal of Clinical Nursing*, 29, 1968–1980. <https://doi.org/10.1111>

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